



Child Protection in Humanitarian Action Competency Development Guide  
Version 1, 2023

# Contents

<b>Contents</b>	<b>1</b>
<b>Introduction</b>	<b>2</b>
<b>Competencies to apply the Guiding Principles</b>	<b>5</b>
<b>Technical competencies</b>	<b>12</b>
Competency domain: 1. Ensuring a quality response	12
Competency domain: 2. Preventing and responding to child protection risks	17
Competency domain: 3. Developing adequate child protection strategies	23
Competency domain: 4. Working across sectors	29
<b>Core Humanitarian competencies for CP</b>	<b>36</b>
Competency domain: 5. Understanding humanitarian contexts and applying humanitarian principles and standards	36
Competency domain: 6. Achieving results	37
Competency domain: 7. Managing collaborative relationships	38
Competency domain: 8. Operating safety and securely at all times	40
Competency domain: 9. Managing in high-pressured and changing environments	41
Competency domain: 10. Demonstrating leadership	42

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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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# Introduction

Welcome to the CPHA Competency Development Guide.

## What is the purpose of this guide?

The purpose of the Competency Development Guide (CDG) is to help practitioners to locate relevant learning and development resources, based on the competencies they need to, or would like to, develop, and on the level at which they want to develop.

## How is the CDG structured?

The CDG is structured in line with the [CPHA Competency Framework](#), which is closely aligned with the [Minimum Standards for Child Protection in Humanitarian Action](#) (CPMS).

An overview of the CPHA competency domains and competencies is shown on the next page.

For each competency, you will be reminded of the behavioural indicators at three levels (highlighted in figure 1):

- Level 1 describes individuals predominantly involved in the implementation of CPHA activities, or those with limited experience in the relevant competency domain
- Level 2 describes individuals predominantly involved in the management of CPHA activities, or those with some experience in the relevant competency domain
- Level 3 describes those predominantly involved in leading CPHA programmes and strategic thinking, or individuals with significant experience in the relevant competency domain.

Competency 0.01 Promoting children's survival and development			
	Level 1	Level 2	Level 3
<b>Behavioural indicators: How will I act if I have this competence?</b>			
	- Identifies children's developmental stages and is able to adapt communication accordingly.	- Uses socio-ecological and developmental lenses and communicates accordingly.	- Strengthens the capacity of others to identify children's developmental stages and adapt their communication accordingly.
<b>Learning resources: Where can I go to develop knowledge and skills to support these behaviours?</b>			
Self-paced	- <b>CPMS e-course: Principle 1</b> (Alliance) - <b>Protecting Children in Humanitarian Settings</b> (Columbia University) - <b>The early childhood years</b> (UNICEF) - <b>Promoting Children's Development and Wellbeing</b> (Disaster Ready) - <b>Psychological First Aid for Children</b> (HLA)	- <b>CPMS e-course: Principle 1</b> (Alliance) - <b>CPiE Socio-ecological Model</b> (Save the Children)	
Facilitated	- <b>Frontliners Getting Started in CPHA</b> (Alliance) - <b>Child Protection Case Management level 1</b> (Alliance) - UNHCR Foundational Child Protection Training	- <b>CPHA CPMS learning package</b> (Alliance) (Available on request) - UNHCR Foundational Child Protection Training	

Figure 1: behavioural indicators

Below this, the available self-paced and facilitated learning resources are listed for each level (highlighted in figure 2). Resources developed by the Alliance are shown in bold and in an accent colour.

Competency 0.01 Promoting children's survival and development			
	Level 1	Level 2	Level 3
<b>Behavioural indicators: How will I act if I have this competence?</b>			
	- Identifies children's developmental stages and is able to adapt communication accordingly.	- Uses socio-ecological and developmental lenses and communicates accordingly.	- Strengthens the capacity of others to identify children's developmental stages and adapt their communication accordingly.
<b>Learning resources: Where can I go to develop knowledge and skills to support these behaviours?</b>			
Self-paced	- <b>CPMS e-course: Principle 1</b> (Alliance) - <b>Protecting Children in Humanitarian Settings</b> (Columbia University) - <b>The early childhood years</b> (UNICEF) - <b>Promoting Children's Development and Wellbeing</b> (Disaster Ready) - <b>Psychological First Aid for Children</b> (HLA)	- <b>CPMS e-course: Principle 1</b> (Alliance) - <b>CPiE Socio-ecological Model</b> (Save the Children)	
Facilitated	- <b>Frontliners Getting Started in CPHA</b> (Alliance) - <b>Child Protection Case Management level 1</b> (Alliance) - UNHCR Foundational Child Protection Training	- <b>CPHA CPMS learning package</b> (Alliance) (Available on request) - UNHCR Foundational Child Protection Training	

Figure 2: available learning resources

Note: This document focuses on the learning resources available to strengthen knowledge and skills to support behaviours related to the CPHA Competency Framework only, and does not include additional frameworks referenced in the CPHA Competency Framework.

# CHILD PROTECTION IN HUMANITARIAN ACTION COMPETENCY FRAMEWORK

## GUIDING PRINCIPLES

### APPLYING THE GUIDING PRINCIPLES FOR CPHA

- Promoting children’s survival and development
- Promoting non-discrimination and inclusion of all children in humanitarian programming
- Promoting ethical, safe and meaningful child participation in humanitarian programming
- Prioritising the best interests of the child in all actions and decisions affecting children
- Enhancing children’s safety, dignity and rights and avoid exposing them to further harm
- Ensuring children’s access to impartial assistance according to need and without discrimination
- Assisting children to recover from the physical and psychological effects of violence, coercion or deliberate deprivation
- Helping children to claim their rights
- Strengthening child protection systems
- Strengthening children’s resilience in humanitarian action

## CORE HUMANITARIAN COMPETENCIES

### UNDERSTANDING CONTEXTS & APPLYING PRINCIPLES

- Understanding the humanitarian context
- Applying humanitarian standards and principles

### ACHIEVING RESULTS

- Ensuring programme quality and impact

### MANAGING COLLABORATIVE RELATIONSHIPS

- Working with others
- Developing and maintaining collaborations and partnerships
- Working with children

### 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



## TECHNICAL COMPETENCIES

### ENSURING A QUALITY RESPONSE

- Coordinating a quality CPHA response
- Engaging with the UN missions
- Implementing CPHA human resources strategies
- Implementing CPHA communication and advocacy strategies
- Managing programme cycle
- Managing information
- Monitoring child protection

### PREVENTING AND RESPONDING TO CHILD PROTECTION RISKS

- **Preventing and responding to:**
  - dangers and injuries risks
  - physical and emotional maltreatment risks
  - sexual and gender-based violence (SGBV) risks
  - psychosocial distress and promoting mental health
  - children associated with armed forces and armed groups (CAAFAG)
  - child labour risks
  - risks of unaccompanied and separated children (UASC) programmes

### DEVELOPING ADEQUATE CHILD PROTECTION STRATEGIES

- **Developing:**
  - socio-ecological approach to child protection programming
  - group activities for child wellbeing
  - strategies to strengthen family and caregiving environments
  - community-level approaches
  - strategies for case management
  - strategies for alternative care
  - strategies to promote and uphold justice for child

### WORKING ACROSS SECTORS

- **Working with:**
  - food security
  - livelihoods
  - education
  - health
  - nutrition
  - water, sanitation and hygiene (WASH)
  - shelter
  - camp management

### How can the CDG be used?

Practitioners should use the CDG in conjunction with the [CPHA Competency Framework](#).

1. First, use the competency framework to identify the competency or competencies that you want to strengthen.
2. Then, locate these competencies in the CDG to find an associated list of learning resources.

The CDG is also a useful resource for facilitators and for Learning and Development (L&D) staff, who can use it to identify existing resources that address the learning needs of their teams. If you are a facilitator, or are designing a training or learning programme and want more details on where specific objectives are covered within the modules and courses, you can refer to the detailed mapping [here](#).

If you have further questions or would like to develop a new learning resource that fills a gap identified in the CDG, please contact the L&D Working Group on [learning@alliancecpa.org](mailto:learning@alliancecpa.org)

**Important note:** As stated in the Alliance [L&D Strategy](#), learning beyond training is a key element of the Alliance's approach to learning and development. The L&D Working Group advocates for and strives to use the 70:20:10 approach to adult learning, wherein 70% of learning happens through experience, 20% through social learning, and 10% through formal learning activities, such as e-courses and training. The resources listed in this guide offer formal learning activities. Any practitioner using the CDG should do so as part of a broader approach to their own professional development which incorporates social learning and learning from experience.

# Competencies to apply the Guiding Principles

## Competency 0.01 Promoting children’s survival and development

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Identifies children’s developmental stages and is able to adapt communication accordingly.	- Uses socio-ecological and developmental lenses and communicates accordingly.	- Strengthens the capacity of others to identify children’s developmental stages and adapt their communication accordingly.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course: Principle 1 (Alliance)</a></li> <li>- <a href="#">Protecting Children in Humanitarian Settings</a> (Columbia University)</li> <li>- <a href="#">The early childhood years</a> (UNICEF)</li> <li>- <a href="#">Promoting Children’s Development and Wellbeing</a> (Disaster Ready)</li> <li>- <a href="#">Psychological First Aid for Children</a> (HLA)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course: Principle 1 (Alliance)</a></li> <li>- <a href="#">CPIE Socio-ecological Model</a> (Save the Children)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> <li>- <a href="#">Child Protection Case Management level 1 (Alliance)</a></li> <li>- UNHCR Foundational Child Protection Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> <li>- UNHCR Foundational Child Protection Training</li> </ul>	

## Competency 0.02 Promoting non-discrimination and inclusion of all children in humanitarian programming

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Identifies when children are denied their rights, discriminated against or excluded from humanitarian programming.	- Identifies and monitors existing and new patterns of discrimination, power and exclusion, and addresses these in the design and implementation of prevention and	- Advocates for children from all backgrounds to access available services.

		response programming.	
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course: Principle 2 (Alliance)</a></li> <li>- <a href="#">Child Protection: Children's Rights in Theory and Practice</a> (Harvard University)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course: Principle 2 (Alliance)</a></li> <li>- <a href="#">Equality, Diversity and Inclusion</a> (FIELD)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CPHA CPMS learning package (Alliance)</a> (Available on request)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Community CP volunteers (Alliance)</a></li> </ul>	

### Competency 0.03 Promoting ethical, safe and meaningful child participation in humanitarian programming

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Facilitates developmentally-appropriate participation, with full consideration of potential risks.</li> <li>- Ensures the informed consent/assent of children and their parents/caregivers is gathered whenever relevant.</li> <li>- Supports the establishment of child-friendly accountability mechanisms.</li> </ul>	<ul style="list-style-type: none"> <li>- Holds oneself accountable to children and follows up with those involved in participatory processes.</li> <li>- Informs children about what they can expect regarding confidentiality, participation, expression of concerns and incident reporting.</li> <li>- Establishes child-friendly accountability mechanisms in cooperation with a variety of humanitarian actors.</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthens the capacity of others on ethical, safe and meaningful child participation, including the importance of confidentiality and informed consent/assent of children.</li> <li>- Advocates with others to ensure children's right to participation and confidentiality are respected.</li> <li>- Strengthens the capacity of others to set up and run child-friendly accountability mechanisms.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Principle 3 (Alliance)</a></li> <li>- <a href="#">Protecting Children during IDOs week 2 (Alliance)</a></li> <li>- <a href="#">Protecting Children in Humanitarian Settings</a> (Columbia University)</li> <li>- Ready Module #6: Prioritising child participation in infectious disease outbreaks (READY) (work in progress)</li> <li>- <a href="#">Adolescents in humanitarian contexts</a> (Save the Children)</li> <li>- <a href="#">Risk assessment</a> (ChildHub/TdH)</li> </ul>		

	- <a href="#">Supporting Children's Participation (TdH)</a>		
Facilitated	- <a href="#">Strengthening Community-level CPHA (Alliance)</a> - UNHCR Foundational CP Training		- <a href="#">Training of Child Protection Actors on Key Competencies in Caring for Children in Adversity and Their Families Part 1 (TdH)</a>

### Competency 0.04 Prioritising the best interests of the child in all actions and decisions affecting children

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Uses agreed-upon procedural safeguards to support the best interests principle when making decisions for individual children.	- Promotes and advises others on agreed-upon procedural safeguards to support the best interests principle when making decisions for individual children.	- Supports state actors to ensure the best interest of the child is included within national legal frameworks, processes and mechanisms.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">CPMS E-course Principle 4 (Alliance)</a> - <a href="#">Child Protection in Conflict Settings (Kaya)</a>	- <a href="#">CPMS E-course Principle 4 (Alliance)</a> - <a href="#">Child Protection in Conflict Settings (Kaya)</a>	- <a href="#">CPMS E-course Principle 4 (Alliance)</a>
Facilitated	- UNHCR Foundational CP Training	- <a href="#">UASC TOT (Alliance)</a>	

### Competency 0.05 Enhancing children's safety, dignity and rights and avoiding exposing them to further harm

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Follows and promotes child safeguarding protocols and PSEA protocols, that have accessible procedures and mechanisms for reporting and addressing suspected violations. - Complies with data protection standards and guarantees confidentiality for and informed consent/assent of children.	- Takes steps to ensure child protection mainstreaming, including child safeguarding, and PSEA protocols are considered and implemented across humanitarian programmes in their own organisation. - Conducts systematic monitoring of interventions to ensure that children, including	- Advocates to ensure child protection mainstreaming, including child safeguarding and PSEA, is considered across humanitarian programming and adequately funded in inter-agency fora. - Strengthens the capacity of others on child protection mainstreaming, including the

		those with disabilities, are not exposed to additional risks or harm.	importance of confidentiality and informed consent/assent of children.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">Online Child Safeguarding Training</a> (UNICEF)	- <a href="#">CPMS E-course Standard 21</a> (Alliance) - <a href="#">CPMS E-course Standard 23</a> (Alliance) - <a href="#">CPMS E-course Standard 24</a> (Alliance) - <a href="#">CPMS E-course Standard 38</a> (Alliance) - <a href="#">Risk assessment</a> (ChildHub)	
Facilitated	- <a href="#">Frontliners Getting Started in CPHA</a> (Alliance) - <a href="#">Information Management for Case Management</a> (Alliance) (Work in Progress)		

### Competency 0.06 Ensuring children's access to impartial assistance according to need and without discrimination

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Adheres to humanitarian principles and guiding principles set out in CPMS in all aspects of their CPHA programming.	- Identifies and addresses any barriers to assistance for children, including refugees, internally displaced, migrants, stateless children and those with disabilities.	- Supports governmental and non-governmental partners to adhere to humanitarian and guiding principles set out in CPMS in all aspects of programming.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">CPMS E-course Principles and Approaches</a> (Alliance) - <a href="#">CPMS E-course Principle 1</a> (Alliance) - <a href="#">CPMS E-course Principle 2</a> (Alliance) - <a href="#">CPMS E-course Principle 3</a> (Alliance) - <a href="#">CPMS E-course Principle 4</a> (Alliance) - <a href="#">Introduction to the Core Humanitarian Standards</a> (CHS Alliance)	- <a href="#">Equality, Diversity and Inclusion</a> (FIELD)	
Facilitated	- <a href="#">Frontliners Getting Started in CPHA</a>	- <a href="#">CPHA CPMS learning package</a> (Alliance)	

	(Alliance) - CPHA CPMS learning package (Alliance) (Available on request)	(Available on request)	
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**Competency 0.07 Assisting children to recover from the physical and psychological effects of violence, coercion or deliberate deprivation**

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Provides immediate support to children harmed by violations and safely and effectively makes referrals to additional services as appropriate.	- Identifies and supports existing positive coping mechanisms at all levels of the child's socio-ecology.	- Strengthens the capacity of others to identify and respond to the needs of children harmed by violations and to strengthen protective factors.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">Child Protection: Children's Rights in Theory and Practice</a> (Harvard University)		
Facilitated	- <a href="#">Child Protection Case Management level 1</a> (Alliance) - UNHCR Foundational CP Training	- <a href="#">Prevention Focal Point training</a> (Alliance) - <a href="#">CPHA-CPMS learning package</a> (Alliance) (Available on request)	

**Competency 0.08 Helping children to claim their rights**

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Informs children about, and helps children to understand and claim their rights.	- Supports parents and caregivers to claim children's rights on their behalf.	- Advocates for the full respect of children's rights and the compliance with international law that supports a stronger protective environment.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			

Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">Child Rights and why they matter</a> (UNICEF)</li> <li>- <a href="#">An introduction to children's rights</a> (Amnesty International)</li> <li>- <a href="#">Child Rights Programming</a> (Save the Children)</li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> </ul>		

### Competency 0.09 Strengthening child protection systems

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies strengths and gaps in existing child protection systems.</li> <li>- Recognises government social protection programmes.</li> <li>- Identifies government child protection prevention programming or the absence thereof.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with communities, CPHA partners, stakeholders and authorities to strengthen local CP systems.</li> <li>- Liaises with government actors to connect social protection programmes and CPHA prevention and response programming,</li> <li>- Coordinates with government actors on child protection prevention programming.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates within inter-agency fora to ensure a response is conceived looking at possibilities to strengthen the CP system.</li> <li>- Collaborates with government actors to design social protection programmes with prevention and response objectives.</li> <li>- Fundraises for CP prevention programming in coordination with government actors.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">Protecting Children in Humanitarian Settings</a> (Columbia University)</li> <li>- <a href="#">Child Protection: Children's Rights in Theory and Practice</a> (Harvard University)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Child Protection: Children's Rights in Theory and Practice</a> (Harvard University)</li> <li>- <a href="#">Strategies to strengthen the Social Service Workforce for Child Protection</a> (UNICEF)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Introduction to the Primary Prevention Framework (Alliance)</a></li> <li>- <a href="#">Prevention Focal Point training (Alliance)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>		

### Competency 0.10 Strengthening children’s resilience in humanitarian action

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Identifies risk and protective factors and supports programmes to strengthen positive relations between children, families and communities.	- Designs and implements programmes that actively strengthen protective factors, mitigate risks, and prevent harm from occurring.	- Advocates with other sectors to integrate resilience strengthening activities for children to prevent harm from occurring.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">Protecting Children in Humanitarian Settings</a> (Columbia University)</li> <li>- <a href="#">Resilience in Children Exposed to Trauma, Disaster and War: Global Perspectives</a> (University of Minnesota)</li> <li>- <a href="#">CPiE Socio-ecological Model</a> (Save the Children)</li> <li>- <a href="#">Risk assessment</a> (ChildHub/TdH)</li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <b><a href="#">Frontliners Getting Started in CPHA (Alliance)</a></b></li> <li>- UNHCR Foundational Child Protection Training</li> </ul>	<ul style="list-style-type: none"> <li>- <b><a href="#">Prevention Focal Point training (Alliance)</a></b></li> <li>- <b><a href="#">CPHA CPMS learning package (Alliance)</a></b> (Available on request)</li> </ul>	

# Technical competencies

## Competency domain: 1. Ensuring a quality response

### Competency 1.1 Coordinating a quality CPHA response

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Participates in coordination with actors in the CPHA coordination mechanism and other inter-agency bodies.</li> <li>- Identifies key CP actors and supports their effective participation in the CP coordination mechanism with the involvement of the government where appropriate.</li> <li>- Recognises the unique roles, mandates, and ways of working of the members of CP coordination groups and relevant actors.</li> <li>- Adjusts communication style to match the audience, particularly cross-culturally.</li> <li>- Identifies the role of UN peacekeeping operations and political missions in the protection of children.</li> <li>- Cooperates with UN missions to strengthen government policies, laws and processes on communication, systems and child-related institutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Assumes an active role within CPHA coordination mechanism and other inter-agency bodies.</li> <li>- Builds and maintains strategic relationships with community-based, local/national governments and organisations as well as INGOs, UN agencies and donors for effective and well-coordinated CP response.</li> <li>- Engages with all CPHA-related actors according to their unique roles, mandates and ways of working.</li> <li>- Communicates effectively with different actors and stakeholders, particularly cross-culturally.</li> <li>- Supports coordination with the UN missions to observe CP principles and standards, facilitate collaboration, and manage resources appropriately.</li> <li>- Builds and maintains strategic relationships with relevant leaders of UN missions to identify CP issues of concern.</li> </ul>	<ul style="list-style-type: none"> <li>- Leads the coordination of CPHA efforts within CPHA coordination mechanism and other inter-agency bodies</li> <li>- Supports team members in establishing strategic relationships with community-based, local/national governments and organisations as well as INGOs, UN agencies and donors for effective and well-coordinated CP response.</li> <li>- Fosters diversity and inclusion at all levels of CPHA response and coordination, including tools and guidance documents.</li> <li>- Demonstrates political and cultural insight in communicating with humanitarian actors and other relevant stakeholders.</li> <li>- Establishes and promotes clear guidance, rationale, responsibilities and standard operating procedures (SOPs) for CPHA actors on engaging with UN missions.</li> <li>- Engages with UN missions to influence UN strategies that relate to CP.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-module Standard 1 (Alliance) Protection of children and adolescents: coordination, preparation and response in emergency situations</a> (UNICEF)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CPHA-CPMS learning package (Alliance) (Available on request)</a></li> <li>- <a href="#">Frontliners Getting Started in CPHA</a></li> </ul>	<ul style="list-style-type: none"> <li>- 2014 CP Coordination Training (CPAoR) (available upon request)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

	<p>(Alliance)</p> <ul style="list-style-type: none"> <li>- <a href="#">Child Protection training DPKO (Alliance)</a></li> <li>- 2014 CP Coordination Training (CPAoR) (available upon request)</li> </ul>		
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### Competency 1.2 Implementing CPHA human resources strategies

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies available human resources and supports recruitment and induction processes.</li> <li>- Manages human resources, including volunteers, transparently and in line with organisational standards.</li> <li>- Identifies challenges to staff well-being and proposes positive coping mechanisms and strategies for a healthy work-life balance.</li> <li>- Stores HR documents on the organisation's official knowledge management database.</li> <li>- Follows organisational staff policies.</li> </ul>	<ul style="list-style-type: none"> <li>- Defines human resource requirements in line with the CPHA Competency Framework and conducts transparent, fair recruitment processes.</li> <li>- Supports other team members in managing human resources, including volunteers, transparently and in line with organisational standards.</li> <li>- Promotes staff well-being by supporting a healthy work environment, sufficient rest and recuperation and access to MHPSS.</li> <li>- Manages and updates staff HR files, requirements and contract procedures in a timely and transparent way.</li> <li>- Ensures team members follow organisational policies and provides performance management and evaluation and capacity strengthening opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures required human resources are in place and conducts talent and succession planning to ensure smooth transitions and knowledge management.</li> <li>- Strengthens capacity of team members to manage human resources, including volunteers, transparently and in line with organisational standards.</li> <li>- Develops CPHA HR strategies, policies and processes to support staff's professional development and promote well-being.</li> <li>- Ensures HR knowledge management and filing systems are up to date, functional and transparent to all staff.</li> <li>- Engages in the development of organisational policies and takes responsibility for rolling these out fairly and transparently in the child protection team.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">Introduction to Human Resource Management in Humanitarian Contexts</a> (Save the Children)</li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Taking Care of Yourself (Alliance)</a></li> <li>- <a href="#">Stress Management for staff</a> (Save the Children)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPHA Competency Framework and its tools (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

### Competency 1.3 Implementing CPHA communication and advocacy strategies

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Reviews local and national communication and media strategies, policies and practices around CPHA issues.</li> <li>- Contributes to internal communication and advocacy policies and processes to ensure all messages support children's protection.</li> <li>- Presents children's contributions, ideas, life stories and quotes accurately.</li> <li>- Ensures the safety of children and CPHA actors before using their images, recordings, or quotes.</li> </ul>	<ul style="list-style-type: none"> <li>- Implements a culturally sensitive CP communication and advocacy strategy that values children's dignity, best interests and safety.</li> <li>- Coordinates with experts to provide stakeholders with targeted communication, advocacy and media material, including in local languages, to ensure all messages support children's protection.</li> <li>- Supports and mentors children to express their own opinions through communication and advocacy methods and channels that have been assessed as child-friendly.</li> <li>- Monitors stories and images for accuracy, cultural sensitivity and safeguarding of children and adults.</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinates with CPHA stakeholders on communication, advocacy and media strategies that value children's dignity, best interests and safety.</li> <li>- Influences multi-sectoral and multi-agency national communication, advocacy, and media policies and practices to ensure all children are safe, protected and included.</li> <li>- Advocates for child participation in communication and advocacy channels that have been assessed as child-friendly at inter-agency level.</li> <li>- Advocates with stakeholders to ensure stories and images are accurate, culturally sensitive and ensure safeguarding of children and adults.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-module standard 3 (Alliance)</a></li> <li>- <a href="#">Communications in humanitarian settings (FIELD)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-module standard 3 (Alliance)</a></li> <li>- Ready Module 2: Advocating for the centrality of children and their protection in IDOs (READY) (Work in progress)</li> <li>- <a href="#">Advocacy in Humanitarian Settings (FIELD)</a></li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> </ul>		

### Competency 1.4 Managing Programme Cycle

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Contributes to inter-agency efforts to review,</li> </ul>	<ul style="list-style-type: none"> <li>- Involves children, families, communities and</li> </ul>	<ul style="list-style-type: none"> <li>- Supports inter-agency efforts to review</li> </ul>

	<ul style="list-style-type: none"> <li>update or conduct mappings and studies.</li> <li>- Designs programmes based on situation analysis and identified needs.</li> <li>- Monitors programme quality, outputs, outcomes and, where possible, impact.</li> <li>- Shares findings and learning from assessments, monitoring, feedback and accountability mechanisms with all stakeholders, including children and families.</li> </ul>	<ul style="list-style-type: none"> <li>duty bearers in mappings and studies when possible.</li> <li>- Prioritises life-saving actions in the early response phase, while maintaining links to sustainable, community-level and preventative approaches.</li> <li>- Monitors changes in the CP situation and adjusts programme implementation accordingly.</li> <li>- Engages in joint learning initiatives and evaluations of CP programmes.</li> </ul>	<ul style="list-style-type: none"> <li>secondary data to identify CP risks, their root causes and gaps in existing information.</li> <li>- Plans and implements actions that create complementarity between community-, national- and international-level organisations so that the humanitarian response strengthens the existing CP systems and fosters prevention of violence, abuse, exploitation and neglect.</li> <li>- Prevents, identifies and mitigates unintended negative consequences of programme interventions throughout implementation.</li> <li>- Uses learning to adjust programmes and inform the design of future interventions.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-module Standard 4 (Alliance)</a></li> <li>- <a href="#">Child Protection in Emergencies</a> (Plan International)</li> <li>- <a href="#">Child protection results-based management</a> (UNICEF)</li> <li>- <a href="#">CPiE Situation and Response Monitoring</a> (CPAoR)</li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Prevention Focal Point training (Alliance)</a></li> <li>- <a href="#">CP Rapid Assessment (Alliance)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CP Rapid Assessment (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

### Competency 1.5 Managing Information

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Demonstrates knowledge on confidentiality procedures and ethical data collection protocols.</li> <li>- Uses methods that avoid 'double counting' when compiling data.</li> <li>- Participates in assessment analysis to</li> </ul>	<ul style="list-style-type: none"> <li>- Implements data protection policies, user-friendly digital systems and ethical data collection protocols.</li> <li>- Compares and triangulates information with relevant stakeholders and previously reported data before using it.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes accurate collection of data, including reporting back to the affected population involved in the data collection process.</li> <li>- Consolidates, analyses and shares population-level information, and gives feedback to those who have provided</li> </ul>

	<p>identify CP concerns, gaps and possible solutions.</p> <ul style="list-style-type: none"> <li>- Feeds information into an inter-agency data collection system in line with set procedures and policies.</li> </ul>	<ul style="list-style-type: none"> <li>- Works with CPHA partners and stakeholders to establish baselines based on up-to-date, context-specific CP data.</li> <li>- Establishes harmonised IM tools and databases (online and offline).</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>- Uses up-to-date information including conflict and gap analyses to guide decision-making in prevention and response planning.</li> <li>- Works with partners, stakeholders and affected populations to align inter-agency IM tools and procedures with national laws, policies and systems.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">MEAL In Emergencies</a> (CRS)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">MEAL In Emergencies</a> (CRS)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Information management for child protection case management (Alliance) (Work in Progress)</a></li> <li>- <a href="#">Prevention Focal Point training (Alliance)</a></li> <li>- <a href="#">CP Rapid Assessment (Alliance)</a></li> <li>- <a href="#">CP Case Management level 3 CPIMS+ (Alliance)</a></li> </ul>		

### Competency 1.6 Monitoring child protection

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Engages in inter-agency CPHA coordination mechanisms to establish indicators, monitoring processes, roles and responsibilities.</li> <li>- Prioritises the best interests of the child and the informed consent/assent of children and/or caregivers when collecting information.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports others to use monitoring templates, information sharing processes, and reporting schedules effectively, appropriately and in good time.</li> <li>- 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.</li> <li>- Ensures identified protection risks, vulnerabilities and relevant trends are regularly shared with humanitarian actors.</li> </ul>	<ul style="list-style-type: none"> <li>- Establishes and implements an analysis plan for the CP monitoring system in cooperation with coordination mechanisms.</li> <li>- Advocates to ensure CPHA data is collected, used, stored and shared in line with confidentiality, do no harm and the best interests of children, families and communities within all response sectors.</li> <li>- Advocates for identified protection risks, vulnerabilities and relevant trends to be used for the development of prevention and response strategies, programmes and advocacy actions.</li> </ul>

Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPiE Situation and Response Monitoring (CPAoR)</a></li> <li>- <a href="#">Child protection results-based management (UNICEF)</a></li> <li>- <a href="#">Child Protection in Conflict Settings</a> (Save the Children)</li> </ul>		
Facilitated		- <a href="#">CP Rapid Assessment (Alliance)</a>	

## Competency domain: 2. Preventing and responding to child protection risks

The [CPHA CPMS learning package \(Alliance\)](#) (Available on request) underpins Competency domain 2.

### Competency 2.1 Preventing and responding to dangers and injuries risks

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Assesses, identifies and analyses existing and possible physical dangers to children in cooperation with children and communities.</li> <li>- Supports child safety through safe community spaces, child and youth recreation areas, and clear case-management and referral procedures.</li> <li>- Involves children and youth in mapping and assessing risks and spreading messages on the physical safety of children.</li> <li>- Identifies the physical, psychological and socio-economic impacts of landmines, improvised explosive devices, ERW and unexploded ordnance.</li> </ul>	<ul style="list-style-type: none"> <li>- Designs CPHA programmes to protect children from physical harm, injury and disability, and responds to the needs of injured children.</li> <li>- Trains community members, brigades and rescue groups on emergency water safety, physical and psychological first aid, and dangers.</li> <li>- Includes children in community-level disaster risk reduction processes.</li> <li>- Provides technical support and learning opportunities for other stakeholders on developing and implementing mine risk education (MRE) and other preventive responses.</li> </ul>	<ul style="list-style-type: none"> <li>- Includes CP risks, dangers and injuries in preparedness, contingency and response planning.</li> <li>- Advocates to ensure other sectors take into consideration protecting children from physical harm, injuries and disability.</li> <li>- Promotes the active participation of children in defining dangers and injuries prevention and response strategies.</li> <li>- Integrates MRE strategies, plans and advocacy into broader protection/mine action sectors and encourages parties to ratify relevant treaties.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			

Self-paced		- <a href="#">Psychological First Aid for Children</a> (Save the Children)	
Facilitated		- <a href="#">Psychological First Aid Training Manual for Child Practitioners</a> (Save the Children)	- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)

### Competency 2.2 Preventing and responding to physical and emotional maltreatment risks

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Maps and analyses the most common forms and cases of emotional and physical violence to inform CPHA prevention and response programming.</li> <li>- Maps effective child-friendly providers of response services and identifies gaps.</li> <li>- Involves children, families, community members and CPHA actors in awareness messaging about emotional and physical violence prevention and response.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with children and adults to identify local views and responses to different forms of violence and nonviolent alternatives and solutions.</li> <li>- Ensures the provision of age- and gender-sensitive multi-sectoral care for children and families who have been subjected to emotional and physical violence.</li> <li>- Trains parents, key members of communities and teachers in locally identified strategies to prevent common forms of violence.</li> </ul>	<ul style="list-style-type: none"> <li>- Contributes to coordination mechanisms' efforts to tackle different forms of violence through advocacy, policies and legislation.</li> <li>- Develops strategies to help response services manage emotional and physical violence cases in a non-discriminatory and non-stigmatising way.</li> <li>- Coordinates awareness raising campaigns about emotional and physical violence prevention and response with a variety of stakeholders.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-module: Standard 8 (Alliance)</a></li> <li>- <a href="#">INSPIRE: Seven Strategies for Ending Violence Against Children</a> (INSPIRE)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Gender-transformative approaches to adolescent girls programming</a> (UNICEF)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Training of Child Protection Actors on Key Competencies in Caring for Children in Adversity and Their Families Part 1</a> (TdH)</li> </ul>	

### Competency 2.3 Preventing and responding to sexual and gender based violence (SGBV) risks

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Implements programmes, adapting as appropriate to meet evolving needs of SGBV survivors.</li> <li>- Routinely handles sensitive GBV information appropriately, including safe storage of case information.</li> <li>- Promotes appropriate mainstreaming of GBV into multi-sectoral assessments and assessments conducted by other (non-GBV) clusters/sectors.</li> <li>- Identifies key inter-agency, international and national actors, policies, resolutions, regulations, laws and standards about SGBV.</li> </ul>	<ul style="list-style-type: none"> <li>- Consults the affected population to design and implement prevention and response activities to SGBV.</li> <li>- Supports other team members in handling sensitive SGBV Information appropriately including safe storage of case information.</li> <li>- Engages actors from key sectors to ensure that multi-sectoral services are available and accessible for SGBV survivors.</li> <li>- Identifies main issues for SGBV advocacy such as resource gaps, enforcement of standards and codes of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyses context, needs and capacities in order to design innovative and adequate SGBV programming for the specific context.</li> <li>- Advocates and educates others on correct usage of SGBV data including in inter-agency coordination mechanisms.</li> <li>- Supports SGBV, CP and other sector actors to identify appropriate risk reduction and prevention actions and to develop appropriate plans.</li> <li>- Works with CPHA, SGBV, health and other cross-sectoral partners to develop advocacy plans for SGBV prevention and response.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-module: Standard 9 (Alliance)</a></li> <li>- <a href="#">INSPIRE: Seven Strategies for Ending Violence Against Children</a> (INSPIRE)</li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Information Management for Case Management (Alliance) (Work in progress)</a></li> <li>- <a href="#">Gender-Based Violence Affecting Children and Youth on the Move</a> (TdH)</li> <li>- <a href="#">Caring for Child Survivors of Sexual Abuse Training</a> (IRC)</li> <li>- UNHCR Foundational CP Training</li> </ul>		<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> <li>- <a href="#">Stand Up, Speak Out - Youth Activism Training to help you end child marriage</a> (Girls Not Brides)</li> </ul>

### Competency 2.4 Preventing and responding to psychosocial distress and promoting mental health

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies and maps existing local and national services and capacities for mental health and</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in MHPSS and protection coordination forums to promote coordination</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinates MHPSS actors in various sectors to identify service gaps and overlaps.</li> </ul>

	<p>psychosocial support (MHPSS).</p> <ul style="list-style-type: none"> <li>- Supports coordinated, efficient MHPSS prevention and response services in line with international standards.</li> <li>- Conducts community sensitisation to raise awareness of mental health and psychosocial well-being.</li> <li>- Supports children and caregivers who have mental health conditions and/or show signs of serious distress to access specialised services.</li> </ul>	<p>among actors.</p> <ul style="list-style-type: none"> <li>- Designs socio-ecological programmes to strengthen delivery of MHPSS prevention and response services in line with international standards.</li> <li>- Raises awareness of mental health and psychosocial well-being and addresses stigma and discrimination.</li> <li>- Strengthens staff competencies on referral mechanisms for children and caregivers who have mental health conditions and/or who show signs of serious distress to access specialised services.</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthens capacity of CPHA practitioners and other stakeholders on MHPSS in line with international standards.</li> <li>- Advocates for MHPSS as a life-saving intervention that deserves strengthening and funding.</li> <li>- Collaborates with formal and informal local, national and international actors to establish referral mechanisms that provide access to a continuum of care across the range of MHPSS services.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">Child Protection in Emergencies</a> (Plan International)</li> <li>- <a href="#">Promoting Children's Development and Wellbeing</a> (Save the Children)</li> <li>- <a href="#">Principles of Psychological First Aid</a> (IMC)</li> <li>- <a href="#">Fun, Safe and Inclusive Module on Facilitation Skills</a> (Save the Children)</li> <li>- <a href="#">Orientation of frontline workers delivering community based MHPSS</a> (CPAoR)</li> <li>- <a href="#">Mental Health and Psychosocial Wellbeing of Children, Adolescents and Youth part 1</a> (Save the Children)</li> <li>- <a href="#">Mental Health and Psychosocial Wellbeing of Children, Adolescents and Youth: Part 2</a> (Save the Children)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Community-Based Mental Health and Psychosocial Support in Emergencies and Displacement</a> (IOM)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">MHPSS for Children and Caregivers in the Context of COVID-19 (Alliance)</a></li> <li>- <a href="#">CP Case Management level 1 (Alliance)</a></li> <li>- <a href="#">CP Case Management level 3: MHPSS (Alliance)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CP Case Management level 3: MHPSS (Alliance)</a></li> <li>- <a href="#">Contextualising Child Well-being (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

## Competency 2.5 Preventing and responding to risks of children associated with armed forces and armed groups (CAAFAG)

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the key actors, national and international guidance, and relevant legal frameworks on children and armed conflict.</li> <li>- Raises CPHA and cross-sectoral actors' awareness at the community level of key international standards, instruments, and roles and responsibilities related to CAAFAG.</li> <li>- Identifies risk and protective factors, for joining armed forces and groups as well as resulting consequences.</li> <li>- Observes confidentiality, Do No Harm and the Best Interests of the Child when managing CAAFAG data.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates information sharing and programming between UN Missions, national and sub-national groups on CPHA, CAAFAG and MRM.</li> <li>- Provides technical and capacity strengthening support to CPHA and cross-sectoral actors working on CAAFAG.</li> <li>- Implements the Children in Armed Conflict Accountability Framework in partnership with relevant stakeholders.</li> <li>- Collects, stores and uses data on grave violations against children in armed conflict according to MRM information-management requirements.</li> </ul>	<ul style="list-style-type: none"> <li>- Represents and supports the organisation to participate in relevant CAAFAG coordination mechanisms including MRM country task force where appropriate.</li> <li>- Advocates with national actors for improved laws, policies and systems to ensure the respect of the rights of CAAFAG.</li> <li>- Innovates strategies for strengthening community-based approaches to prevent recruitment, facilitate release and promote reintegration.</li> <li>- Provides technical guidance and capacity strengthening on child rights monitoring to partners and stakeholders via legal frameworks and international standards and protocols.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">Programme Design for CAAFAG week 1 and week 5 (Alliance)</a>	- <a href="#">Programme Design for CAAFAG week 5 and 6 (Alliance)</a>	- <a href="#">Programme Design for CAAFAG weeks 3, 4, 5 (Alliance)</a>
Facilitated	- <a href="#">CAAFAG Programme Development Toolkit training (Alliance)</a>	- <a href="#">CAAFAG Programme Development Toolkit training (Alliance)</a>	- <a href="#">CAAFAG Programme Development Toolkit training (Alliance)</a>

## Competency 2.6 Preventing and responding to child labour risks

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the differences between the 'worst forms of child labour', 'child labour' and acceptable forms of work for children.</li> <li>- Identifies the national and international legal framework for child labour, including actors, standards, legislation, and mechanisms.</li> <li>- Estimates the prevalence of child labour and</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures mechanisms exist to ensure children are protected from worst forms of child labour, particularly those related to or made worse by crisis.</li> <li>- Strengthens inter-sectoral coordination on issues related to child labour.</li> <li>- Supports CP and cross-sectoral partners and</li> </ul>	<ul style="list-style-type: none"> <li>- Provides analysis on response and preventative measures for the 'worst forms of child labour' and 'child labour'.</li> <li>- Supports government authorities with roles impacting child labour to participate in humanitarian coordination of CP activities.</li> <li>- Evaluates and integrates child labour in</li> </ul>

	<p>the worst forms of child labour (numbers, hours, types) and conducts safe participatory research with children.</p> <ul style="list-style-type: none"> <li>- Conducts desk reviews and situation analysis to determine the causes, risks, extent, patterns and impacts of child labour and its worst forms.</li> </ul>	<p>stakeholders to integrate child labour prevention and response throughout core programme strategies.</p> <ul style="list-style-type: none"> <li>- Monitors humanitarian response activities to ensure no children under legal working age are engaged in economic recovery activities.</li> </ul>	<p>inter-agency assessments, IM, and situation- and response-monitoring structures.</p> <ul style="list-style-type: none"> <li>- Secures a child labour in emergency response with appropriate capacity, legitimacy and multi-sectoral prevention and response interventions.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS standard 12 e-module (Alliance)</a></li> <li>- <a href="#">Child Labour Learning Package pre-learning (Alliance)</a></li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Child Labour learning package (Alliance)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Child Labour learning package (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Child Labour learning package (Alliance)</a></li> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

### Competency 2.7 Preventing and responding to risks of unaccompanied and separated children (UASC)

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the causes, vulnerabilities and impacts of family separation.</li> <li>- Identifies the inter-agency guidance and legal frameworks related to UASC as well as formal and informal tracing mechanisms.</li> <li>- Uses UASC case management and information systems with confidentiality, informed consent and in the best interests of the child.</li> <li>- Identifies the conventions and standards that provide benchmarks for working with children on the move.</li> </ul>	<ul style="list-style-type: none"> <li>- Mitigates the risk of separation through community- and national-level prevention and preparedness activities.</li> <li>- Implements an appropriate and tailored family tracing, verification, reunification and reintegration UASC programme for the child's best interest.</li> <li>- Works with CPHA UASC partners and stakeholders to follow standardised data protection protocols and procedures.</li> <li>- Develops and follows harmonised inter-agency standards so that children on the move have quality care and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborates with government and other stakeholders to contextualise and harmonise all prevention of separation activities.</li> <li>- Strengthens local capacity to identify, verify, reunify and reintegrate UASC in accordance with inter-agency guidelines and best practice.</li> <li>- Supports inter-agency and country SOPs that share information, refer to services, clarify roles and responsibilities, and advance UASC reunification.</li> <li>- Supports the organisation and stakeholders to provide children on the move with standardised support services.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			

Self-paced	- <a href="#">Child Protection in Emergencies</a> (Plan International)	- <a href="#">Child Protection in Conflict Settings</a> (Save the Children)	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CP Case Management level 3: UASC (Alliance)</a></li> <li>- <a href="#">Prevention of Family Separation (Alliance)</a></li> <li>- <a href="#">UASC ToT pre-work (Alliance)</a></li> <li>- <a href="#">Preventing Family Separation during COVID-19 and other IDOs (Alliance)</a></li> <li>- <a href="#">Broken Links: Psychosocial support for people separated from family members</a> (IFRC)</li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CP Case Management level 3: UASC (Alliance)</a></li> <li>- <a href="#">Prevention of Family Separation (Alliance)</a></li> <li>- <a href="#">UASC ToT (Alliance)</a></li> <li>- <a href="#">Prevention Focal Point training (Alliance)</a></li> </ul>	- <a href="#">UASC ToT (Alliance)</a>

### Competency domain: 3. Developing adequate child protection strategies

#### Competency 3.1 Developing a socio-ecological approach to child protection programming

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies how organisational CP policies and procedures, family and community dynamics, networks and norms impact children.</li> <li>- Identifies possible partners for relevant CP and cross-sectoral service delivery at child, family, community and society level.</li> <li>- Maps and analyses the capacity, influence and gaps of formal and informal civil and CP mechanisms and systems to address risk and abuse.</li> <li>- Sensitises CP partners and beneficiaries on the importance of birth registration.</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthens capacity of CP partners to carry out socio-ecological analyses of the context and stakeholders before designing, implementing and monitoring CP programmes.</li> <li>- Strengthens the establishment of up-to-date referral pathways at child, family, community and society level.</li> <li>- Strengthens civil society actors and management systems to cooperate on identifying and responding to CP risks.</li> <li>- Engages with national and international CP stakeholders to establish a functioning national birth registration system.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures that a socio-ecological approach to CP programming is adopted across the CP sector and by relevant partners.</li> <li>- Advocates for the establishment of and access to up-to-date referral pathways at child, family, community and society level.</li> <li>- Engages society actors and organisations to collaborate, coordinate and harmonise CPHA-related policies, laws, capacity, prevention and response strategies.</li> <li>- Advocates for a national birth registration system that helps children access related benefits and social protection mechanisms.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			

Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 14 (Alliance)</a></li> <li>- <a href="#">Protecting Children during IDOs weeks 1 and 2 (Alliance)</a></li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Training of Child Protection Actors on Key Competencies in Caring for Children in Adversity and Their Families Part 1 (TdH)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners (blended)</a></li> </ul>

### Competency 3.2 Developing group activities for child well-being

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Engages children in identifying and exploring their skills, support systems, perspectives, needs and risks to set up group activities appropriately.</li> <li>- Identifies, supports and strengthens existing spaces, services and activities before developing additional group activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes CP group activities that create a predictable and stimulating environment for children to be safe, learn, express themselves, make connections and feel supported.</li> <li>- Designs group activities based on needs and protection risk assessment, and advocates for inclusive, ethical and accessible group activities that strengthen children's resilience.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures that CP group activities provide a sense of normalcy and are carried out based on relevant inter-agency guidelines.</li> <li>- Supports an inter-agency definition among CP stakeholders of what constitutes culturally-, gender- and age-sensitive group activities.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 15 (Alliance)</a></li> <li>- <a href="#">Protecting Children during IDOs week 3 (Alliance)</a></li> <li>- <a href="#">Child Protection in Emergencies</a> (Plan International)</li> <li>- <a href="#">Children's Play</a> (Save the Children)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 15 (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 15 (Alliance)</a></li> </ul>
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CFS 2014 (Alliance)</a></li> <li>- <a href="#">Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings</a> (IFRC and WVI)</li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings</a> (IFRC and WVI)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings</a> (IFRC and WVI)</li> </ul>

### Competency 3.3 Developing strategies to strengthen family and caregiving environments

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Supports significant people in the child's life to identify their own resources, including personal skills and social support systems.</li> <li>- Maps existing multi-sectoral, formal and informal, local, national and international services that support families and caregivers.</li> <li>- Identifies how family, community and social norms and networks impact children's coping capacity, resilience and well-being.</li> <li>- Uses inter-agency guidelines and resources to support families' and caregivers' skills in positive parenting.</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthens children and families' resilience and empowerment by capitalising on their strengths and resources in all aspects of the programme cycle.</li> <li>- Plans a comprehensive family-strengthening prevention and response programme based on mapping results.</li> <li>- Includes findings on how family, community and social norms and networks impact children's coping capacity, resilience and well-being into CP planning and programming.</li> <li>- Supports families, communities and care networks to make decisions, solve problems and identify positive coping strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures that child and family participation, as well as a strength and resource-based approach, is included in the planning and design of family strengthening interventions and across other programmes.</li> <li>- Advocates for contextualised and coordinated family strengthening interventions that bolster the quality of national social protection programmes at inter-agency level.</li> <li>- Supports contextualised, regional, national and sub-national coordination frameworks to support families and caregivers.</li> <li>- Trains multi-sectoral actors to appropriately identify and refer caregivers who need support.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 16 (Alliance)</a></li> <li>- <a href="#">Protecting Children in Humanitarian Settings</a> (Columbia University)</li> <li>- <a href="#">Common parenting concerns</a> (UNICEF)</li> <li>- <a href="#">Engaging Fathers</a> (UNICEF)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 16 (Alliance)</a></li> <li>- <a href="#">Social Norms and Social Change 1</a> (University of Pennsylvania)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CP Case Management level 3: Family Strengthening (Alliance)</a></li> </ul>		

### Competency 3.4 Developing community-level approaches

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Maps and assesses existing formal and</li> </ul>	<ul style="list-style-type: none"> <li>- Supports and expands formal and informal</li> </ul>	<ul style="list-style-type: none"> <li>- Supports the organisation and partners to</li> </ul>

	<p>informal community-level CP mechanisms and service providers.</p> <ul style="list-style-type: none"> <li>- Engages communities throughout project cycle management to ensure interventions are contextualised and community-owned.</li> <li>- Identifies and assesses how culture, politics, socio-economics, traditions, norms and customs impact community functioning and what implications they have on the protective environment of children.</li> </ul>	<p>community support and referral systems using culturally-sensitive approaches and principles.</p> <ul style="list-style-type: none"> <li>- Ensures that community-level CP mechanisms are collaborative, community-driven, sustainable and built on existing local and national structures and capacities.</li> <li>- Leverages knowledge of culture, politics, socio-economics, traditions, norms and customs to mobilise youth engagement in community-level CP mechanisms.</li> </ul>	<p>include key elements of community-driven interventions in community-level CP programming.</p> <ul style="list-style-type: none"> <li>- Collaborates with key CPHA, cross-sectoral and national actors and stakeholders to promote community-driven and sustainable community-level CP mechanisms.</li> <li>- Supports community-level CP mechanisms in developing strategies that promote gender sensitivity and inclusion.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 17 (Alliance)</a></li> <li>- <a href="#">Protecting Children in Humanitarian Settings</a> (Columbia University)</li> <li>- <a href="#">Child Protection in Emergencies</a> (Plan International)</li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Strengthening Community-level CPHA (Alliance)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Strengthening Community-level CPHA (Alliance)</a></li> </ul>	

### Competency 3.5 Developing strategies for case management

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Recognises protection concerns for children, identifies risk and protective factors, demonstrates understanding of the case management process, and shows knowledge of international and national legal frameworks.</li> <li>- Implements safe, ethical, and inclusive case management services according to inter-agency guidelines.</li> <li>- Maps service providers and develops robust referral pathways for children and their caregivers to gain access to support.</li> <li>- Incorporates the perspectives of the child and key individuals in the child's life as a part of the</li> </ul>	<ul style="list-style-type: none"> <li>- Uses core communication techniques for supporting children, coordinates case management systematically, adheres to confidentiality protocols, and makes decisions in the best interest of the child.</li> <li>- Scales up safe, ethical and inclusive case management services according to inter-agency guidelines to ensure more children have access to critical protective services.</li> <li>- Ensures timely revision and dissemination of service directories and referral pathways to all CPHA actors and conducts relevant training.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports government, civil society agencies, community-based networks and academic/training institutions to enhance the CP case management knowledge and skills of the case management workforce.</li> <li>- Sustains safe, ethical, and inclusive case management services according to inter-agency guidelines by advocating for investment in case management systems at national level.</li> <li>- Maps gaps in service provision across CPHA actors and cross-sectoral partners and advocates for missing services to be</li> </ul>

	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.	implemented. - Advocates to ensure that children meaningfully participate in the case management process, and ensures a child-centred, age-appropriate case management response is provided.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Community Child Protection Volunteers Training (Alliance)</a></li> <li>- <a href="#">CP Case Management level 1 and level 2 (Alliance)</a></li> <li>- <a href="#">Case Management via Phone (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CP Case Management level 2 (Alliance)</a></li> <li>- <a href="#">Case Management via Phone (Alliance)</a></li> <li>- <a href="#">Transitioning to Remote Case Management during COVID-19 and other IDOs (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

### Competency 3.6 Developing strategies for alternative care

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Maps existing formal and informal alternative care arrangements in the best interests of the child.</li> <li>- Identifies and raises awareness of relevant local, national and international laws, policies, treaties and guidelines on alternative care.</li> <li>- Promotes family unity and ensures that families at risk receive adequate access to basic services and social protection to prevent separation.</li> </ul>	<ul style="list-style-type: none"> <li>- Adapts and contextualises inclusive, non-discriminatory and appropriate alternative care arrangements to the context.</li> <li>- Supports and strengthens capacity of local actors to plan, oversee, manage and implement alternative care according to inter-agency guidelines and minimum standards.</li> <li>- Plans, designs and implements monitoring, feedback and reporting mechanisms, including follow-up visits, to support all stakeholders to monitor children's protection and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>- Strengthens existing alternative care systems focusing on family- and community-based care and engaging in flexible contingency planning.</li> <li>- Promotes use of 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.</li> <li>- 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.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			

Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">UASC TOT (Alliance)</a></li> <li>- <a href="#">Training of Care Caseworkers and Foster Carers</a> (IRC)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UASC TOT (Alliance)</a></li> <li>- <a href="#">Training of Care Caseworkers and Foster Carers</a> (IRC)</li> </ul>	
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### Competency 3.7 Developing strategies to promote and uphold justice for children

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the legal framework, risks, vulnerabilities, causes and impact that affect children in contact with the law.</li> <li>- Recognises juvenile justice approaches which allow children to be accountable to society without being formally processed as a criminal.</li> <li>- Identifies, advocates and responds to the most urgent basic needs of children in contact with the law.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures that children who come into contact with the justice system are treated in line with international standards.</li> <li>- Strengthens capacity of service providers on the rights and best interest of children in contact with the law and of justice actors on age-appropriate ways of communicating with children.</li> <li>- Promotes the adoption of community-level alternatives to detention, which seek to restore children's well-being and reintegration.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for the adoption of international standards in the treatment of children in contact with the law.</li> <li>- Establishes monitoring mechanisms aimed at identifying and correcting patterns of child rights violations within the justice system.</li> <li>- Advocates for the release of children from illegal detention and inappropriate facilities in favour of community-based solutions.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 20 (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS e-course Standard 20 (Alliance)</a></li> <li>- <a href="#">Children Deprived of Liberty: Learning from the UN Global Study</a> (Global Campus of Human Rights)</li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- UNHCR Foundational CP Training</li> </ul>		<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>

## Competency domain: 4. Working across sectors

The [CPHA CPMS learning package \(Alliance\) \(Available on request\)](#), UNHCR Foundational CP Training, and [Child Protection in Emergencies \(Plan via Agora\)](#), underpin competency domain 4.

### Competency 4.1 Working with Food Security

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the key approaches and interventions used by food security actors and recognises how these affect children in the community.</li> <li>- Raises awareness on the results of CP assessments and the linkages between food insecurity and child protection risks in the local context with food security actors.</li> <li>- Safely identifies and refers relevant households to food security actors and accepts referrals of cases from food security actors.</li> <li>- Collaborates with food security actors on community engagement and awareness raising in order to include CP considerations in key messages and reach households with vulnerable children.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/or complementary CPHA, Food Security programming.</li> <li>- Works with food security actors to identify the risks, gaps and unintended results of interventions to promote safe, equitable, adequate and protective food assistance for children.</li> <li>- Works with food security actors to jointly develop targeting and selection criteria, and referral pathways, for CP and food security programmes to ensure the most vulnerable children are reached.</li> <li>- Supports CPHA and food security actors to collaborate on developing community mobilisation and awareness raising approaches with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and food security programming.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation and monitoring and evaluation of food security programmes.</li> <li>- Conducts and promotes joint CPHA-food security capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in food security programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS E-module Standard 21 (Alliance)</a></li> <li>- Intro to CP mainstreaming in FS and Nutrition module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- CP Risk Assessment and Mitigation in Food Security and Nutrition Programs module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- Referrals between CP and FSN actors module (Plan, on behalf of Joining Forces) (Work in Progress)</li> </ul>	<ul style="list-style-type: none"> <li>- Referrals between CP and FSN actors module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- CP Risk Assessment and Mitigation in Food Security and Nutrition Programs module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- Children's Participation in Food security and Nutrition Programming (Plan, on behalf of Joining Forces) (Work in Progress)</li> </ul>	

Facilitated		- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	
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### Competency 4.2 Working with Livelihoods

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the key approaches and interventions used by livelihoods actors and recognises how these affect children in the community.</li> <li>- Raises awareness on the results on CP assessments and the linkages between lack of livelihoods and child protection risks in the local context with livelihoods actors.</li> <li>- Safely identifies and refers relevant households to livelihoods actors and accepts referrals of cases from livelihoods actors.</li> <li>- Collaborates with livelihoods staff on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA and livelihoods programming.</li> <li>- Works with livelihoods actors to identify and mitigate child protection risks in livelihoods programmes, including the risk of child labour.</li> <li>- Works with livelihoods actors to jointly develop targeting and selection criteria, and referral pathways, for CP and food security programmes to ensure the most vulnerable children are reached.</li> <li>- Supports CPHA and livelihoods actors to collaborate on community engagement and awareness raising promoting children's participation.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and livelihoods programming.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of livelihood programmes, including for relevant guidelines that inform livelihood programs for working age children.</li> <li>- Conducts and promotes joint CPHA-livelihoods capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in livelihood programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">Cash and Vouchers Assistance for Child Protection (Alliance) (Work in Progress)</a>	- <a href="#">Cash and Vouchers Assistance for Child Protection (Alliance) (Work in Progress)</a>	
Facilitated	- <a href="#">Cash and Vouchers Assistance for Child Protection (Alliance) (Work in Progress)</a>	- <a href="#">Cash and Vouchers Assistance for Child Protection (Alliance) (Work in Progress)</a> - <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	

### Competency 4.3 Working with Education

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies tools, standards and potential for integrated education-CP programming.</li> <li>- Raises awareness on the results of CP assessments and their implications for education with communities and education actors.</li> <li>- Safely identifies and refers relevant children to education actors and accepts referrals of cases from education actors.</li> <li>- Collaborates with education staff on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA and EiE programming, including mental health and psychosocial distress concerns.</li> <li>- Works with education actors to identify and mitigate child protection risks in education programmes.</li> <li>- Works with Education actors to jointly develop targeting and selection criteria, and referral pathways, for CP and education programmes to ensure the most vulnerable children are reached.</li> <li>- Supports CPHA and education actors to collaborate on community engagement and awareness raising promoting children's participation.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Education programming, including a focus on MHPSS.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of EiE programmes.</li> <li>- Conducts and promotes joint CPHA-EiE capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in education programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">CPMS E-module Standard 23 (Alliance)</a>		
Facilitated		- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	

### Competency 4.4 Working with Health

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the relevant guidelines, principles and standards that inform joint CP-health collaboration, programming and assessment.</li> <li>- Raises awareness on the results of CP</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA and Health programming, including mental health and psychosocial distress.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Health programming, including MHPSS.</li> <li>- Advocates for CP needs and risks to be</li> </ul>

	<p>assessments and their implications for health with communities and health actors.</p> <ul style="list-style-type: none"> <li>- Safely identifies and refers relevant children to health actors and accepts referrals of cases from health actors.</li> <li>- Collaborates with health staff on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Works with Health actors to identify and mitigate child protection risks in Health programmes.</li> <li>- Ensures CP projects include safe, dignified and confidential systems to identify and refer cases of illness and injury to appropriate health services.</li> <li>- Supports CPHA and health actors to collaborate on community engagement and awareness raising promoting children's participation.</li> </ul>	<p>included in the assessment, design, implementation, monitoring and evaluation of health programmes.</p> <ul style="list-style-type: none"> <li>- Conducts and promotes joint CPHA and Health capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in health programmes.</li> </ul>
<b>Learning resources: Where can I go to develop knowledge and skills to support these behaviours?</b>			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS E-module Standard 24 (Alliance)</a></li> <li>- <a href="#">Protecting Children during IDOs weeks 1, 2, 4 (Alliance)</a></li> <li>- READY module 3: Collaborating with the health sector in infectious disease outbreaks (READY) (Work in Progress)</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">Protecting Children during IDOs weeks 1, 2 (Alliance)</a></li> <li>- Ready Module 1: Adapting child protection programming in infectious disease outbreaks (READY) (Work in Progress)</li> <li>- READY module 6: Prioritising child participation in infectious disease outbreaks (READY) (Work in Progress)</li> </ul>	<ul style="list-style-type: none"> <li>- READY module 2: Advocating for the centrality of children and their protections during IDOs (READY) (Work in Progress)</li> </ul>
Facilitated		<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>	

### Competency 4.5 Working with Nutrition

	Level 1	Level 2	Level 3
<b>Behavioural indicators: How will I act if I have this competence?</b>			
	<ul style="list-style-type: none"> <li>- Identifies the relevant guidelines, principles and standards that inform joint CP-nutrition collaboration, programming and assessment.</li> <li>- Raises awareness on the results of CP assessments and their implications for nutrition with communities and nutrition actors.</li> <li>- Safely identifies and refers relevant children to nutrition actors and accepts referrals of cases</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA-Nutrition programming.</li> <li>- Works with Nutrition actors to identify and mitigate child protection risks in Nutrition programs.</li> <li>- Ensures CP projects include safe, dignified and confidential systems to identify and refer cases that may require nutrition support.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Nutrition programming.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of nutrition programmes.</li> <li>- Conducts and promotes joint CPHA and</li> </ul>

	<p>from nutrition actors.</p> <ul style="list-style-type: none"> <li>- Collaborates with nutrition staff on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports CPHA and nutrition actors to collaborate on community engagement and awareness raising promoting children's participation.</li> </ul>	<p>Nutrition capacity strengthening initiatives.</p> <ul style="list-style-type: none"> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in nutrition programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- Intro to CP mainstreaming in FS and Nutrition module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- CP Risk Assessment and Mitigation in Food Security and Nutrition Programs module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- Referrals between CP and FSN actors module (Plan, on behalf of Joining Forces) (Work in Progress)</li> </ul>	<ul style="list-style-type: none"> <li>- Referrals between CP and FSN actors module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- CP Risk Assessment and Mitigation in Food Security and Nutrition Programs module (Plan, on behalf of Joining Forces) (Work in Progress)</li> <li>- Children's Participation in Food security and Nutrition Programming (Plan, on behalf of Joining Forces) (Work in Progress)</li> </ul>	
Facilitated		<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)</li> </ul>	

### Competency 4.6 Working with Water, Sanitation and Hygiene (WASH)

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the relevant guidelines, principles and standards that inform CP-WASH collaboration, programming and assessment.</li> <li>- Raises awareness of the results of CP assessments and their implications for WASH with communities and WASH actors.</li> <li>- Safely identifies and refers relevant children to WASH actors and accepts referrals of cases from WASH actors.</li> <li>- Collaborates with WASH staff on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA and WASH programming.</li> <li>- Works with WASH actors to identify and mitigate child protection risks in WASH programmes.</li> <li>- Cooperates with WASH actors to ensure that spaces that serve children have potable water and child-friendly hygiene facilities.</li> <li>- Supports CPHA and WASH actors to collaborate on community engagement and awareness raising promoting children's</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and WASH programming.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of WASH programmes.</li> <li>- Conducts and promotes joint CPHA and WASH capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in WASH</li> </ul>

		participation.	programmes.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated		- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	

### Competency 4.7 Working with Shelter and Settlement

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the relevant guidelines, principles and standards that inform CP-Shelter and Settlement collaboration, programming and assessment.</li> <li>- Raises awareness on the results of CP assessments and their implications for Shelter and Settlement with communities and shelter and settlement actors.</li> <li>- Safely identifies and refers relevant households to Shelter and Settlement actors and accepts referrals of cases from Shelter and Settlement actors.</li> <li>- Collaborates with Shelter and Settlement actors on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA-Shelter and Settlement programming.</li> <li>- Works with Shelter and Settlement actors to identify and mitigate child protection risks in Shelter and Settlement programmes.</li> <li>- Cooperates with Shelter and Settlement actors to ensure that spaces that serve children are safe, appropriate, and accessible.</li> <li>- Supports CPHA and Shelter and Settlement actors to collaborate on community engagement and awareness raising promoting children's participation.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA-Shelter and Settlement programming.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of Shelter and Settlement programmes.</li> <li>- Conducts and promotes joint CPHA and Shelter and Settlement capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children's meaningful participation and consultation in Shelter and Settlement programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated		- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	

### Competency 4.8 Working with Camp Management

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies the relevant guidelines, principles and standards that inform CP – Camp Management, collaboration, programming and assessment.</li> <li>- Raises awareness on the results of CP assessments and their implications for camp management with communities and camp management actors.</li> <li>- Safely identifies and refers relevant children to CCCM actors and accepts referrals of cases from CCCM actors.</li> <li>- Collaborates with Camp Management staff on community engagement and awareness raising with the participation of children.</li> </ul>	<ul style="list-style-type: none"> <li>- Facilitates joint, coordinated and/ or complementary CPHA and Camp Management programming.</li> <li>- Works with Camp Management actors to identify and mitigate child protection risks in Camp Management programmes.</li> <li>- Fosters collaboration between CPHA and camp management partners to mainstream safe, confidential, non-stigmatising and inclusive MHPSS support in camps.</li> <li>- Supports CPHA and Camp Management actors to collaborate on community engagement and awareness raising promoting children’s participation.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for humanitarian strategies and resources to be mobilised for integrated CPHA and Camp Management programming.</li> <li>- Advocates for CP needs and risks to be included in the assessment, design, implementation, monitoring and evaluation of Camp Management programmes.</li> <li>- Conducts and promotes joint CPHA and Camp Management capacity strengthening initiatives.</li> <li>- Advocates for child-friendly feedback mechanisms and children’s meaningful participation and consultation in camp management programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	- <a href="#">CPMS E-module Standard 28 (Alliance)</a>		
Facilitated		- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	

# Core Humanitarian competencies for CP

Competency domain: 5. Understanding humanitarian contexts and applying humanitarian principles and standards

## Competency 5.1 Understanding the humanitarian context

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies characteristics and phases of CPHA and humanitarian response.</li> <li>- Identifies the differences, similarities, complementarity and collaborative options between CPHA programming and development programmes.</li> <li>- Identifies the roles and mandate of different humanitarian actors, including government departments.</li> </ul>	<ul style="list-style-type: none"> <li>- Considers aspects of the political and cultural context in CPHA programming.</li> <li>- Builds linkages between CPHA programming and long-term development frameworks.</li> <li>- Engages with national and international CPHA partners, affected populations and government authorities in accordance with their roles and mandates.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyses evolution of crises and their cyclical nature to inform CPHA programming.</li> <li>- Collaborates and advocates with relevant stakeholders to connect CPHA responses with long-term development frameworks.</li> <li>- Collaborates with and influences national and international CPHA partners, affected populations and government authorities to establish and uphold CPHA systems and principles.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated	- <a href="#">Community CP volunteers (Alliance)</a>		- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)

## Competency 5.2 Applying humanitarian principles and standards

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	- Identifies the relevance of Minimum Standards for CPHA and CP guiding principles and	- Ensures adherence of all aspects of CPHA programming to Minimum Standards for CPHA	- Advocates for Minimum Standards for CPHA and CP guiding principles to guide

	<p>explains this to governmental and non-governmental partners.</p> <ul style="list-style-type: none"> <li>- Consults inter-agency standards, guidelines, technical support, resources and coordination groups to manage programmes.</li> </ul>	<p>and CP guiding principles and supports partners to do this.</p> <ul style="list-style-type: none"> <li>- Integrates inter-agency standards, resources, procedures, research findings and peer support into CP programming.</li> </ul>	<p>humanitarian strategies at inter-agency level, and strengthens the capacity of governmental and non-governmental actors on this.</p> <ul style="list-style-type: none"> <li>- Advocates with a variety of stakeholders for inter-agency standards, resources, procedures and research finding to be considered in designing CP strategies and programmes.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> <li>- <a href="#">CP Community Volunteers (Alliance)</a></li> <li>- <a href="#">CPMS Mini course (Alliance)</a></li> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPMS Mini course (Alliance)</a></li> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> </ul>	

## Competency domain: 6. Achieving results

### Competency 6.1 Ensuring programme quality and impact

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Observes ethical standards when using or sharing resources and information with CPHA actors, affected populations and others.</li> <li>- Establishes and populates monitoring mechanisms to provide timely data on programme activities.</li> <li>- Clarifies roles and responsibilities within CPHA teams to maximise impact and encourage teamwork and information sharing.</li> <li>- Establishes feedback and complaints mechanisms to promote accountability to affected populations including children.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes resource sharing and ethical standards when using or sharing resources and information with CPHA actors, affected populations and others.</li> <li>- Verifies that monitoring mechanisms are appropriately populated and uses relevant information to inform programming.</li> <li>- Delegates decision-making power to staff in their respective realms to foster effective and timely programme management.</li> <li>- Includes affected populations, children, stakeholders and partners in planning, implementing, evaluating and documenting programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Commissions assessments and evaluations, and uses analyses to promote evidence-based CPHA programming.</li> <li>- Documents lessons learned, shares them with teams and partners, and applies them to future projects.</li> <li>- Promotes ethical staff contracts, low staff turnover, and adequate online organisational knowledge management and documentation.</li> <li>- Advocates for affected populations, children, and partners to be consulted in planning, implementing, evaluating and documenting programmes.</li> </ul>

Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">Being Accountable to affected populations (HLA)</a></li> <li>- <a href="#">CPiE Situation and Response Monitoring (CPAOR)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPiE Situation and Response Monitoring (CPAOR)</a></li> </ul>	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> <li>- <a href="#">CP Rapid Assessment (Alliance)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CP Rapid Assessment (Alliance)</a></li> </ul>	

## Competency domain: 7. Managing collaborative relationships

### Competency 7.1 Working with others

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Incorporates the perspectives and experiences of children, affected populations, and other stakeholders in CP programming.</li> <li>- Respects relevant codes of conducts and monitors that colleagues do the same.</li> <li>- Acknowledges the good work of others.</li> <li>- Communicates with colleagues, partners, stakeholders and affected populations with empathy, respect, transparency and integrity.</li> <li>- Recognises signs and symptoms of stress in others.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds trust and information flows with children, affected communities and other stakeholders.</li> <li>- Challenges decisions and behaviour that breach relevant codes of conduct.</li> <li>- Recognises the contributions of others through formal and informal reward processes.</li> <li>- Makes decisions based on the views gathered through proactive, respectful and culturally sensitive consultations with others.</li> <li>- Monitors the well-being of others and helps them deal with challenging circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>- Advocates for the perspectives and experiences of children, affected populations and other stakeholders to be considered in CPHA programming within CP networks.</li> <li>- Sets and models organisational core values and standards for professionalism, ethicality and teamwork.</li> <li>- Supports, recognises and rewards staff members' ethical and professional performance and development.</li> <li>- Creates an open, transparent, respectful and positive work environment where people feel safe to constructively share their opinions.</li> <li>- Implements ethical, adaptable, easy-to-use organisational systems and processes that support the welfare of others.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			

Facilitated	<ul style="list-style-type: none"> <li>- CPHA CPMS learning package (Alliance) (Available on request)</li> <li>- <a href="#">Supervision and Coaching (Alliance)</a></li> <li>- <a href="#">Taking Care of Yourself (Alliance)</a></li> </ul>	- <a href="#">Supervision and Coaching (Alliance)</a>	
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### Competency 7.2 Developing and maintaining collaborations and partnerships

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Collaborates with CPHA, other-sector actors and affected populations on needs assessment, resource sharing and optimisation, and programming.</li> <li>- Identifies disagreements and tensions between individuals, CPHA partners and/or organisations and seeks support to address these.</li> </ul>	<ul style="list-style-type: none"> <li>- Builds rapport and effective networks with CPHA and other sector actors, other stakeholders and affected populations.</li> <li>- Mediates and resolves conflict between individuals, CPHA partners and /or organisations with respect, compassion and efficacy.</li> </ul>	<ul style="list-style-type: none"> <li>- Engages high-level CPHA partners, other-sector actors and stakeholders in strategic and cross-sectoral partnerships and collaborations.</li> <li>- Supports others to solve conflicts positively and sustainably to improve the work environment, professional development and overall results.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> </ul>		

### Competency 7.3 Working with children

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Signs and adheres to the organisation's code of conduct and child safeguarding and protection policies.</li> <li>- Treats all children as agents and with respect regardless of race, colour, gender, sexual</li> </ul>	<ul style="list-style-type: none"> <li>- Uses inter-agency standards and principles to develop, implement and monitor safeguarding, CP policies and codes of conduct.</li> <li>- Supports team members to treat all children as agents and with respect regardless of race,</li> </ul>	<ul style="list-style-type: none"> <li>- Supports HR to use inter-agency standards and guidance to develop, implement and monitor safeguarding, CP policies and codes of conduct.</li> <li>- Advocates with other humanitarian</li> </ul>

	<p>orientation, language, religion, disability or other status.</p> <ul style="list-style-type: none"> <li>- Endeavours to obtain consent from children's parents or guardians prior to their participation in project activities.</li> <li>- Informs children about their rights to confidentiality, participation, expression of concerns and incident reporting.</li> <li>- 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.</li> </ul>	<p>colour, gender, sexual orientation, language, religion, disability or other status.</p> <ul style="list-style-type: none"> <li>- Ensures all parental consent documents and procedures are respected and up to date.</li> <li>- Establishes safe, ethical, confidential and accessible monitoring and communication channels for inclusive, collaborative CP programming.</li> <li>- Facilitates staff training on communicating appropriately with children and their families with respect to cultural, political, religious and social norms and traditions.</li> </ul>	<p>stakeholders on the importance of treating children as agents with respect, regardless of race, colour, gender, sexual orientation, language, religion, disability or other status.</p> <ul style="list-style-type: none"> <li>- Advocates with other humanitarian actors on the appropriate use of parental consent prior to children's participation in project activities.</li> <li>- Promotes and facilitates regular training for current and new staff on issues around child participation, safeguarding, reporting, etc.</li> <li>- 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.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced	<ul style="list-style-type: none"> <li>- <a href="#">CPMS E-module: Principle 3 (Alliance)</a></li> <li>- READY module 4: Communicating with children in infectious disease outbreaks (READY) (Work in Progress)</li> <li>- <a href="#">Online Child Safeguarding Training (UNICEF)</a></li> </ul>		
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> <li>- <a href="#">CP Case Management level 1 (Alliance)</a></li> <li>- <a href="#">UASC TOT (Alliance)</a></li> <li>- <a href="#">Community CP volunteers (Alliance)</a></li> <li>- <a href="#">Caring for Child Survivors of Sexual Abuse Training (IRC)</a></li> <li>- UNHCR Foundational CP Training</li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">CPHA CPMS learning package (Alliance) (Available on request)</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners (blended)</a></li> <li>- <a href="#">Training of Child Protection Actors on Key Competencies in Caring for Children in Adversity and Their Families Part 1 (TdH)</a></li> </ul>

## Competency domain: 8. Operating safety and securely at all times

### Competency 8.1 Managing safety and security of self and others

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			

	<ul style="list-style-type: none"> <li>- Minimises risk by observing safety measures, using critical judgement and including community members in programming.</li> <li>- Remains calm during a crisis and follows safety and security instructions accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies, communicates and mitigates risks and threats in collaboration with teams, partners and other stakeholders.</li> <li>- Supports others to remain calm and follow instructions during a crisis.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitors risks for staff, partners, stakeholders and community members, and ensures that staff observe organisational and cultural protocols.</li> <li>- Handles crises appropriately, taking correct action and providing direction and support to team members.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Community CP volunteers (Alliance)</a></li> <li>- <a href="#">Supporting Children, Families, and Communities during COVID-19 (Alliance)</a></li> </ul>		

## Competency domain: 9. Managing in high-pressured and changing environments

### Competency 9.1 Adapting and coping

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies, communicates and mitigates challenges and stresses, and their related impacts on themselves.</li> <li>- Adapts positively, calmly and empathetically to changing situations and constraints.</li> </ul>	<ul style="list-style-type: none"> <li>- Copes with stress and promotes a positive team spirit during uncertainty and under pressure while helping others to recognise and manage stress.</li> <li>- Uses a positive, compassionate, team-oriented approach to support performance and results in stressful and volatile situations.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes and models personal well-being and self-care among the team, including prioritising workloads.</li> <li>- Leverages staff's strengths and weaknesses to maintain a balanced, safe, supportive team where everyone performs at their best.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced		- <a href="#">Psychosocial Support for Migrants</a> (IOM)	
Facilitated	<ul style="list-style-type: none"> <li>- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a></li> <li>- <a href="#">Community CP volunteers (Alliance)</a></li> <li>- <a href="#">CP Case Management level 2 (Alliance)</a></li> </ul>	- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)	- <a href="#">UNICEF &amp; UNHCR Approaches to CPHA Online Training for Standby Partners</a> (blended)

	<ul style="list-style-type: none"> <li>- <a href="#">Supporting Children, Families, and Communities during COVID-19 (Alliance)</a></li> <li>- <a href="#">Taking Care of Yourself (Alliance)</a></li> </ul>		
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### Competency 9.2 Maintaining professionalism

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Maintains ethical and professional behaviour in accordance with relevant codes of conduct and international humanitarian standards.</li> <li>- Plans, prioritises and performs tasks under pressure with competence, integrity, responsibility, ethicality and fairness.</li> </ul>	<ul style="list-style-type: none"> <li>- Supports others to carry out their roles and responsibilities in a positive and safe manner in line with relevant codes of conduct and international humanitarian standards.</li> <li>- Supports others in prioritising and performing tasks under pressure with competence, integrity, responsibility, ethicality and fairness.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes and models professionalism in accordance with relevant codes of conduct and international humanitarian standards.</li> <li>- Ensures relevant mechanisms and procedures to uphold professionalism are in place and adhered to by team members.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated			

### Competency domain: 10. Demonstrating leadership

#### Competency 10.1 Demonstrating self-awareness and critical judgement

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Identifies personal strengths and limitations and their impacts on others.</li> <li>- Invites and incorporates feedback to improve performance.</li> <li>- Exercises personal judgement and analysis in challenging situations in the absence of</li> </ul>	<ul style="list-style-type: none"> <li>- Improves performance through informed, calculated risks and handles (un)intended results with transparency.</li> <li>- Seeks and gives constructive feedback from and to all team members, CP partners and affected populations to improve CP</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises own strengths and weaknesses and fosters performance through the promotion of a strength-based team culture of complementarity.</li> <li>- Promotes a culture of open and constructive (horizontal and vertical) feedback among all</li> </ul>

	specific guidance.	programming. - Faces rapid, unpredictable change and varying cultural contexts with flexibility and focus on the best interest of the child and affected population.	team members. - Acts decisively and adapts plans quickly to respond to emerging situations and changing environments in line with CP guiding principles.
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated	- <a href="#">Frontliners Getting Started in CPHA (Alliance)</a> - <a href="#">CPHA CPMS learning package (Alliance)</a> (Available on request)		

### Competency 10.2 Motivating and influencing others

	Level 1	Level 2	Level 3
Behavioural indicators: How will I act if I have this competence?			
	<ul style="list-style-type: none"> <li>- Provides others with regular, constructive, informal and formal feedback and recognition.</li> <li>- Identifies CPHA partners, stakeholders, authorities and community members that can influence decisions.</li> <li>- Uses active listening to encourage team collaboration and positively influences others to ensure all children are safe, protected and included.</li> </ul>	<ul style="list-style-type: none"> <li>- Mentors team members to support and strengthen capacity.</li> <li>- Presents possible options and negotiates with those who can influence decisions.</li> <li>- Uses a collaborative approach to gain support for implementing and strengthening CPHA programmes to ensure all children are safe, protected and included.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses the CPHA competency framework to evaluate staff's performance, support professional development, and grow their potential.</li> <li>- Gains the commitment of others with persuasiveness, fairness and transparency.</li> <li>- Influences CPHA agenda, policies and practices through effective advocacy to ensure all children are safe, protected and included.</li> </ul>
Learning resources: Where can I go to develop knowledge and skills to support these behaviours?			
Self-paced			
Facilitated			