

# Child Protection in Emergencies (CPIE) Competency Framework

Inter-agency Initiative of the Child Protection Working Group

2010

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# Child Protection in Emergencies (CPIE) Competency Framework

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# Overview: Child Protection in Emergencies competency framework

## Background

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

There have been a number of initiatives to build capacity in child protection in emergencies<sup>1</sup>. Whilst these have contributed to increased capacity of child protection staff across the sector, there remains a need for broader, inter-agency capacity building efforts using a standardised set of core competencies to develop and maintain a highly skilled child protection workforce.

In January 2008, a subgroup of the CPWG<sup>2</sup>, established a steering group to take forward the development of an interagency capacity building initiative. The development of this interagency child protection competency framework is the first step of this process, using as the point of departure the recently drafted inter-agency definition<sup>3</sup> of Child Protection in Emergencies: “the prevention and response to abuse, neglect, exploitation of and violence against children in emergencies”.

## Purpose

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

The competencies are designed to be:

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

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

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

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

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

## Components

**Competency** is defined as:

The **experience**, **skills** and **behaviours** required to perform effectively in a given job, role or situation. Competencies are what a person has or can acquire, i.e. a characteristic, attitude, skill, aspect of one's self-image, or body of knowledge and behaviour which s/he uses.<sup>4</sup>

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

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

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

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

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

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

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

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

**Core Child Protection competencies** are required by child protection professionals

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

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



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

## Overview of the three competency groups

### Core Child Protection Competencies

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

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

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

### Core Humanitarian Competencies

The core humanitarian competencies highlight the underpinning abilities necessary for humanitarian workers to carry out their roles effectively. These competencies were identified through a study conducted by RedR UK and Tufts University in 2009 and 2010 for the Enhancing Learning and Research for Humanitarian Assistance (ELRHA) network. The study surveyed over 1400 individuals to identify core competencies for humanitarian workers<sup>5</sup>.

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

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

### Competencies for Child Protection Programming in Emergencies

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

Seven areas of focus are highlighted in this group:

1. Coordination of child protection responses in emergencies
2. Prevention of and response to the separation of children from their families
3. Prevention of and response to exploitation and gender-based violence (GBV)
4. Prevention of and response to psychosocial distress and mental disorder
5. Prevention of and response to the recruitment and use of children by armed forces or groups
6. Prevention of and response to physical harm
7. Monitoring and Reporting grave violations and serious child protection concerns

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

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

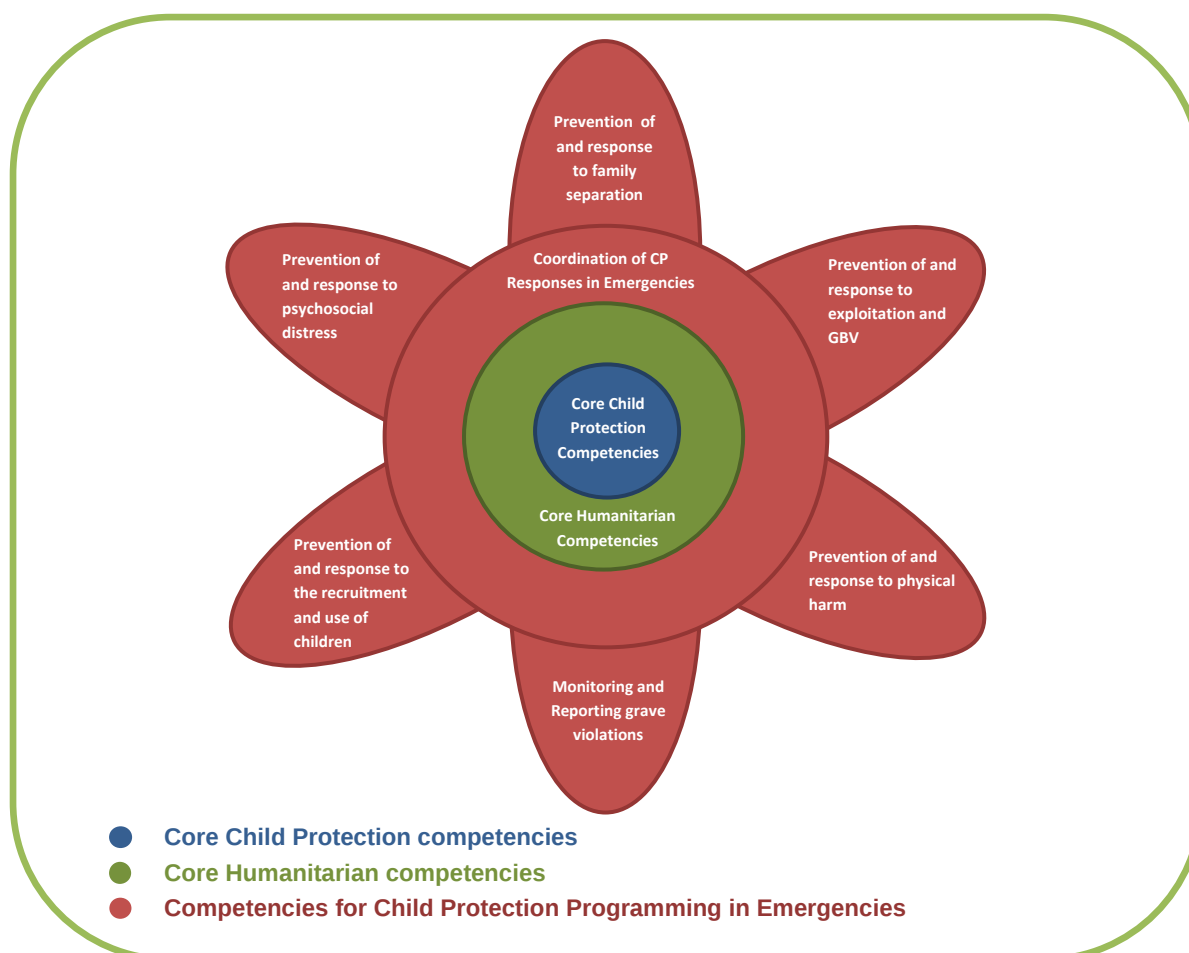
<sup>5</sup> RedR and Tufts University, 2010. *Professionalising the Humanitarian Sector: A Scoping Study*, ELRHA.

## List of Competencies

| Domain                                                       | Area of focus                                             | Competency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Child Protection competencies                           | Foundations in Child Protection                           | Understanding Protection concerns for Children<br>Ethical sensitivity<br>Empathy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                                                              | Principles and Approaches to Child Protection programming | Understanding Child Protection programming<br>Using a rights-based approach in Child Protection<br>Using community-based approaches in Child Protection<br>Strengthening child protection systems<br>Promoting children's participation and agency<br>Capacity building on Child Protection<br>Advocating on issues of Child Protection                                                                                                                                                                                                                                                                |
| Core Humanitarian competencies                               | Managing yourself                                         | Resilience<br>Integrity<br>Time management<br>Self awareness<br>Continuous learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                              | Working with others                                       | Teamwork<br>Cultural sensitivity<br>Accountability<br>Communication<br>Building Trust<br>Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                                              | Achieving results                                         | Assessing needs<br>Managing projects<br>Problem solving<br>Decision making<br>Risk management<br>Promoting humanitarian principles                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                              | Using resources                                           | Negotiating<br>Managing finances<br>Using technology<br>Managing partnerships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Competencies for Child Protection Programming in Emergencies | Coordination of child protection responses in emergencies | Understanding Humanitarian Reform<br>Understanding the Child Protection Area of Responsibility<br>Understanding the role and mandate of political, peacekeeping and peace building mission in child protection<br><br>Interacting with UN military / police and other military political actors<br>Understanding the role of UN missions in the protection of civilians, emergency response, recovery and stability<br>Conducting Child Protection rapid assessments / situation analyses<br><br>Strategic planning with child protection actors<br>Consensus building amongst child protection actors |
|                                                              | Prevention of and response to the                         | Understanding family separation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

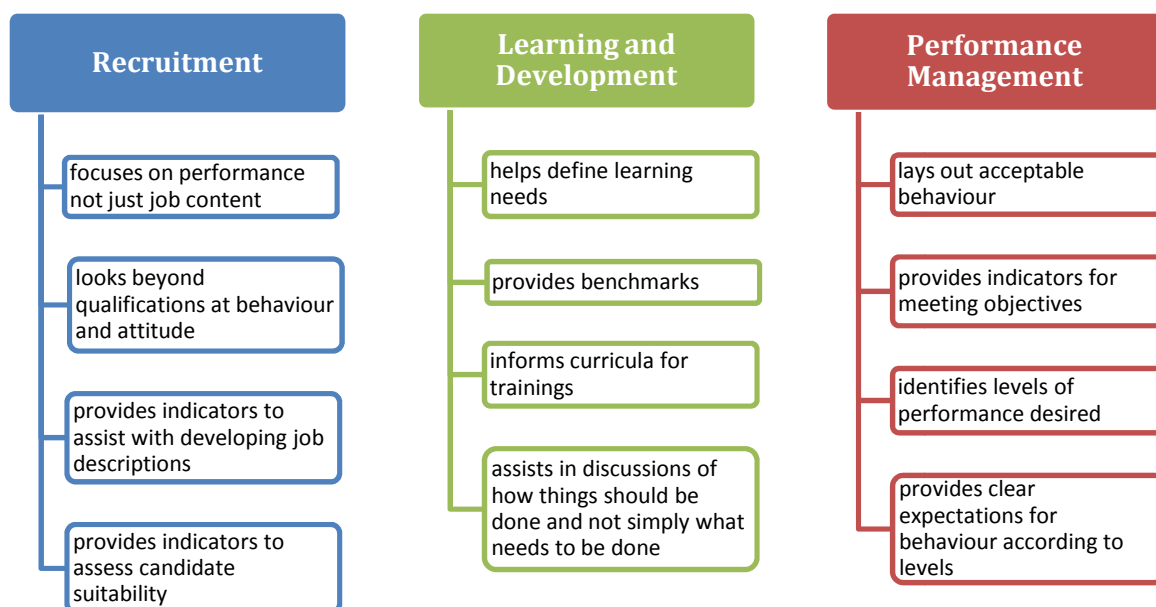
|                                                                                                     |                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| separation of children from their families                                                          | Preventing and responding to separation                                                                                                                                                                          |
| Prevention of and response to exploitation and gender-based violence (GBV)                          | Understanding GBV and exploitation in emergencies<br>Preventing and responding to GBV and exploitation<br>Engaging with UN Political missions on GBV                                                             |
| Prevention of and response to psychosocial distress and mental disorder                             | Understanding psychosocial wellbeing<br>Mental Health and Psychosocial support programming for children                                                                                                          |
| Prevention of and response to the recruitment and use of children by armed forces or armed groups   | Understanding child recruitment and issues related to CAAFAG<br>Preventing child recruitment<br>Reintegration programming for CAAFAG<br>Engaging with UN Political missions on prevention and response to CAAFAG |
| Prevention of and response to physical harm                                                         | Understanding physical harm in emergencies<br>Understanding issues related to landmines and UXO<br>Programming in line with International Mine Action Standards and guidelines                                   |
| Monitoring and reporting on grave violations against children and serious child protection concerns | Understanding and applying the legal frameworks of SC Resolutions 1612, 1882 and 1888<br>Information management<br>Linking monitoring and reporting with programmatic responses                                  |

The diagram below provides an illustration of how the competencies build upon one another:



## Applying the CPIE competency framework

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



## Recruitment

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

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

Job-based competency profiles can be developed as follows<sup>6</sup>:

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

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

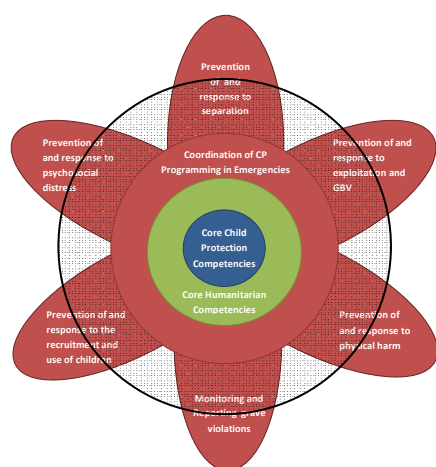
<sup>6</sup> People in Aid, 2007. *Behaviours which lead to effective performance in Humanitarian Response*, Emergency Capacity Building Project.

## Learning and Development

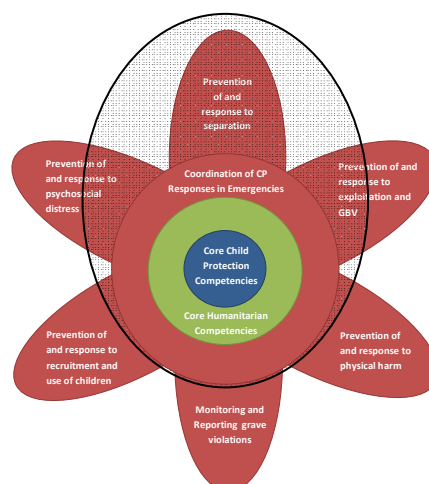
The competencies can be used to identify areas for personal and professional development. The identification of strengths and development needs can be done by reflecting upon whether the indicators at each respective level of competency are met or not. Tools for self-assessment which prompt an individual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

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

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



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



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

## Performance management

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

In order to assess performance, a 4-level Likert scale such as the one below<sup>7</sup> can be used to assess the degree to which behavioural indicators are reflected in performance for each competency. The behaviours required according to level are reviewed and compared with performance, identifying which of the options below best applies:

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

<sup>7</sup> UN OCHA, *Humanitarian Coordinators Competencies*. Geneva.

## Child protection in Emergency Competencies

### 1. Core Child Protection Competencies

| Areas of focus                  | Competencies                                   | Behaviours – Level 1                                                                                                                            | Behaviours – Level 2                                                                                                                               | Behaviours – Level 3                                                                                                                                                                        |
|---------------------------------|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Foundations in Child Protection | Understanding Protection concerns for Children | Understands what constitutes physical, emotional and sexual abuse                                                                               | Has good knowledge of indicators for and the consequences of abuse, neglect, exploitation and violence on children                                 | Contributes to or undertakes research in child protection exploring the causes, indicators for and consequences of, existing and emerging forms of abuse, neglect, exploitation and neglect |
|                                 |                                                | Can describe examples of exploitation, neglect and violence against children                                                                    |                                                                                                                                                    |                                                                                                                                                                                             |
|                                 |                                                | Is aware of the impact of different types of abuse, exploitation, neglect and violence                                                          |                                                                                                                                                    |                                                                                                                                                                                             |
|                                 |                                                | Knows what to do if they have concerns about a child                                                                                            | Is able to present child protection concerns verbally and in writing, clearly identifying fact from opinion                                        | Is able to make considered decisions about how to act to safeguard or promote children's welfare                                                                                            |
|                                 |                                                | Recognises signs of abuse, exploitation and neglect                                                                                             |                                                                                                                                                    |                                                                                                                                                                                             |
|                                 |                                                | Has general understanding of core knowledge related to child care and protection (e.g. child development and the impact of separation and loss) | Has good understanding of core theories related to child care and protection                                                                       | Has in-depth understanding of core theories related to child care and protection                                                                                                            |
|                                 |                                                | Understands that children have varying capacities in all developmental stages                                                                   | Identifies factors which increase vulnerability and risk, and reduce resilience in different situations and during different stages of development | Is able to work with children and their families in a range of complex situations addressing issues such as resilience and recovery                                                         |
|                                 |                                                | Identifies root causes of child protection issues and how these are exacerbated in certain situations (e.g. emergencies)                        |                                                                                                                                                    |                                                                                                                                                                                             |
|                                 |                                                | Understands the policies and procedures that govern confidentiality and the sharing of information to protect children                          | Implements measures to ensure that confidential information and sensitive documents are kept safely by team                                        | Designs measures for the team to ensure confidentiality procedures upheld                                                                                                                   |
|                                 |                                                | Complies with UN standards on sexual exploitation and abuse and organisational Codes of Conduct                                                 | Ensures colleagues comply with UN standards on sexual exploitation and abuse and organisational Codes of Conduct                                   | Ensures staff line managed comply with UN standards on sexual exploitation and abuse and organisational Codes of Conduct                                                                    |
|                                 |                                                | Signals concerns about breaches of confidentiality encountered                                                                                  | Ensures breaches of confidentiality are addressed with immediate effect                                                                            | Takes responsibility for ensuring safeguarding mechanisms are adapted                                                                                                                       |
|                                 | Ethical sensitivity                            | Understands that many factors influence perceptions including age, culture, gender, education etc.                                              | Is able to explore multiple perspectives on situations, identify ethical issues from diverse standpoints and understand the                        | Sensitively weighs options and responds to the situation in a contextually appropriate manner that respects the Do                                                                          |

|  |         |                                                                                        |                                                                                                                             |                                                                                                                             |
|--|---------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
|  |         |                                                                                        | range of consequences that exist for different courses of action                                                            | No Harm imperative                                                                                                          |
|  |         | Is aware of how own attitudes and beliefs influence professional involvement with work | Is able to demonstrate how own prejudices can be overcome to work professionally                                            | Supports team members to address and resolve conflicts between personal and professional interests                          |
|  | Empathy | Is able to read and identify the feelings of self and others                           | Expands sense of concern for oneself to others, responding in a way that is in line with their emotional and physical state | Ensures that appropriate solutions for children are identified with regards to the context, child's development, gender etc |

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

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

|  |                                          |                                                                                                                   |                                                                                                                                                                        |                                                                                                                                                                                          |
|--|------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                          |                                                                                                                   | participate in decisions affecting them                                                                                                                                | forums at local, district and national level                                                                                                                                             |
|  | Capacity building on Child Protection    | Seeks opportunities for regular updating and building of own in capacity on child protection                      | Supports planning and carrying out basic trainings on child protection with partners and community members                                                             | Builds capacity of team using up-to-date training guides and tools, adapted to match the context and audiences                                                                           |
|  |                                          |                                                                                                                   | Develops a training strategy aimed at enhancing complementarities with the activities of UN missions and their mandate on capacity building of peacekeepers and police | Organises and facilitates inter-agency capacity building initiatives on child protection related issues                                                                                  |
|  |                                          |                                                                                                                   |                                                                                                                                                                        | Works with actors to develop a capacity building strategy that meets the needs of key national and local stakeholders                                                                    |
|  |                                          | Has basic knowledge of participatory training methodologies                                                       | Demonstrates good facilitation skills including voice projection, presence, confidence                                                                                 | Has experience of effectively delivering training to high level multi-agency audiences                                                                                                   |
|  |                                          | Supports capacity building initiatives on child protection and child protection in emergencies where possible     | Identifies and promotes possibilities for child protection in emergencies capacity building initiatives in emergency contexts and surge capacity support               | Is familiar with current global initiatives to build professional capacity in child protection in emergencies as well as resources for surge capacity in child protection in emergencies |
|  | Advocating on issues of Child Protection | Speaks up for him/herself to ensure fair treatment and that his/her perspective is heard                          | Is quick to identify and grasp opportunities to speak out about protection concerns on behalf of children, tailoring the messages to suit the audience                 | Is able to approach, engage with and inform / influence decision makers on child protection related issues in both formal and informal settings                                          |
|  |                                          | Expresses differences in opinion in a sensitive and controlled manner, illustrating tact when dealing with others | Persuades others with verbal and/or written material                                                                                                                   | Is able to combine logic and emotion to develop complex arguments on the spot, inspiring and motivating others                                                                           |
|  |                                          |                                                                                                                   |                                                                                                                                                                        | Uses complex and multi-layered influencing strategies to negotiate changes and support for child protection                                                                              |
|  |                                          | Is able to identify basic advocacy messages in child protection for different target audiences                    | Is able to research and reflect upon positions on policy and practice issues held by different groups                                                                  | Demonstrates critical understanding of how current social developments can influence policy and practice in child care and protection                                                    |
|  |                                          | Is able to communicate effectively with different audiences including UN military and police                      | Is able to contribute to interagency advocacy strategies including those led by UN missions and/or the national institutions throughout an integrated mission          | Has strong understanding of the different policy positions of humanitarian and political entities and draws strategic conclusions to inform advocacy                                     |

## 2. Core Humanitarian Competencies

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

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

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

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

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

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

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

### 3. Competencies for Child Protection Programming in Emergencies

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

|  |                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |                                                                                                                                                                        |
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|  |                                                                                                                   |                                                                                                                                                                                                                                                                     | actors involved at different levels                                                                                                                                                  | Systematically and effectively builds networks of contacts outside beyond those in the CP sub-cluster and PC cluster                                                   |
|  |                                                                                                                   | Builds and maintains positive, listening relationships with partners and potential partners                                                                                                                                                                         | Creates an environment in which cultural differences and opinions are valued and appreciated                                                                                         | Builds and maintains partnerships on the basis of transparent communication, respect and trust                                                                         |
|  |                                                                                                                   | Reflects upon and promotes positions on issues related to child protection adopted by the Child Protection sub-cluster                                                                                                                                              | Expresses arguments of relevance to the Child Protection sub-cluster in a clear and straightforward manner                                                                           | Speaks on behalf of the CP sub-cluster with authority, conviction and integrity, projecting personal credibility and expertise in child protection                     |
|  | Understanding the role and mandate of political, peacekeeping and peace building missions in child protection     | Understands the concept of UN missions (peacekeeping and peace building or stability) and their mandate regarding child protection                                                                                                                                  | Understands the basic structure of a UN mission and reporting lines on issues of conduct and discipline                                                                              | Is familiar with the structure of leadership of the UN mission and is able to actively engage with relevant persons on issues for collaboration and/or of concern      |
|  |                                                                                                                   |                                                                                                                                                                                                                                                                     | Demonstrates good knowledge of the responsibilities of UN missions including their role in training, advocacy, capacity building for Child Protection                                |                                                                                                                                                                        |
|  |                                                                                                                   |                                                                                                                                                                                                                                                                     | Enhances complementarities in line with UN missions mandate                                                                                                                          | Takes into account and uses the potential support (logistical, military and political) UN missions can offer and vice versa                                            |
|  |                                                                                                                   | Understands the role of UN missions in implementing Security Council resolutions on children and armed conflict and the DPKO policy on mainstreaming the protection, rights and well-being of children affected by armed conflict within UN Peacekeeping Operations | Understands the role of Child Protection Advisers (CPAs) working in UN missions                                                                                                      | Works effectively and collaboratively with the UN mission, identifying complementarities and maximising on opportunities presented                                     |
|  |                                                                                                                   |                                                                                                                                                                                                                                                                     | Understands the role of Peacekeepers in preventing and responding to the recruitment and presence of children in armed groups                                                        |                                                                                                                                                                        |
|  | Interacting with UN military / police and other military political actors                                         | Understands the role UN military and police play in protection of children in the context                                                                                                                                                                           | Recognises the need to adjust communication and working methodology when engaging with military and police                                                                           | Effectively and confidently engages with military senior command and police to promote child friendly policing                                                         |
|  |                                                                                                                   |                                                                                                                                                                                                                                                                     | Efficiently deals with military and police especially in tense situation and volatile context                                                                                        | Provides staff from different agencies, government or UN departments with training on working with people in uniform                                                   |
|  | Understanding the role of UN missions in the protection of civilians, emergency response, recovery, stability and | Understands the mandate of the UN mission                                                                                                                                                                                                                           | Demonstrates the capacity to engage effectively with UN missions leveraging UN mission assets and capacity in planning strategies on Security Sector Reform (SSR) and Justice reform | Takes an active role in developing or influencing UN strategies relevant to Child Protection through the UN Country Team (UN CT), integrated office, or Cluster system |
|  |                                                                                                                   |                                                                                                                                                                                                                                                                     | Demonstrates the capacity to integrate a child perspective in the Protection of Civilian strategy                                                                                    | Coordinates emergency response, recovery, stability and peace building activities with the UN mission                                                                  |
|  |                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      | Coordinates, through CPAs, with UN missions components in Protection of                                                                                                |

|  |                                                                    |                                                                                                                                                |                                                                                                                                                                               |                                                                                                                                                                                                                                     |
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|  | peace building                                                     |                                                                                                                                                |                                                                                                                                                                               | civilians, human rights, Rule of law UN police and Justice                                                                                                                                                                          |
|  | Conducting Child Protection Rapid Assessments / Situation Analysis | Is aware of inter-agency assessment tools and contributes to planning a rapid child protection assessment or child rights situational analysis | Designs and plans a rapid child protection assessment or situational analysis process based on internationally agreed inter-agency tools                                      | Organises and supervises an inter-agency assessment or situational analysis to map priority child protection gaps and identify key resources and assets                                                                             |
|  |                                                                    | Demonstrates ability to apply basic information gathering techniques and document information despite constraints                              |                                                                                                                                                                               | Ensures that any inter-agency multi-sector assessments planned include child protection                                                                                                                                             |
|  |                                                                    | Independently carries out focus group discussions and key informant interviews and records findings as agreed                                  |                                                                                                                                                                               |                                                                                                                                                                                                                                     |
|  |                                                                    | Contributes towards the analysis of assessment findings, arriving at rationale judgements from the available information                       | Demonstrates ability to collate a mixture of qualitative and quantitative data and extract priority issues related to child protection within the constraints of an emergency | Ensures high quality documentation of the assessment findings including the recommendations is completed rapidly, verifying the analysis done and conclusions drawn, and ensures the findings are shared with key actors for action |
|  |                                                                    | Identifies child protection concerns and gaps during assessment process and makes suggestions for addressing these                             | Accurately identifies patterns and relationships in available information, including causes and effects, and draws appropriate inferences                                     |                                                                                                                                                                                                                                     |
|  | Strategic planning with child protection actors                    | Identifies priority child protection concerns and related gaps that need to be and can be addressed in the context                             | Actively inputs into the development of an immediate and longer term response plan for child protection addressing the findings of the rapid assessment                       | Drafts an immediate and longer term response plan with CP actors to address the issues and gaps highlighted in the CP rapid assessment                                                                                              |
|  |                                                                    |                                                                                                                                                | Analyses existing capacities and identifies resource restraints                                                                                                               | Agrees with other actors on the roles, responsibilities, scope and nature of planned actions based on requirements                                                                                                                  |
|  | Consensus building amongst child protection actors                 | Seeks support for decision making where necessary, identifying levels of urgency                                                               | Identifies which decisions need to be supported by the Child Protection sub-cluster and which can be taken forward on an individual agency level                              | Leads group decision-making processes in an inclusive manner                                                                                                                                                                        |
|  |                                                                    |                                                                                                                                                |                                                                                                                                                                               | When necessary, makes decisions on behalf of the interagency group quickly, balancing decisiveness with consultation                                                                                                                |
|  |                                                                    | Seeks support to address disagreements and differences in opinion between actors                                                               | Uses tact and diplomacy to manage disagreements                                                                                                                               | Models diplomacy, negotiation, problem-solving and conflict resolution skills                                                                                                                                                       |
|  |                                                                    |                                                                                                                                                | Adapts ways of working to ensure inputs from those who are quieter, less confident or who have a different outlook                                                            |                                                                                                                                                                                                                                     |

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

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

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

| Areas of focus                                                                                    | Competencies                                                           | Behaviours – Level 1                                                                                                                                                                                                                      | Behaviours – Level 2                                                                                                                                                                                                                               | Behaviours – Level 3                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prevention of and response to the recruitment and use of children by armed groups or armed forces | Understanding child recruitment and issues facing CAAFAG               | Understands push / pull factors for children and their families to join armed groups                                                                                                                                                      | Provides technical support to and builds capacity of actors working on disarmament, demobilisation and reintegration (DDR) with CAAFAG                                                                                                             | Organises and facilitates inter-agency capacity building initiatives on working with CAAFAG                                                                                                    |
|                                                                                                   |                                                                        | Understands the consequences of child recruitment into armed groups                                                                                                                                                                       |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |
|                                                                                                   |                                                                        | Understands key components of DDR                                                                                                                                                                                                         |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |
|                                                                                                   |                                                                        | Demonstrates basic knowledge of international standards, protocols and SC Resolutions relating to CAAFAG                                                                                                                                  |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                |
|                                                                                                   | Preventing child recruitment                                           | Understands the roles and responsibilities of different actors, including the UN mission if present, in the area of CAAFAG                                                                                                                | Actively participates in inter-agency coordination fora with actors working on issues related to CAAFAG or protection                                                                                                                              | Promotes coordination amongst actors, including the UN mission where present, working with CAAFAG ensuring responses are in line with standards and best practice                              |
|                                                                                                   |                                                                        | Supports community-based awareness raising on prevention of recruitment and re-recruitment                                                                                                                                                | Designs community- based awareness raising initiatives to prevent recruitment and monitor re-recruitment                                                                                                                                           | Innovates strategies for strengthening community-based approaches to support CAAFAG in the DDR process and in the prevention of (re-) recruitment                                              |
|                                                                                                   |                                                                        | Contributes to development of advocacy messages around prevention of recruitment and optional protocols                                                                                                                                   | Develops advocacy strategy for parties to conflict to ratify, implement and monitor the optional protocol                                                                                                                                          | Seeks commitments from different parties to refrain from recruiting and using children and negotiates their release                                                                            |
|                                                                                                   | Reintegration programming for CAAFAG                                   | Contributes to the establishment of a family tracing and reunification process                                                                                                                                                            | Designs family tracing and reunification interventions where appropriate                                                                                                                                                                           | Promotes the development of inter-agency strategies for family tracing and reunification as well as the provision of alternative care options for demobilised children in need of interim care |
|                                                                                                   |                                                                        | Contributes to the arranging of suitable interim care options for children who are demobilised                                                                                                                                            | Designs suitable interventions to support children in need of interim care during demobilisation and family tracing process                                                                                                                        |                                                                                                                                                                                                |
|                                                                                                   |                                                                        | Informs programming by suggesting activities that could contribute towards reintegration in the local context                                                                                                                             | Designs and implements interventions to support the reintegration of demobilised children into their communities                                                                                                                                   |                                                                                                                                                                                                |
|                                                                                                   | Engaging with the UN missions on the prevention and response to CAAFAG | Understands the mandate of the mission in its operational zone                                                                                                                                                                            | Coordinates with UN mission components through the CPA or CP Focal Point on issues related to CAAFAG                                                                                                                                               | Takes part in the integrated mission planning and strategy to prevent and respond to child recruitment                                                                                         |
|                                                                                                   |                                                                        | Understands the role of UN missions with implementing SCR 1612 (2005) and 1882 (2009) and the DPKO policy on mainstreaming the protection, rights and well-being of children affected by armed conflict within UN Peacekeeping Operations | Coordinates programming and planning in line with country-specific SCRs and SCRs on children and armed conflict and conclusions and recommendations made by the Security Council Working Group on Children and Armed conflict in relevant contexts | Demonstrates the capacity to engage with mission's senior management including military, to emphasize complementarities in issues related to CAAFAG                                            |

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

| Areas of focus                                                                  | Competencies                                                                                                          | Behaviours – Level 1                                                                                                                             | Behaviours – Level 2                                                                                                                                                                       | Behaviours – Level 3                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monitoring and reporting grave violations and serious child protection concerns | Understanding and applying the legal frameworks of SC Resolutions 1612, 1882, 1888 and relevant future SC Resolutions | Understands the particular vulnerabilities of children and the consequences for children and their families of grave violations against children | Identifies context specifications and implements the MRM accordingly and in line with legal and technical standards                                                                        | Ensures the implementation of the MRM according to legal and technical standards                                                                                                                                                                              |
|                                                                                 |                                                                                                                       | Understands the functioning of the Monitoring and Reporting Mechanism at field and / or global level                                             | Provides technical support and builds capacity of actors working on the implementation of the MRM                                                                                          | Promotes coordination between the members of the MRM Country Task Forces to ensure standardised responses                                                                                                                                                     |
|                                                                                 |                                                                                                                       | Understands the roles and responsibilities of the different MRM actors at the local and global level                                             | Is able to engage in close collaboration with partner organizations and members of the UN the Country Task Forces                                                                          | Engages in discussions with high level officials where the MRM is implemented to advocate for children's rights                                                                                                                                               |
|                                                                                 |                                                                                                                       | Understands and identifies the response mechanisms to trigger in a particular context for addressing grave violations against children           | Is able to advocate and negotiate with state and non-state actors in different contexts for children's rights in situations of armed conflict                                              | Seeks commitments from different parties to engage in the signing of Action Plans to halt violations against children in situations of armed conflict.                                                                                                        |
|                                                                                 |                                                                                                                       | Demonstrates knowledge of international standards and protocols relating to child rights monitoring                                              | Provides technical guidance to the MRM Country Task Force on child rights monitoring according to the established legal international standards and protocols and MRM operational guidance | Ensures that monitoring of grave violations is developed within legal international standards and protocols                                                                                                                                                   |
|                                                                                 |                                                                                                                       | Understands and utilizes the existing data collection tools or systems according to the technical standards of the MRM                           | Provides technical support on data collection protocols and tools utilized are in line with the technical and legal standards of the MRM                                                   | Ensures that data related to grave violations against children in situations of armed conflict is collected according to the technical and legal standards of the MRM                                                                                         |
|                                                                                 | Understanding the role of UN peacekeeping operations and political missions in the MRM process                        | Is familiar with the role of CPAs in the Monitoring and Reporting Mechanism (MRM) process                                                        | Engages with CPAs to ensure complementarity and develop tools and mechanisms to enhance MRM process                                                                                        | Engages with UN mission senior leadership to promote the implementation of MRM and Country Taskforce                                                                                                                                                          |
|                                                                                 |                                                                                                                       |                                                                                                                                                  | Engages with CPAs and Human rights component to ensure coverage of security zones with MRM                                                                                                 | Works with senior mission leadership and UNICEF as co-chairs of the MRM Taskforce to ensure coordinated and sustained follow-up to the recommendations and conclusions of the Security Council Working Group on children and armed conflict, where applicable |
|                                                                                 | Information management (data collection, management and reporting)                                                    | Understands the specific Information Management tools and formats that exist to present information on grave violations                          | Provides technical support in managing information gathered according to the methodological and legal standards                                                                            | Ensures that the team respects the information management requirements on data security and confidentiality                                                                                                                                                   |
|                                                                                 |                                                                                                                       | Contributes with inputs to different existing reporting requirements (Global Horizontal Note, UNSG reports and others)                           | Engages and collaborates effectively in coordination between members of task force for the development of reports                                                                          | Ensures the presentation of reports is in line with standards and within the established reporting periods                                                                                                                                                    |
|                                                                                 |                                                                                                                       | Understands the links between the                                                                                                                | Actively participates in inter-agency                                                                                                                                                      | Promotes coordination amongst actors                                                                                                                                                                                                                          |

|  |                                                                                             |                                                                                                                                                                                                                  |                                                                                                                                        |                                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Linking monitoring and reporting to programmatic responses, including UN CT and UN missions | monitoring and reporting process and the programmatic response to grave violations against children's rights and its broader setting in the UN strategies for the country on stability, peace building and MDG's | coordination fora with actors working on programming issues related to grave violations against children's rights                      | working on monitoring and reporting ensuring responses are in line with standards and best practice                                                   |
|  |                                                                                             | Contributes to development of advocacy messages around prevention of grave violations against children in situations of armed conflict                                                                           | Develops advocacy strategy to engage parties to the conflict to halt grave violations against children in situations of armed conflict | Seeks commitments from different parties to halt grave violations against children in situations of armed conflict (e.g. by signing MRM Action Plans) |

## References for the competency framework

This Inter-agency framework draws on competencies, job descriptions and programme documents from various organisations. The following were reviewed in the drafting of this framework:

| Organisation                                                       | Reference Documents                                                                                                                                                      |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Childfund International</b>                                     | Child protection in Emergencies: Program Approach, 2009                                                                                                                  |
| <b>International Rescue Committee</b>                              | IRC Emergency Child Protection Job Descriptions                                                                                                                          |
| <b>Save the Children</b>                                           | Child Protection in Emergencies Competencies, 2009<br>Child Protection Capability Framework, 2007<br>Child Protection in Emergencies Standard Operating Procedures, 2009 |
| <b>Terre des Hommes</b>                                            | Child Protection: Manual for intervention in humanitarian crisis, 2008<br>Terres des Hommes Emergency Protection Job Descriptions                                        |
| <b>United Nations Children's Fund (UNICEF)</b>                     | UNICEF Competencies: Child Protection, 2009<br>Core Commitments for Children in Humanitarian Action, 2010 (draft)                                                        |
| <b>United Nations Department of Peacekeeping Operations (DPKO)</b> | Policy on Mainstreaming the protection, rights and well-being of children affected by armed conflict within UN Peacekeeping Operations, June 2009                        |
| <b>United Nations High Commissioner for Refugees (UNHCR)</b>       | UNHCR's Strategy and Activities regarding Refugee Children, 2005<br>UNHCR Handbook for the Protection of Women and Girls, 2008                                           |
| <b>World Vision International (WVI)</b>                            | Competencies for staff who work with children<br>WVI Emergency CP Job Descriptions                                                                                       |

### Other documents consulted include:

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

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

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

People in Aid, 2007. *Behaviours which lead to effective performance in Humanitarian Response*, Emergency Capacity Building Project. Available from: [http://www.reliefweb.int/rw/lib.nsf/db900sid/ASAZ-7GTGQB/\\$file/pia\\_Jun2007.pdf?openelement](http://www.reliefweb.int/rw/lib.nsf/db900sid/ASAZ-7GTGQB/$file/pia_Jun2007.pdf?openelement)

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

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

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