

CHILD PROTECTION IN EMERGENCIES
Professional Development Programme
– Asia Pacific –
Self-Assessment Analysis Report – Cycle 4

INTRODUCTION

Evaluation is a vital part of the continuous development process as it enables us to make informed decisions based on conclusions drawn from previous experiences. This analysis is an evaluation of the learning outcomes of the CPiE PDP, based on the participants' personal reflections and assessments of their individual knowledge development throughout the course of the programme.

The analysis is based on a survey consisting of 33 statements regarding the participants' individual understanding of themes and topics related to Child Protection in Emergencies. Partially the statements were drawn from the Child Protection in Emergencies Competency Framework¹. These were complemented with additional ones that were found most relevant to the programme based on selected learning outcomes drawn from the South East and East Asia Capacity Gaps analysis. This decision was made considering that the sectoral competency framework was undergoing a revision process.

The participants were asked to choose one of the following options for each statement: *I disagree with this statement*, *I partly agree with this statement*, *I agree with this statement*, or *I strongly agree with this statement*. They completed the same survey and answered the same statements on three different occasions during the programme (before programme start, after the residential phase and at the end of the programme).

Participants were also encouraged to write a short comment that explained why they selected a specific answer and were given the opportunity to illustrate how their knowledge has improved in that particular area. All comments have been reviewed and taken into consideration in the evaluation, but only a handful of the most relevant remarks are presented in this report.

The purpose of this analysis is to further improve and develop the CPiE PDP by examining the participants' understanding of Child Protection in Emergencies before, during and after the programme. The survey offered an opportunity for the participants to voice their opinions regarding the learning outcomes, and the analysis will assist the Programme Management Team of the CPiE PDP in identifying potential shortcomings within the programme and refine its design for future iterations of the programme.

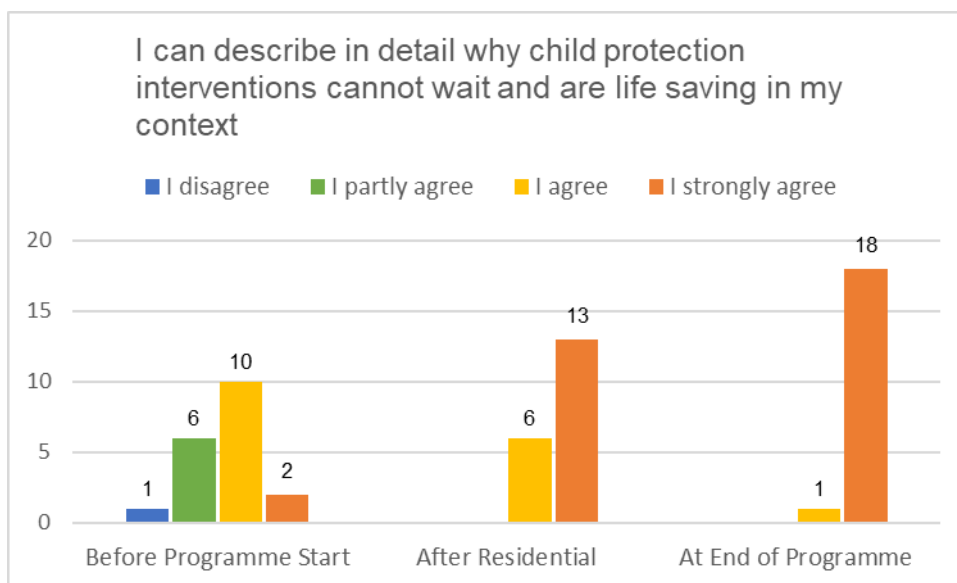
¹ CPWG, 2010, <https://resourcecentre.savethechildren.net/node/5408/pdf/5408.pdf>

INDEX

INTRODUCTION	1
INDEX	2
STATEMENT 1. I can describe in detail why child protection interventions cannot wait and are life-saving in my context.....	4
STATEMENT 2. I know how to apply safeguarding principles to CPiE programming in my context.....	4
STATEMENT 3. I know how to apply concepts of child development, psychosocial wellbeing and resilience to CPiE programming in my context.....	5
STATEMENT 4. I know how to use the relevant national & international legal frameworks, standards & guidelines related to CPiE to achieve better outcomes for children during emergencies in my context.....	5
STATEMENT 5. I am aware of the Child Protection Minimum Standards and how to use them in my context.....	6
STATEMENT 6. I know how to apply child participation frameworks and guidelines in CPiE programming in my context.....	6
STATEMENT 7. I can explain how children’s exposure to the risk of dangers and injuries changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.	7
STATEMENT 8. I can explain how children’s exposure to physical violence and other harmful practices changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.	7
STATEMENT 9. I can explain how children’s exposure to sexual violence changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.....	8
STATEMENT 10. I can explain the particular child protection needs faced by children associated with armed forces or armed groups and how association can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.....	8
STATEMENT 11. I can explain how children’s exposure to psychosocial distress & mental health disorders changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.	9
STATEMENT 12. I can explain how children’s exposure to the risk of harmful child labour changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.	9
STATEMENT 13. I can explain the particular child protection needs faced by children on the move and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.	10
STATEMENT 14. I can explain the particular child protection needs faced by unaccompanied & separated children and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.	10
STATEMENT 15. I can explain the particular child protection needs faced by children in contact with the law and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.....	11
STATEMENT 16. I am able to analyse and prioritise child protection priorities and needs during emergencies in my context.....	11
STATEMENT 17. I can explain the different aspects, including the challenges and benefits, of how to use a systems strengthening approach in CPiE programming in my context.....	12
STATEMENT 18. I can explain the different aspects, including the challenges and benefits, of how to implement effective case management in CPiE programming in my context.	12
STATEMENT 19. I can explain the different aspects, including the challenges and benefits, of how to set up or support alternative care mechanisms in CPiE programming in my context.....	13
STATEMENT 20. I can explain the different aspects, including the challenges and benefits, of providing mental health and psychosocial support services for children in CPiE programming in my own context.	13

STATEMENT 21. I can explain the different aspects, including the challenges and benefits, of cash programming in CPiE outcomes.	14
STATEMENT 22. I am able to identify and take advantage of opportunities to mainstream and/or integrate CPiE across other sectors in my context.....	14
STATEMENT 23. I know how to apply principles of conflict sensitive programming to CPiE programmes in my context.	15
STATEMENT 24. I know how to include climate change and disaster risk reduction considerations in CPiE programmes in my context.	15
STATEMENT 25. I can explain the unique challenges of implementing responses in urban settings and know how to include these considerations in CPiE programming in my context.....	16
STATEMENT 26. I know how to include gender consideration in CPiE programmes in my context.	16
STATEMENT 27. I know how to effectively manage a CPiE programme – using the programme management cycle & associated tools.	17
STATEMENT 28. I know how to develop appropriate & effective monitoring & evaluation tools for CPiE programmes.	17
STATEMENT 29. I know how to conduct a CPiE rapid needs assessment and how to draw relevant data to adapt programming.....	18
STATEMENT 30. I can explain the importance of capacity strengthening in CPiE interventions.	18
STATEMENT 31. I can develop effective CPiE capacity strengthening materials which take into account best practices for adult learning approaches.....	19
STATEMENT 32. I know how to effectively engage in and support cluster (and other) coordination mechanisms which address specific child protection needs created by an emergency.....	19
STATEMENT 33. I know how to advocate effectively for quality CPiE responses within my organisation, externally and through the CPWG whilst maintaining children’s dignity, best interests and safety.....	20
SUMMARY AND CONCLUSION	21

STATEMENT 1. I can describe in detail why child protection interventions cannot wait and are life-saving in my context.

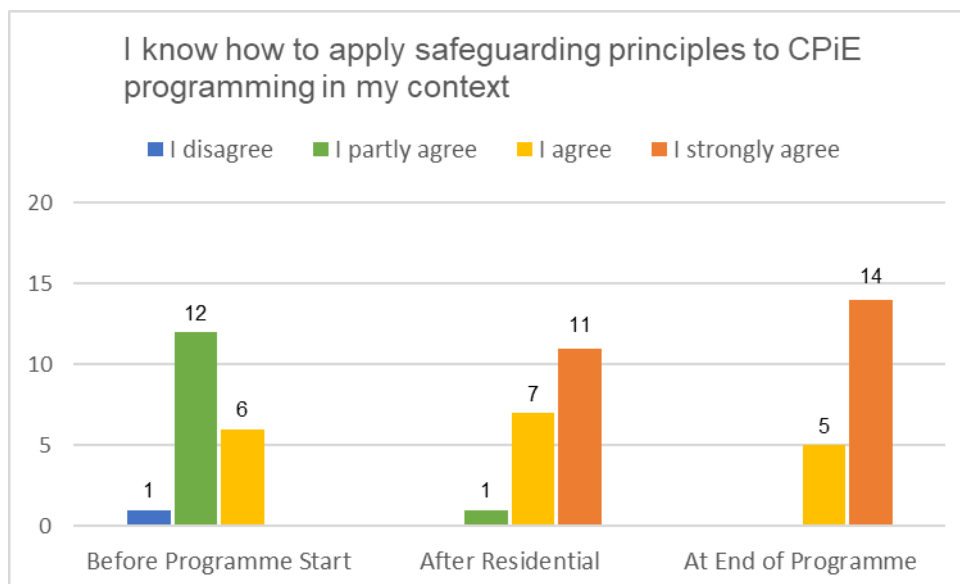


Comments from the participants:

Throughout the programme, I have learnt that every crisis and disaster make significant consequences to children's wellbeing and their immediate caregivers, therefore, through identifying CP risks and needs, we can save their lives.

I feel more confident and can explain the importance of CP intervention as life-saving based on my in-house training inputs and actual experience during my job placement at Cox's Bazar, Bangladesh.

STATEMENT 2. I know how to apply safeguarding principles to CPiE programming in my context.

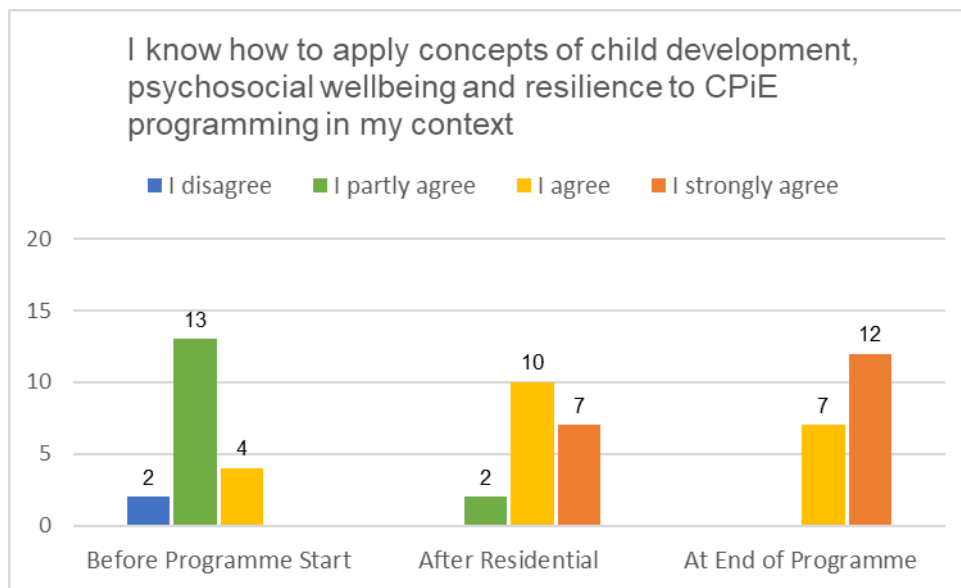


Comments from the participants:

I knew safeguarding principles are primary in every programming but I know clearer now that safeguarding principles should not only be mentioned once in a while, but also budgeted, trained, monitored throughout the child protection programmes.

Before the programme, my understanding of child safeguarding was very limited by my own experience only. Throughout the programme, specially, job placement enhanced my understanding and practical application of child safeguarding.

STATEMENT 3. I know how to apply concepts of child development, psychosocial wellbeing and resilience to CPiE programming in my context.



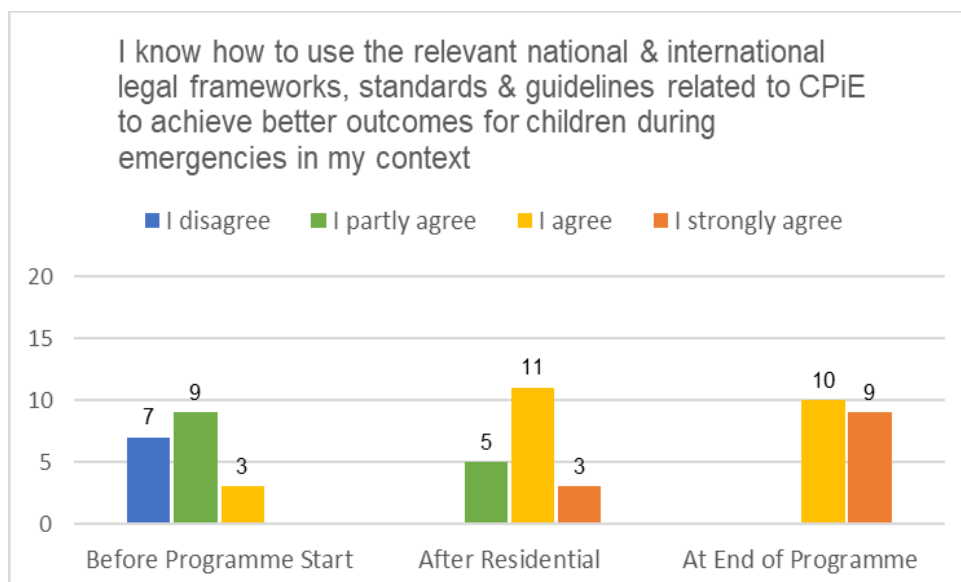
Comments from the participants:

I feel more confident but I still feel there are more spaces to learn more on psychosocial wellbeing and resilience.

The job placement enabled me to apply my knowledge into practice.

I am now able to differentiate different reactions of children in accordance with children's development.

STATEMENT 4. I know how to use the relevant national & international legal frameworks, standards & guidelines related to CPiE to achieve better outcomes for children during emergencies in my context.

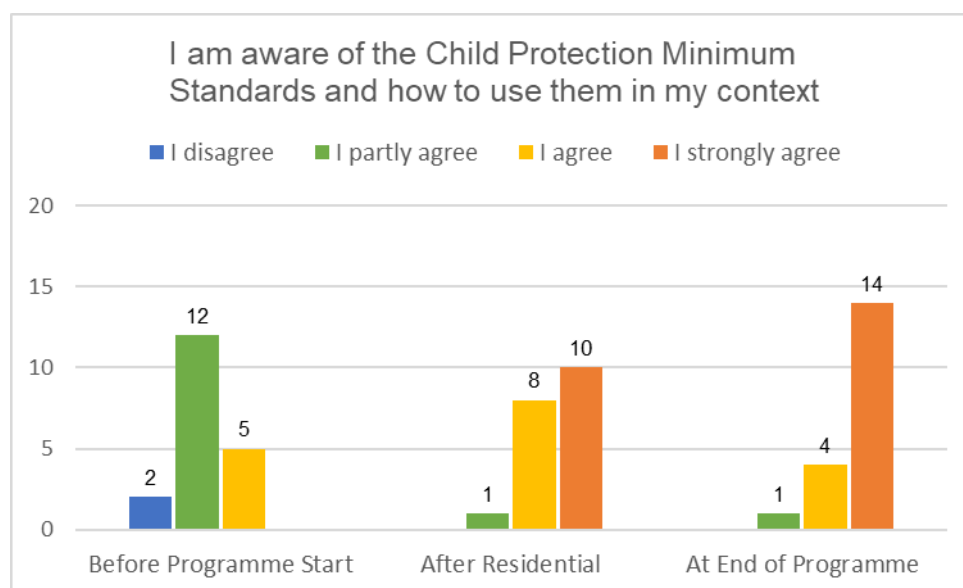


Comments from the participants:

I have sound understanding on the applicability of national and international legal framework into national child protection system and it helps evidence- based advocacy, ensuring quality service delivery and addressing child protection issues.

Though I have learnt (a lot) on CPMS and international legal instruments, my knowledge still lacks on national instruments. I will intentionally improve this part.

STATEMENT 5. I am aware of the Child Protection Minimum Standards and how to use them in my context.

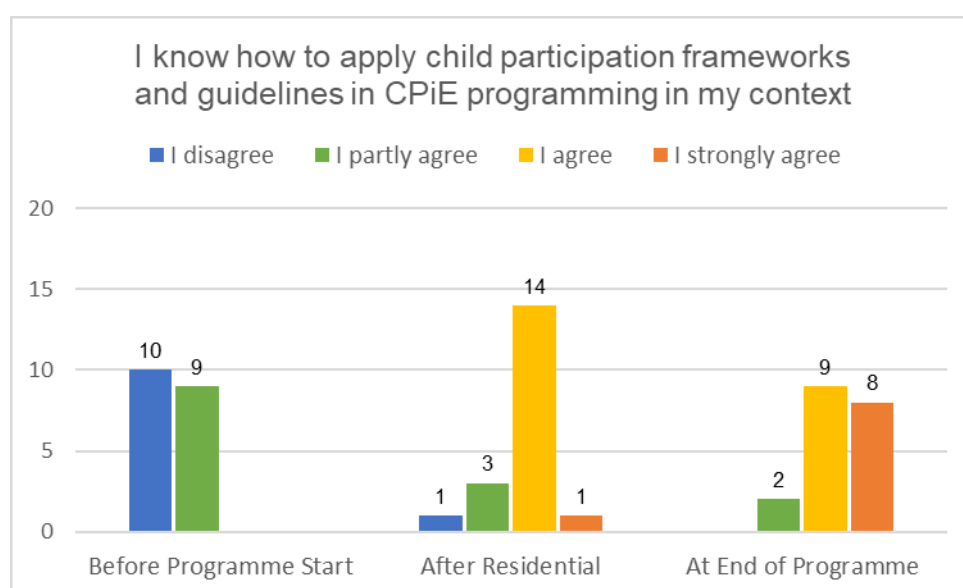


Comments from the participants:

Though I have learned many new things on CPMS, I still believe that this is the area that I need to concentrate more in coming days to learn how to contextualize the CPMS into my context.

I learned and understood more about CPMS (and) I am trying to disseminate it to others (partners etc).

STATEMENT 6. I know how to apply child participation frameworks and guidelines in CPiE programming in my context.

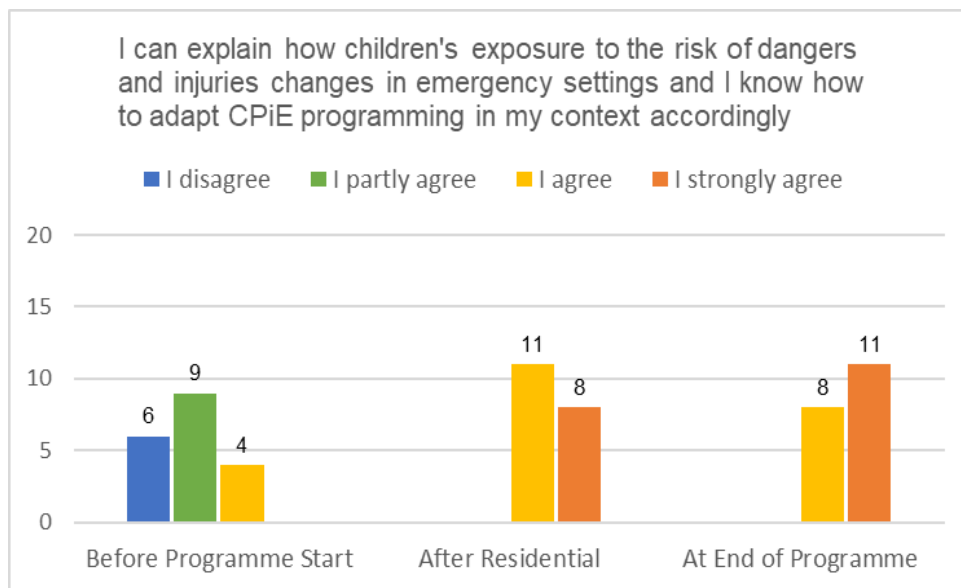


Comments from the participants:

I could gain new knowledge and insights regarding child participation but I still need more experience of using this method to "strongly agree".

At first, I didn't know how to put the voice of the children in the child protection programming but now I have few methods in mind to put it into practice.

STATEMENT 7. I can explain how children's exposure to the risk of dangers and injuries changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.

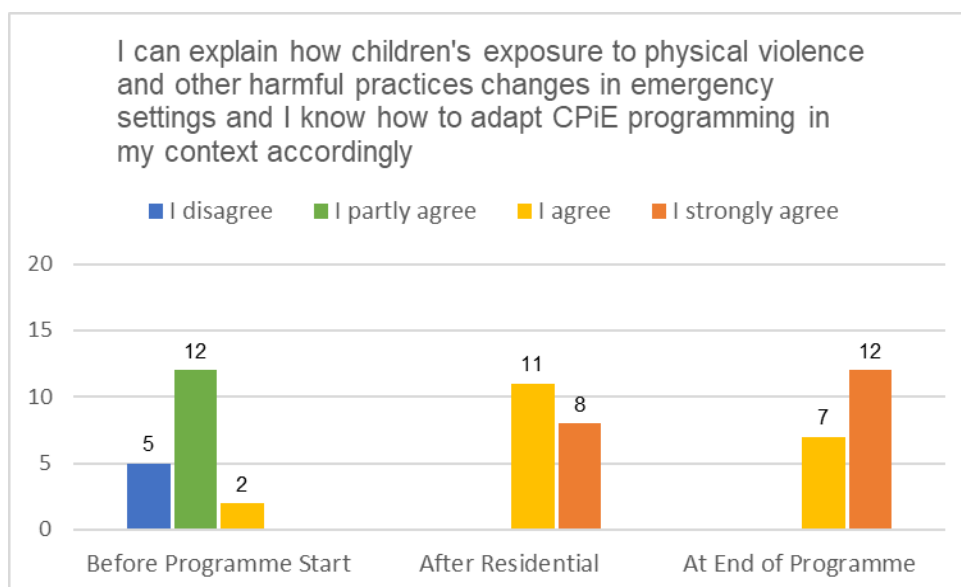


Comments from the participants:

Before, I only could say there's danger but not specifically. Now, it changed. I can name the risks of dangers in specific forms according to the emergency settings.

I could learn basics of this topic through webinar, deepen my understanding through the residential training and actually think of it in my contexts through the job placement.

STATEMENT 8. I can explain how children's exposure to physical violence and other harmful practices changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.

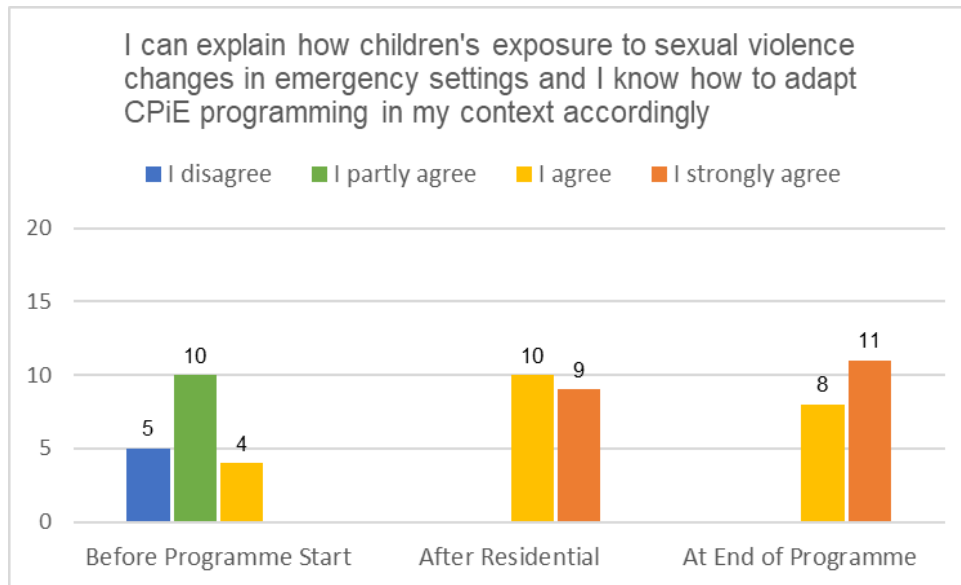


Comments from the participants:

I only knew generally but now I can give specific examples and connect it to the protection risks and programming.

From my experience and what I learned from the programme, I can explain (how children's exposure to physical violence and other harmful practices changes in emergency settings). However, to adapt the CPiE programme to my context, I still need to keep practicing.

STATEMENT 9. I can explain how children's exposure to sexual violence changes in emergency settings and I know how to adapt CPiE programming in my context accordingly.

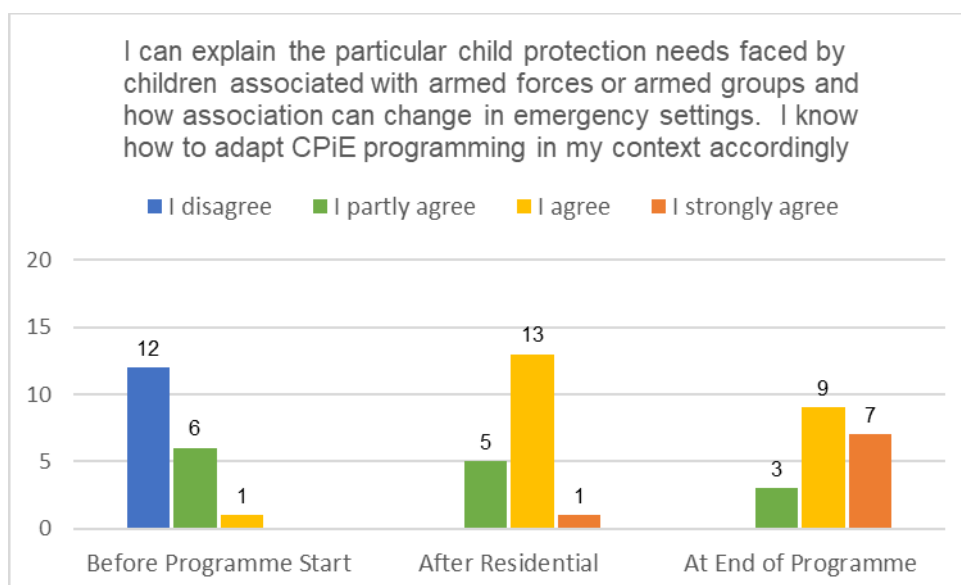


Comments from the participants:

The residential training was the key to improve my knowledge and understanding on SGBV concern. I think, now, I can explain how the specific issue potentially increase in times of emergency and how CPiE programme should address this.

The SGBV case management in the residential training was helpful to get to know steps and considerations on dangers of sexual violence in emergency settings.

STATEMENT 10. I can explain the particular child protection needs faced by children associated with armed forces or armed groups and how association can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.

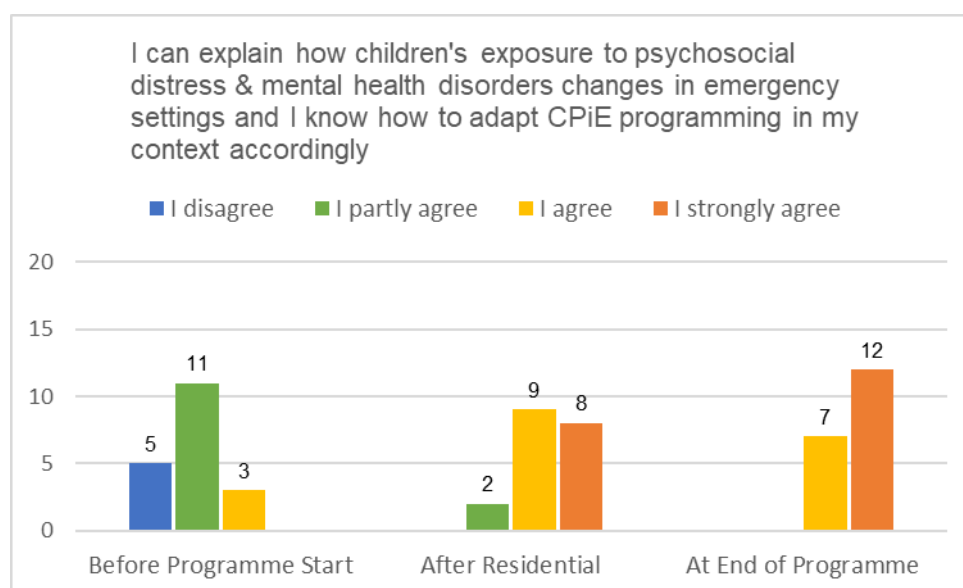


Comments from the participants:

This child protection need is not happening in my context so I was totally unaware of this before the CPiE PDP. With the help of the overall CPiE PDP, my understanding and exposure has increased so I partly agree with the statement.

My knowledge increased and I have been taking responsibility as a Monitoring and Reporting Mechanism focal (point) in my region.

STATEMENT 11. I can explain how children's exposure to psychosocial distress & mental health disorders changes in emergency settings and I know how to adapt CPIE programming in my context accordingly.

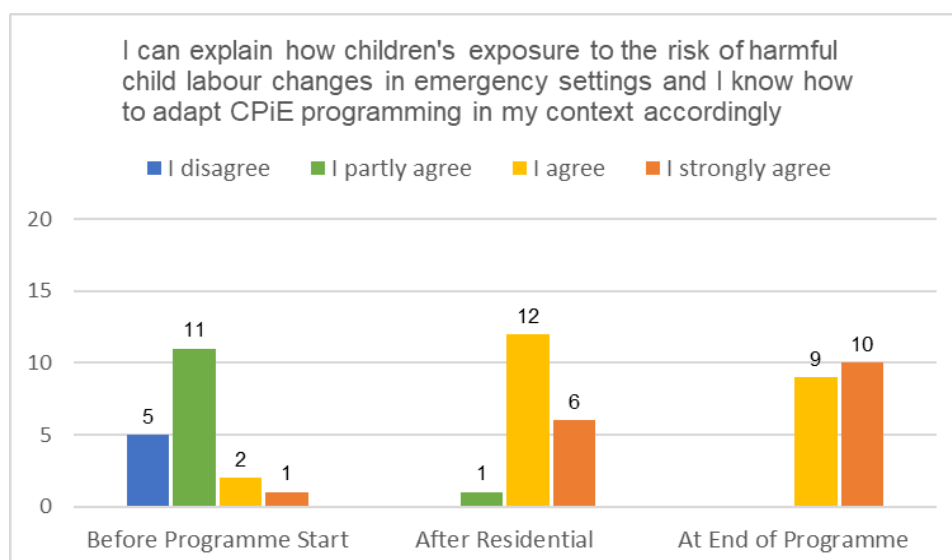


Comments from the participants:

My pre-existing experience and knowledge of MHPSS was limited by PFA for children only, but the residential training sessions provided me broader understanding of the MHPSS. Later, my capacity building task helped me refresh (what I learned in) the residential sessions. Now, I am applying my learning in the Covid-19 situation in the country.

Through this training course, I learned the importance of understanding how children were affected differently by disasters or emergencies and of considering the existing positive community and traditional coping mechanism that can be maximized to promote their psychosocial well-being.

STATEMENT 12. I can explain how children's exposure to the risk of harmful child labour changes in emergency settings and I know how to adapt CPIE programming in my context accordingly.

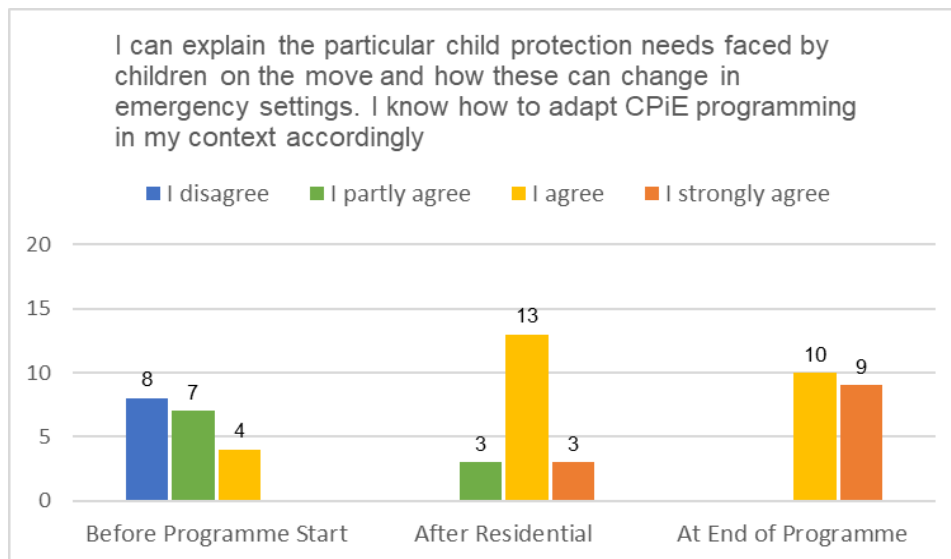


Comments from the participants:

I didn't know that the rate of child labour can increase more in emergency settings but now I know the risk of child labour during the emergency settings and can (design) programs accordingly.

I could learn basics of this topic through webinar, deepen my understanding through the residential training and think of it in my contexts through the job placement.

STATEMENT 13. I can explain the particular child protection needs faced by children on the move and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.

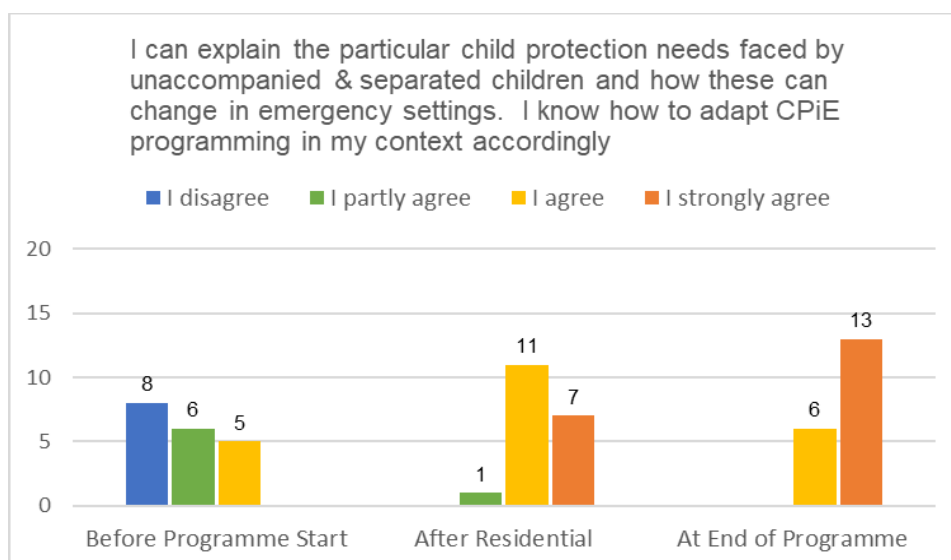


Comments from the participants:

I am well equipped to work on protection issues that children on the move are facing. I can use relevant CPiE strategies to work with children on the move.

I change it as ("I) agree" at the end of the program stage because I feel (that I) understand more on this area and (am) currently working for the children on the move.

STATEMENT 14. I can explain the particular child protection needs faced by unaccompanied & separated children and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly.

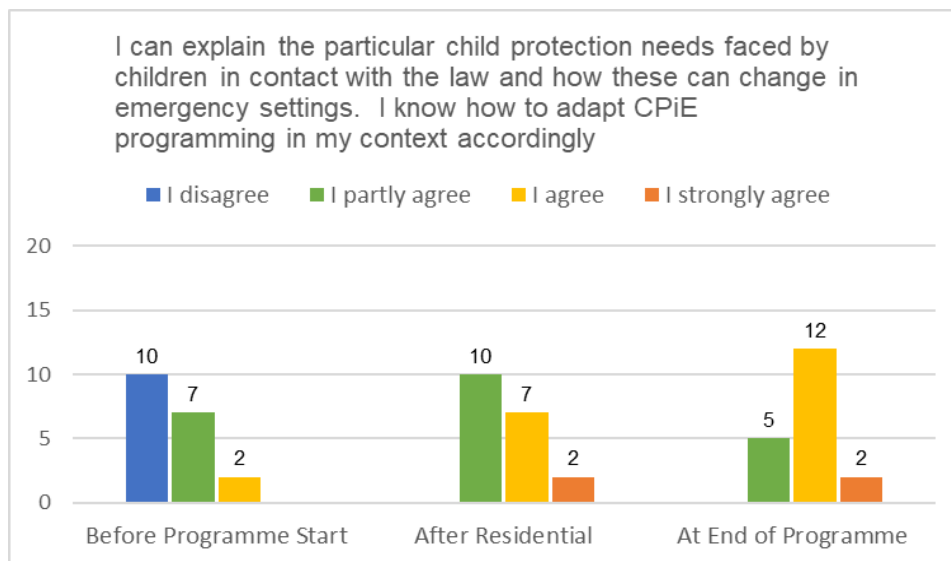


Comments from the participants:

I changed (my answer to) "agree" at the end of the programme because I have proper knowledge on how to (address the issue of) UASC and strengthen alternative care system in our context. I chose alternative care as a subject for my reflective report. It was a very difficult subject for me before joining the program and now I think I have a strong knowledge.

During residential training and job placement, UASC was one of the topics that were frequently discussed. Thus, I learned a lot about this topic, and it made my understanding stronger than at the beginning of the programme.

STATEMENT 15. I can explain the particular child protection needs faced by children in contact with the law and how these can change in emergency settings. I know how to adapt CPIE programming in my context accordingly.



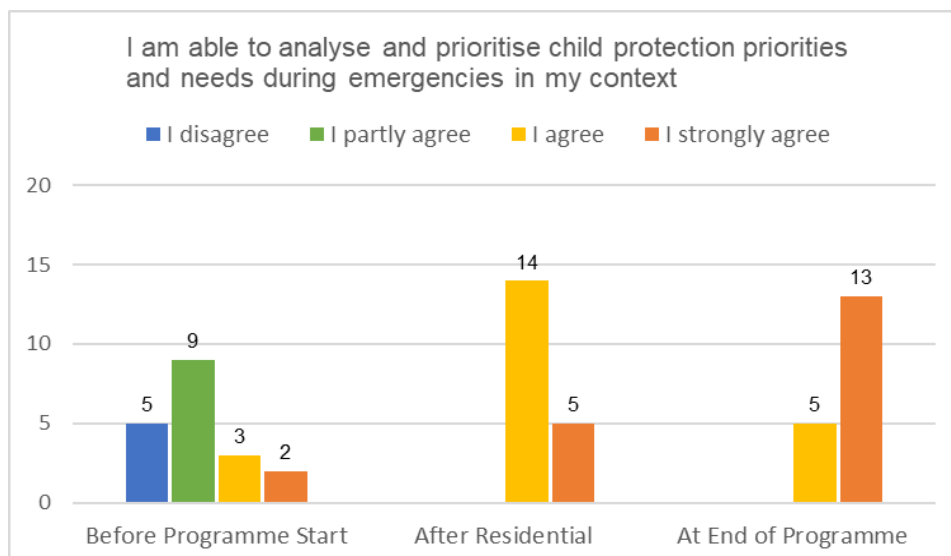
Comments from the participants:

In emergencies and development context, I am (now) able to draw strategies on how to work with children in contact with the law.

This topic was slightly touched during the programme. I still need some intense efforts to grab a good understanding on this.

I wasn't even aware that protection needs of children in contact with the law may change in emergency situations. Now, I'm aware that these children could be vulnerable as well during emergencies.

STATEMENT 16. I am able to analyse and prioritise child protection priorities and needs during emergencies in my context.



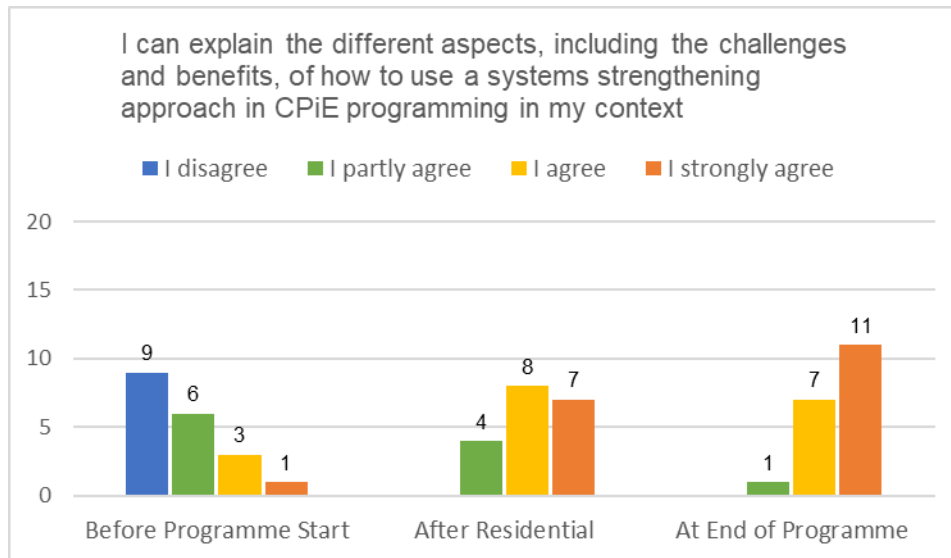
Comments from the participants:

CPIE training with webinars and field work at Cox's Bazar have really helped me to critically analyse and prioritise child protection issues and needs in emergencies.

As a result of my completion of the CPIE PDP, I am confident that I am able to analyse and prioritise CP priorities and needs during emergencies in my context.

I didn't know where to start before joining the CPIE PDP but now I do know where to start and what to do next in terms of analysing and prioritizing and I feel more confident in doing so.

STATEMENT 17. I can explain the different aspects, including the challenges and benefits, of how to use a systems strengthening approach in CPiE programming in my context.

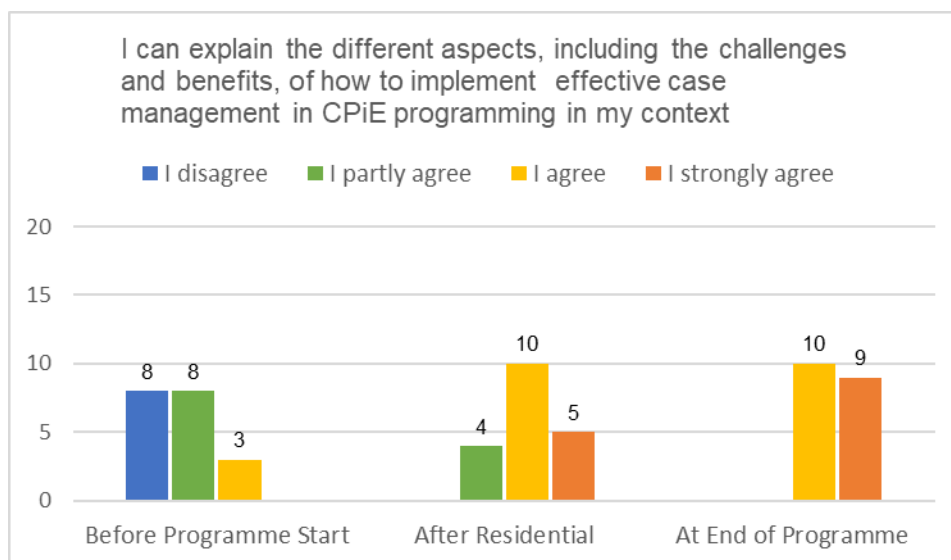


Comments from the participants:

Systems strengthening approach is a comprehensive approach to support children and family in need. I've been working on setting CP systems in (my country), and my job placement in Bangladesh provided me an opportunity to think about systems approach in an emergency context.

I was able to reflect on my experiences working to strengthen system both in the development and in humanitarian setting. This strategy is more sustainable because it needs community mobilization and capacity development of key local mechanisms, which are more accessible to the children.

STATEMENT 18. I can explain the different aspects, including the challenges and benefits, of how to implement effective case management in CPiE programming in my context.

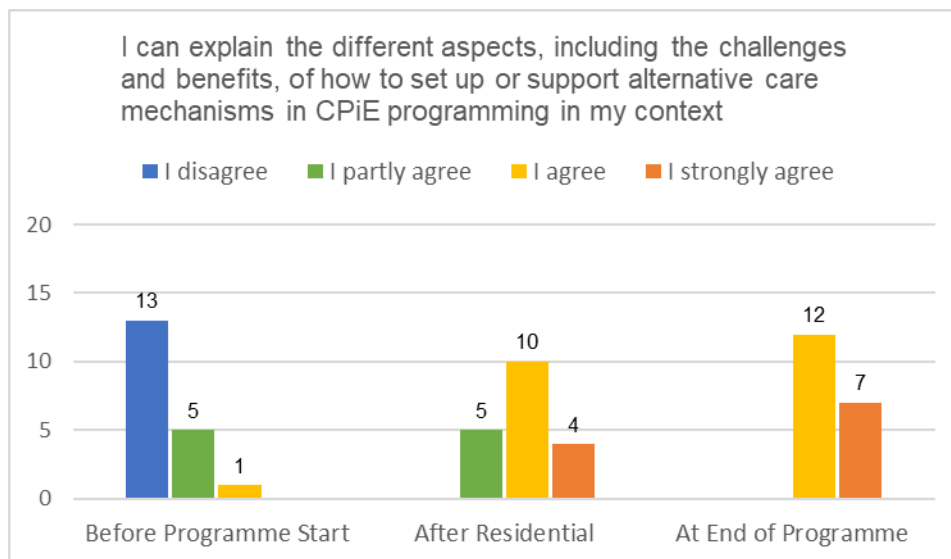


Comments from the participants:

During my job placement, I had an opportunity to exchange ideas with others on case management process, which enhanced my knowledge on the same and I am confident to implement effective case management techniques in CPiE programming in my context.

Case management was something that I knew as child protection in development programmes but I learned how to make sure to strengthen case management in emergency settings as well.

STATEMENT 19. I can explain the different aspects, including the challenges and benefits, of how to set up or support alternative care mechanisms in CPiE programming in my context.

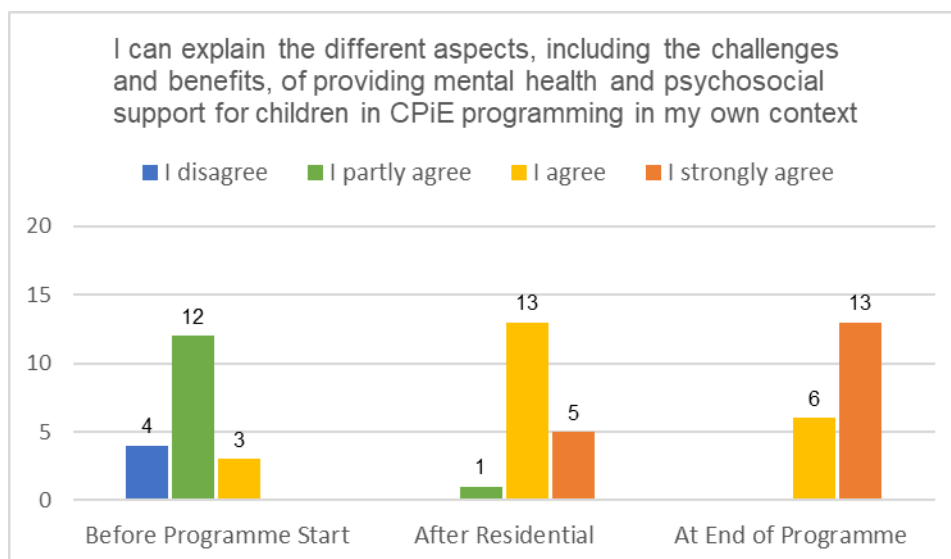


Comments from the participants:

I learned this subject through the programme plus mentoring programme and I gained (a lot of) knowledge. Now we are strengthening the alternative care service within (our) programming like using community workforce groups.

I still need more practical experiences on how to set up or support alternative care mechanism in CPiE programming to understand more of the issue.

STATEMENT 20. I can explain the different aspects, including the challenges and benefits, of providing mental health and psychosocial support services for children in CPiE programming in my own context.

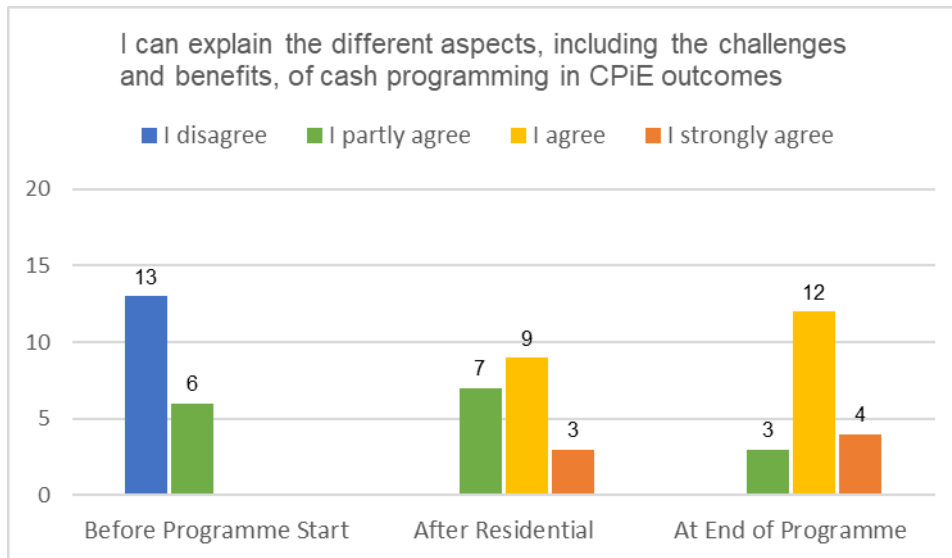


Comments from the participants:

I have a lot of additional learnings on MHPSS and I am able to incorporate MHPSS in the current COVID response. I developed an understanding that family and community support systems should be strengthened and positive coping mechanisms should be promoted as key psychosocial interventions in an emergency.

I was able to use this strategy in my job placement and I was more confident to apply practical skills I have learned.

STATEMENT 21. I can explain the different aspects, including the challenges and benefits, of cash programming in CPiE outcomes.



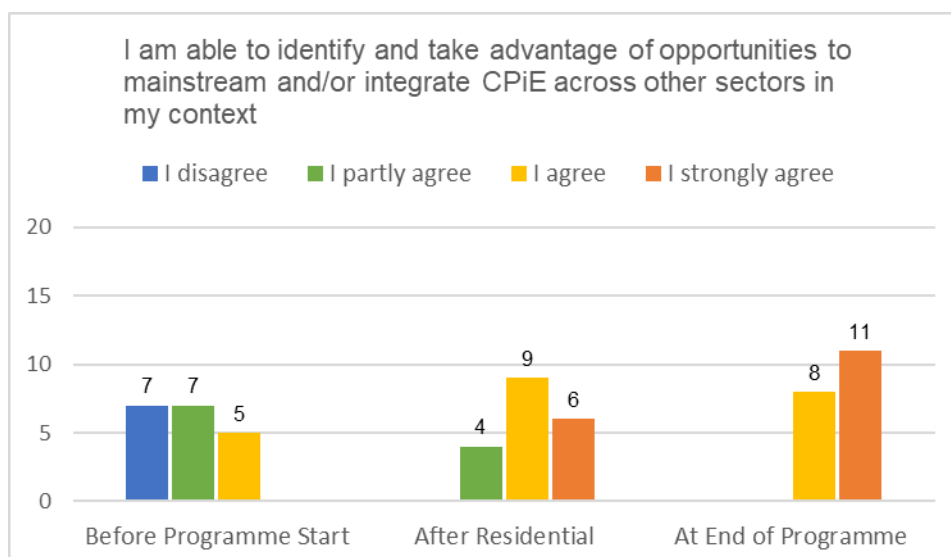
Comments from the participants:

I still need more practical experience to perform my understanding better than before. However, during the programme, I learned this topic well.

I wasn't sure if cash programming was a good choice in terms of protection but now I know the criteria of the cash programming and the situational usage of it.

I have previously worked in cash programming and have experience in it, but CPiE training made me more confident on how to make effective cash programming and link it with children's needs and protection issues.

STATEMENT 22. I am able to identify and take advantage of opportunities to mainstream and/or integrate CPiE across other sectors in my context.

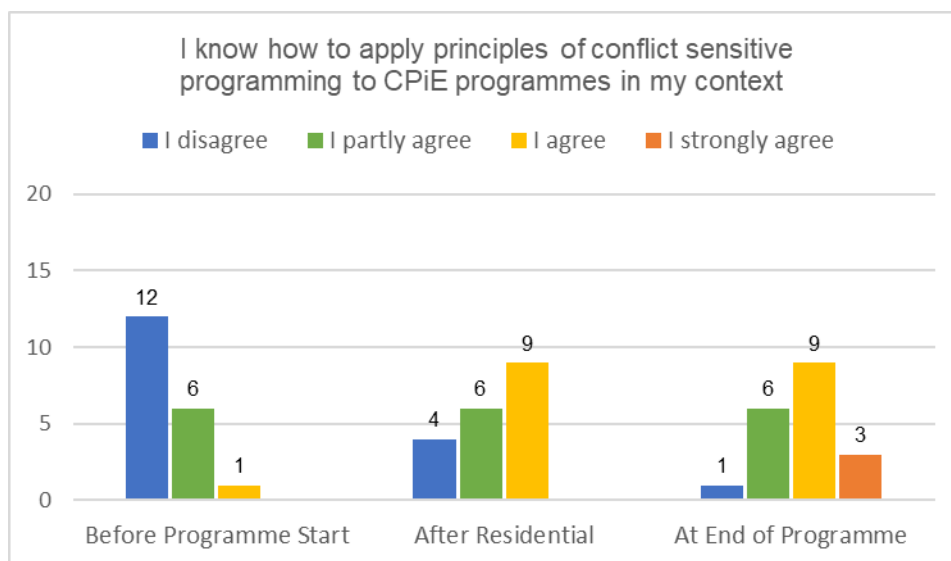


Comments from the participants:

My Job placement helped me to gain more practical experiences on how to mainstream/integrate child protection into other sectors, particularly in education.

I could learn about CPiE mainstreaming/integration through the residential training and put into my contexts through the reflective report and capacity strengthening task. I can now explain about it to others.

STATEMENT 23. I know how to apply principles of conflict sensitive programming to CPiE programmes in my context.

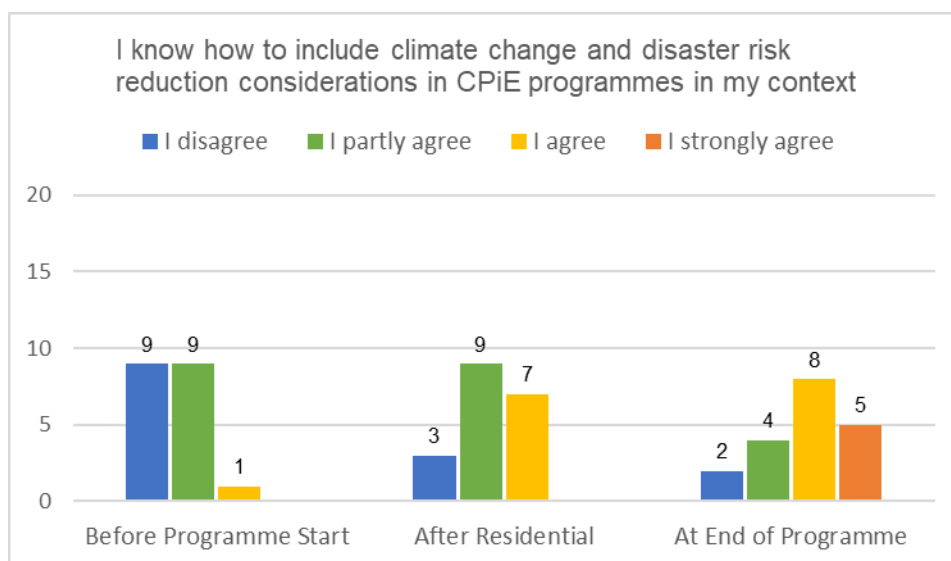


Comments from the participants:

During the job placement, I experienced a conflict among host communities and refugee communities. Somehow this conflict was affecting programs and needs of children and the refugee communities. I was able to link easily how principles of conflict sensitive programming is important in emergencies.

I learned the principles, but faced difficulty to link them to the project implementation.

STATEMENT 24. I know how to include climate change and disaster risk reduction considerations in CPiE programmes in my context.



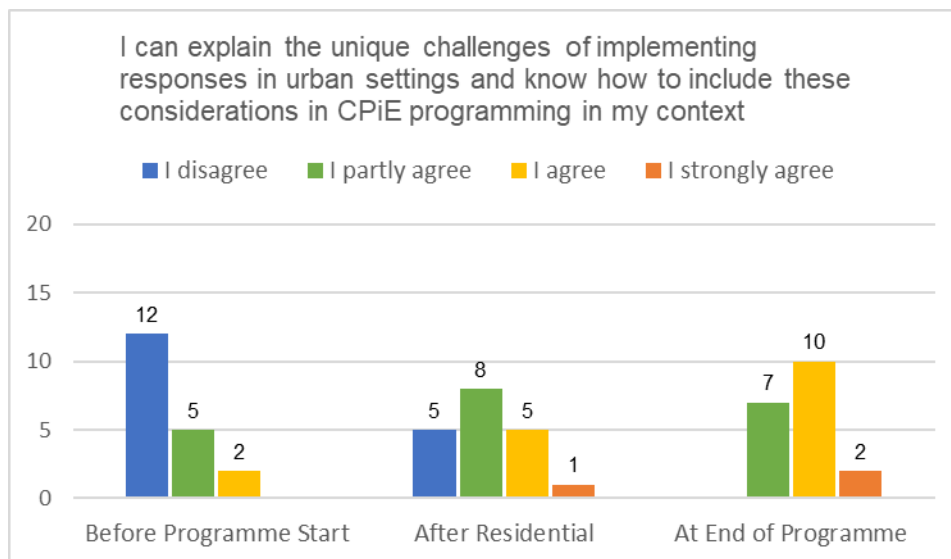
Comments from the participants:

Numerous reading material and online courses were helpful to improve my understanding.

Currently, I am assigned in a project with DRR component and I was able to integrate CPiE strategies. Though I still (need) knowledge and practical skills to effectively do this.

In my view, climate change was not intensively covered during the residential, however there was discussion on disaster risk reduction which provided a good understanding.

STATEMENT 25. I can explain the unique challenges of implementing responses in urban settings and know how to include these considerations in CPiE programming in my context.

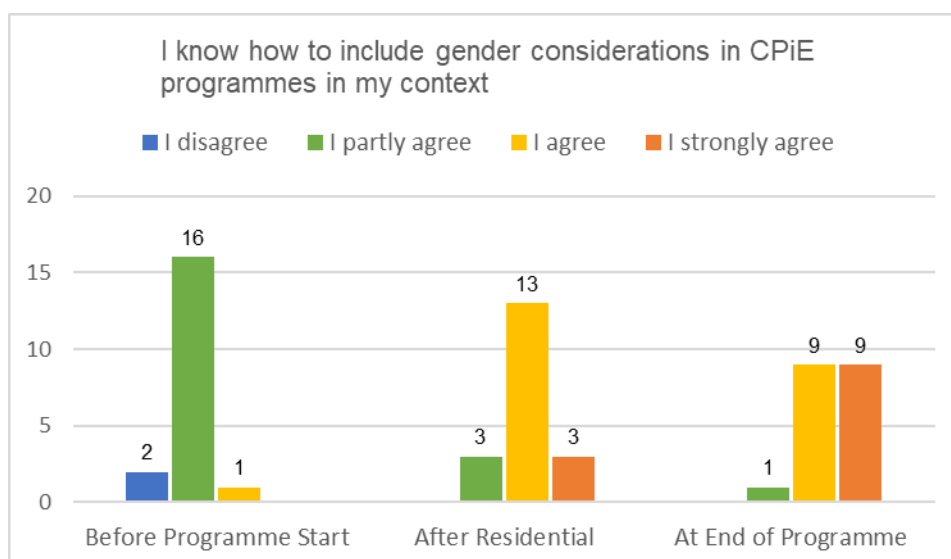


Comments from the participants:

I have learnt from CPiE webinar on CPiE in urban settings, and that helped me to develop some basic understanding. If I get a chance to work in urban settings, I may be able to relate and apply these learnings.

During the job placement, I have seen and learnt different programming approach as well as different child protection needs in urban and rural context.

STATEMENT 26. I know how to include gender consideration in CPiE programmes in my context.

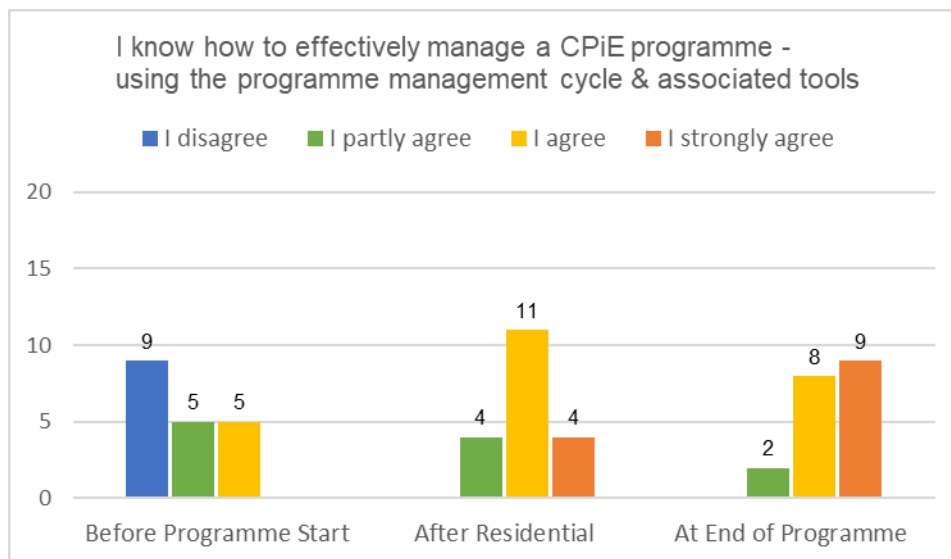


Comments from the participants:

After completing the course, now, I am more confident to include gender considerations in my context.

During my job placement, I learned more about gender aspect and I was able to find gender gap in livelihood programs. I was also able to give recommendations on gender mainstreaming.

STATEMENT 27. I know how to effectively manage a CPiE programme – using the programme management cycle & associated tools.

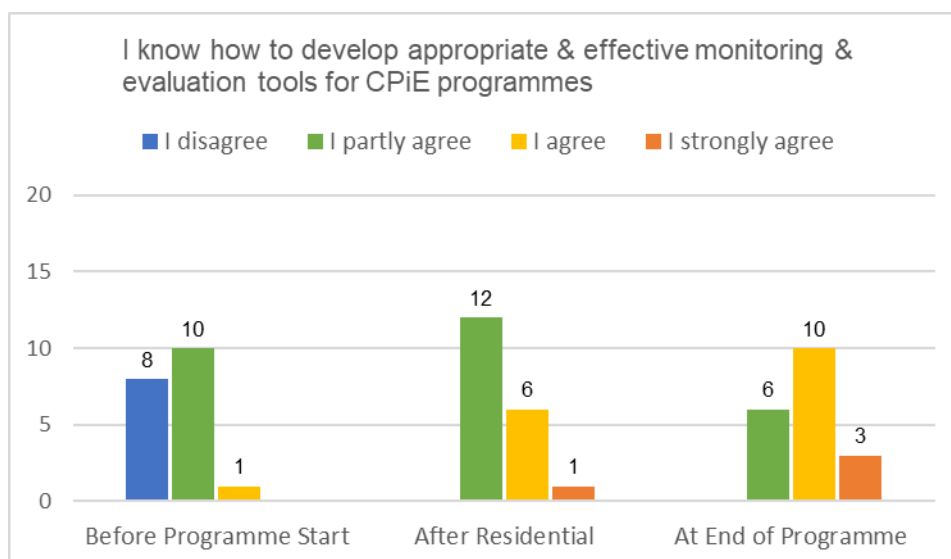


Comments from the participants:

I feel more confident in managing the programme (because I learned about) MEAL, staff capacity building, supervision & coaching practice, programme assessment and evaluation knowledge and appropriate tools and resources.

On top of my pre-existing experience and knowledge, the CPiE PDP added sector-specific programming knowledge.

STATEMENT 28. I know how to develop appropriate & effective monitoring & evaluation tools for CPiE programmes.

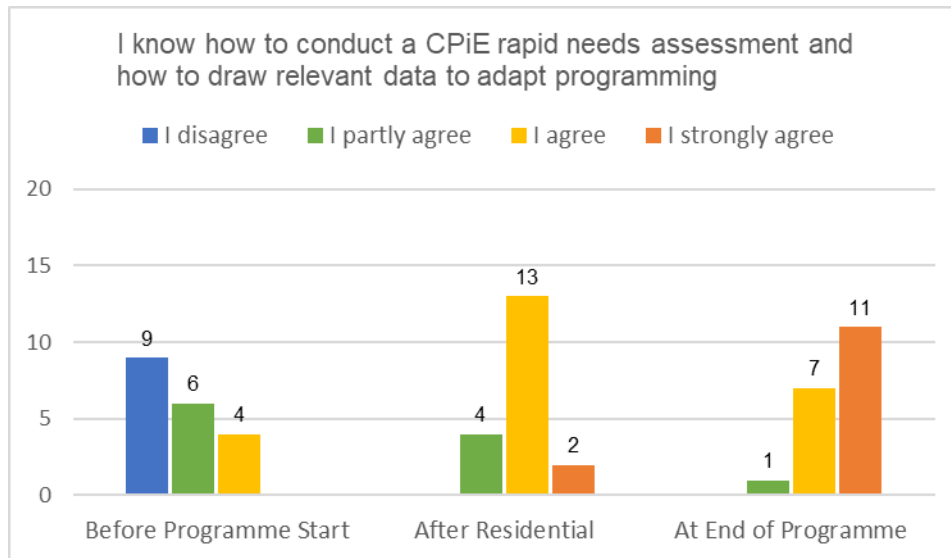


Comments from the participants:

After completing the course, now, I am more confident to develop appropriate & effective M&E tools.

During the programme, I learned some CPiE monitoring and evaluation tools. However, I still need to explore more how to choose a relevant tool and use it to effectively manage a programme.

STATEMENT 29. I know how to conduct a CPiE rapid needs assessment and how to draw relevant data to adapt programming.



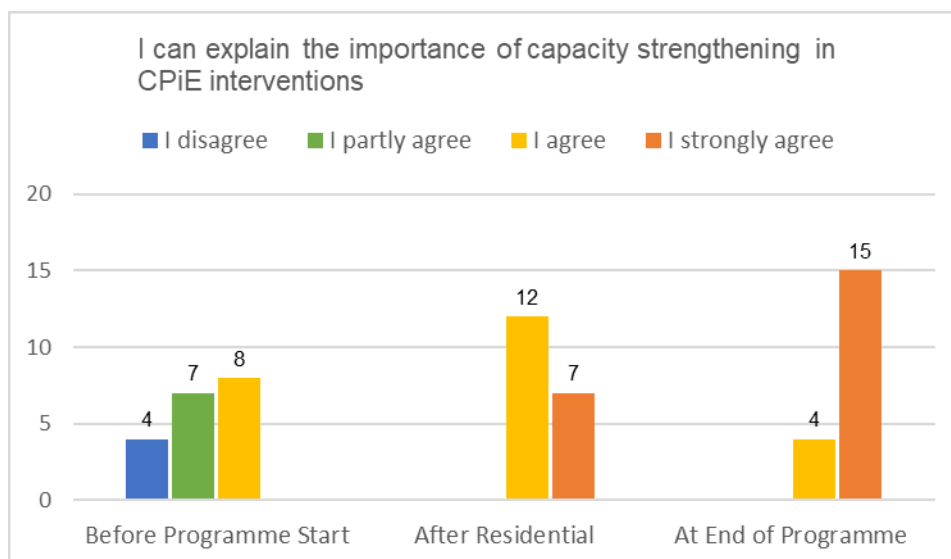
Comments from the participants:

I just developed CP rapid needs assessment tools for COVID-19, and conducted the assessment.

The job placement helped me in understanding CP Rapid Assessment (CPRA) process more and I was able to pass recommendations to host organisations about CPRA process.

I didn't know from where to start on CPRA but now I have key questions according to the contexts and am confident to do the assessment myself.

STATEMENT 30. I can explain the importance of capacity strengthening in CPiE interventions.



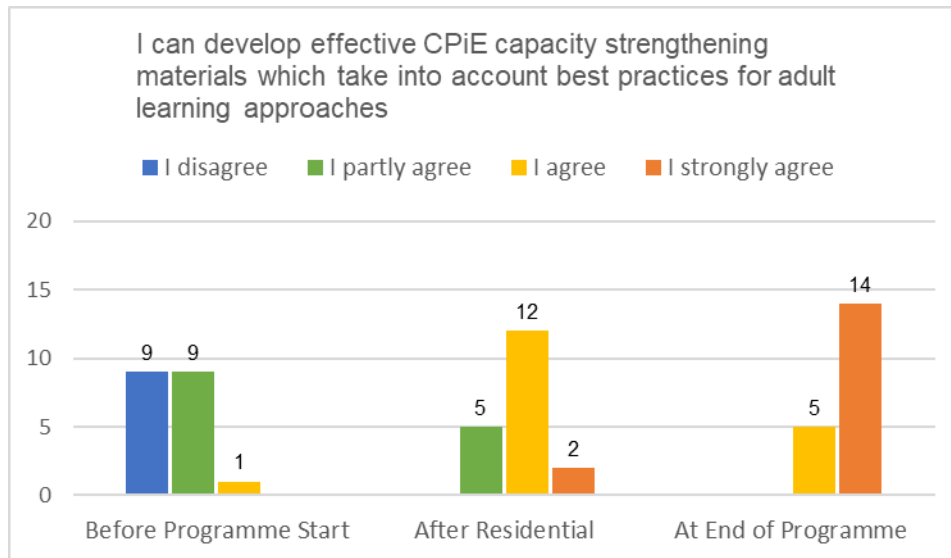
Comments from the participants:

My understanding and capacity have been strengthened through this course especially by capacity strengthening tasks and I understood the importance of capacity strengthening in CPiE interventions.

The capacity strengthening of CPiE staff is very important to do the quality CPiE programming.

The capacity strengthening task and the feedback we received are really helpful as we do capacity building in our work.

STATEMENT 31. I can develop effective CPiE capacity strengthening materials which take into account best practices for adult learning approaches.

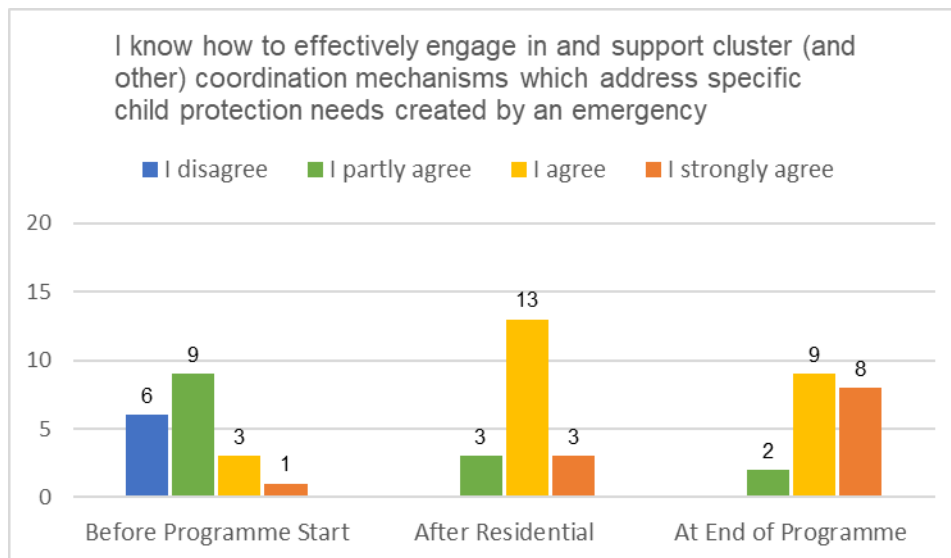


Comments from the participants:

The Transformation of Training course and its handout was a great resource to learn about adult learning approaches and facilitation skills. I am sure that in the future, I will be delivering CPiE sessions more.

I have now strong knowledge to develop effective CPiE learning materials after learning from the programme plus practicing it regularly.

STATEMENT 32. I know how to effectively engage in and support cluster (and other) coordination mechanisms which address specific child protection needs created by an emergency.



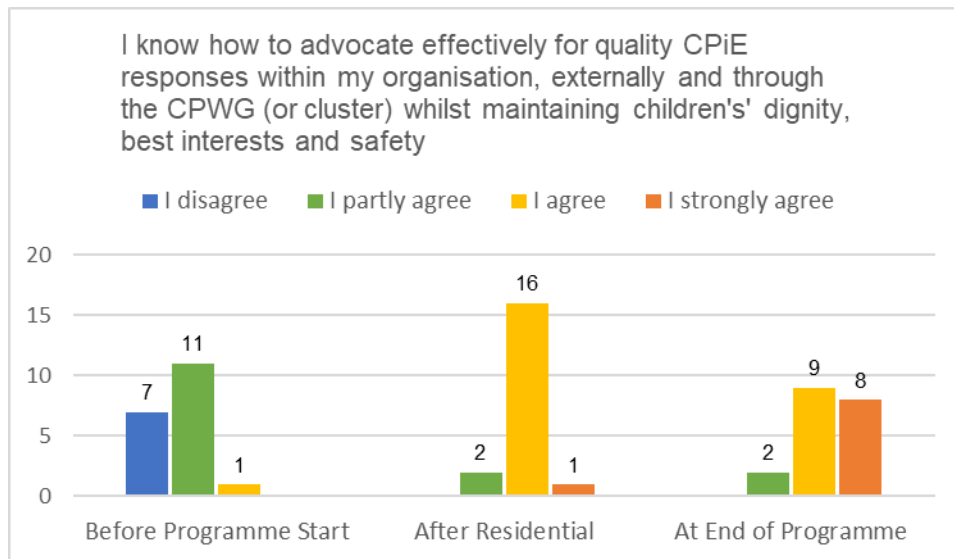
Comments from the participants:

Simulation exercise has prepared me to influence the humanitarian sector and government to priorities CP interventions.

I understand the process, types, and how it works at the cluster but do not have experience of it yet which I'd love to explore more to make sure I can adapt what I learned to the real experience.

The (programme) reinforced my knowledge and experience in cluster coordination.

STATEMENT 33. I know how to advocate effectively for quality CPiE responses within my organisation, externally and through the CPWG whilst maintaining children’s dignity, best interests and safety.



Comments from the participants:

The CPiE PDP course had really changed my capacity and confidence to advocate effectively for quality CPiE response within my organization, externally and through CPWG.

I wasn't sure if I knew how to advocate in terms of CPiE but now I can make a sentence with key messages to be simple but effective.

I was able to maximize opportunities with other partners and networks in sharing my learnings and advocating for CPiE response in our areas of operation.

SUMMARY AND CONCLUSION

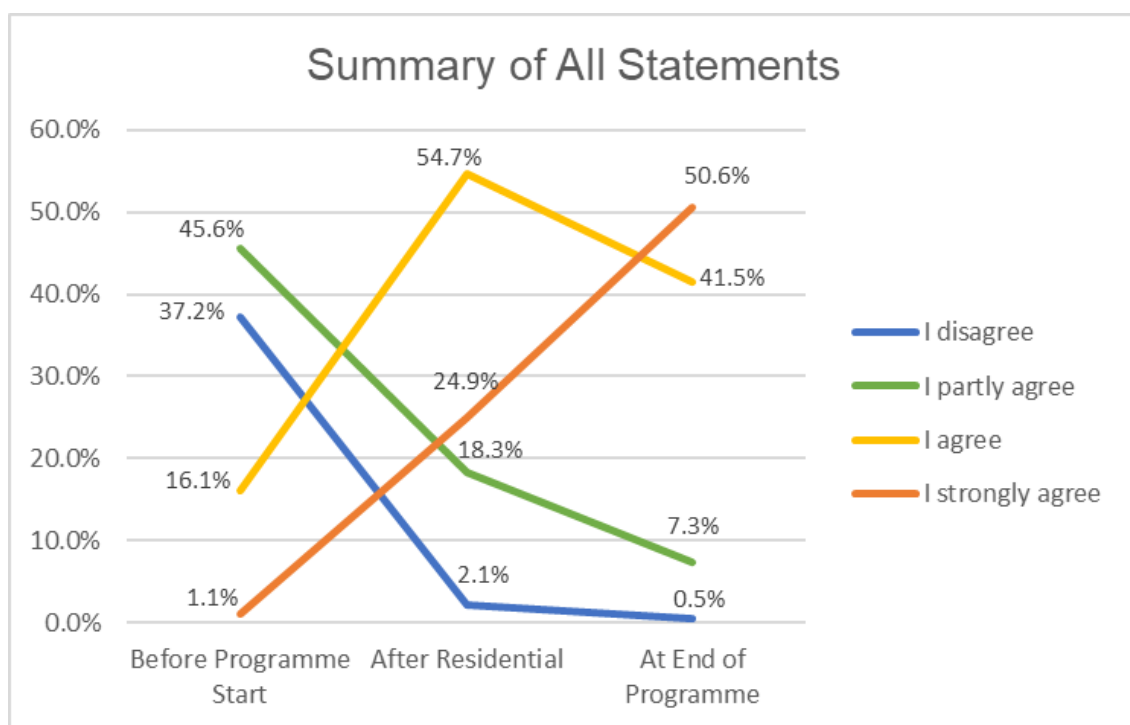
The purpose of this analysis was to evaluate the learning outcomes of the CPiE PDP by examining the participants' self-assessments before, during and after the programme.

Before the start of the programme, 82.8% of the participants *disagreed* or *partly agreed* with the statements in the self-assessment form. This indicates that many of the participants only had limited knowledge about Child Protection in Emergencies before the start of the programme.

As shown in the table below, the number of participants who *strongly agreed* with the statements has significantly increased from 1.1% at the beginning of the programme to 50.6% at the end of the programme. It is also evident that the number of participants who *partly agreed* or *disagreed* with the statements has decreased considerably, from 82.8% to 7.8%. (See table below for more detailed information).

These changes demonstrate that the programme's learning outcomes are met and that the participants' CPiE understanding and competencies increased.

The analysis of the self-assessments also suggested that there are several areas that the participants think that they still need to improve, such as children in contact with the law, conflict sensitive programming, climate change and disaster risk reduction, urban settings, and appropriate and effective monitoring and evaluation². This analysis helped the programme management team understand that there needs some improvement in the contents or the way the topics are delivered to participants in our future cycles.



² The topics were selected based on the following criteria: more than 5 graduates selected "disagree" or "partly agree" for the statements related to these topics at the end of the programme.