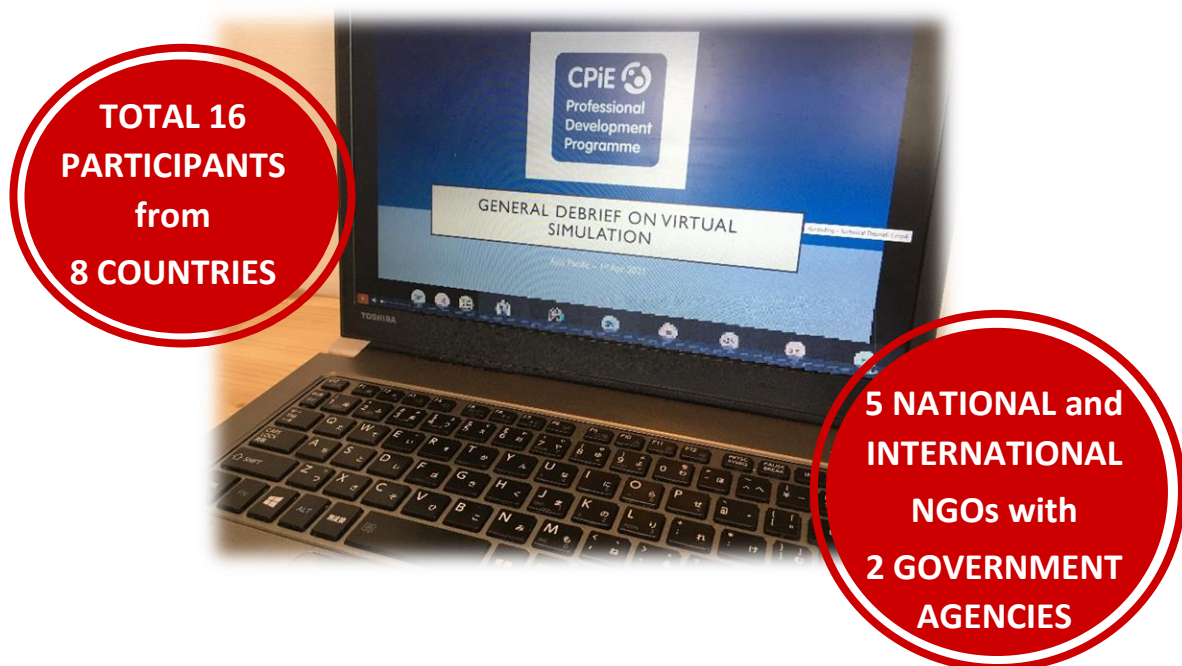




Child Protection in Emergencies Professional Development Programme

Asia Region

End of Cycle Report – Cycle 5



Course-Overview

Cycle 5 of the Child Protection in Emergencies Professional Development Programme (CPiE PDP) began in September 2020 aiming to empower mid-level Child Protection (CP) professionals from national and international NGOs and government representatives, and to strengthen their CP response capabilities in both chronic crises and new emergencies. The programme aimed to build specific competencies on the following areas:

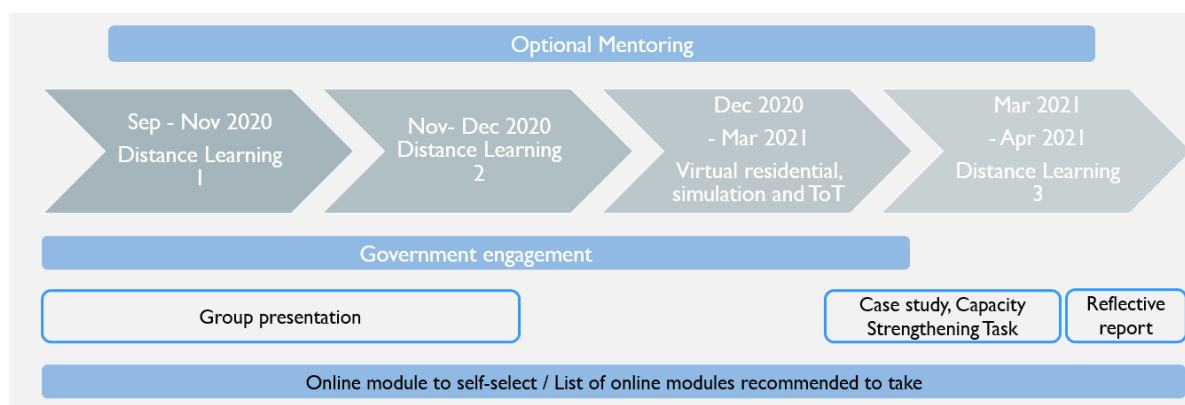
- Core Child Protection principles
- Areas affecting quality of Child Protection in Emergencies responses
- Child Protection risks in Emergencies
- Child Protection in Emergencies strategies and working across sectors
- Relevant cross-cutting themes
- Child Protection in Emergencies and capacity strengthening

The programme also aimed to equip participants with the necessary competencies so that they could pass on the acquired knowledge and skills gained through the programme to colleagues in own and partners' organizations.

Thirteen participants (7 male/5 female/1 non-binary) from national and international NGOs from 6 countries joined the programme. Among them, 10 (6 male/4 female) graduated from the Cycle 5 of the programme after completing and being marked on required assignments. Three government representatives (3 female) from 2 other countries also joined some parts of the programme¹.

Programme Format

The Cycle 5 of CPiE PDP ran between September 2020 and April 2021. It was an 8-month training programme and offered blended learning format and diverse pool of expert facilitators to the participants, coupled with its optional mentoring component.



¹ Their engagement was partial; therefore, they are not counted as a number of graduates of the programme.

Adapting the programme to the COVID-19 situation

Due to COVID-19, all the training activities were delivered online, including the residential training which usually was the period when participants discussed and delivered presentation face to face and joined simulation exercise. With the same reason, job placement was replaced by a case study, which still could offer participants an experiential learning while staying at their duty station. When adapting the programme format and contents, the Programme Management Team ensured that the learning outcomes could be met and that the contents would be delivered with the same quality.

What the virtual delivery did not allow us was to accommodate participants from the Pacific region as we used to do in the past because the time difference with Asia and the Pacific made it difficult for us to schedule virtual sessions at a time convenient for all the participants to attend. For this reason, the Cycle 5 was only offered to the participants from the Asia region.

What We Covered

Distance Learning

Distance Learning was offered through a dedicated site for the programme created in the Kaya Connect platform and ran for the entirety of the programme, with participants accessing contents throughout the programme. Contents were shared through live and prerecorded webinars and self-paced e-learning modules, followed by live discussion and Q&A sessions. Contents covered in the distance learning included all the 10 principles in the Minimum Standards for Child Protection in Humanitarian Action (CPMS), areas affecting quality of child protection responses, child protection risks, child protection strategies and working across sectors. Cross-cutting themes selected based on the result of the capacity gap analysis conducted in the region in early 2020 were also included.

The CPiE PDP sessions were developed with and facilitated by Child Protection in Emergencies (CPiE) professionals across the sector.

- Core Child Protection Principles
 - Survival and Development
 - Non-discrimination and inclusion
 - Children's participation
 - The best interest of the child
 - Sphere protection principles
 - Child protection systems
 - Children's resilience
 - Legal framework, standards and guidelines
- Areas affecting quality of Child Protection responses
 - Coordination
 - Human resources
 - Communication and advocacy
 - Programme cycle management
 - Child Protection monitoring and information management
- Child Protection risks
 - Dangers and injuries
 - Physical and emotional maltreatment
 - Sexual and gender-based violence
 - Mental health and psychosocial distress
 - Children associated with armed forces or armed groups
 - Child labour
 - Unaccompanied and separated children
- Child Protection strategies and working across sectors
 - Socio-ecological approach
 - Group activities for child well-being
 - Strengthening family and caregiving environment
 - Community-level approaches
 - Case management
 - Alternative care
 - Justice for children
 - Working across sectors
 - Emergency preparedness planning
- Cross-cutting themes (contextualized)
 - Age-appropriate programming (early childhood to adolescents)
 - Refugees, IDPs, and migrant setting programming
 - Child trafficking in emergencies
 - Children with disabilities
 - Environmental considerations
 - Gender
 - Prevention
 - Infectious disease outbreaks



100 %² of the graduates found the webinars “useful” to “very useful.”

“Useful” 60% “Very useful” 40%



100 % of the graduates found the live Q&A sessions or workshops “useful” to “very useful.”

“Useful” 20% “Very useful” 80%

Adapting the programme to the COVID-19 situation

In order to maintain the interactive learning and to reinforce the learning the participants acquired through the webinars, live Q&A sessions and workshops were used.

Group presentation and simulation

The participants were provided opportunities to build upon their initial learning from the distance learning phase and test their application of theory into practice through a group presentation and a 4-day desk-based simulation, which were conducted virtually.

In the group presentation, the participants were divided into multi-country groups to work together to design and deliver presentations on one of the following emergency scenarios:

- Earthquake/Tsunami
- Refugee Influx
- Typhoon/Cyclone
- Flooding

The presentations featured the group’s collaborative analysis of main child protection risks in their assigned context including the impact of the emergency on children of different age groups, context, gender, and those from minorities or bearing disabilities. The group were also asked to provide the analysis of the main child protection risks children faced in the chosen emergency by using the ecological model and by identifying protective and risks factors. This exercise also provided an opportunity for the participants to learn more about different regional contexts.

Through the desk-based simulation, participants were challenged to setup a first-phase response to an unfolding multi-layered emergency scenario in a condensed time-frame. The dynamic nature of the simulation enabled the participants to apply and integrate their learnings both individually and as a group. The scenario was developed to be context-specific to humanitarian crises in Asia and the Pacific region and focused in particular on natural disaster settings. This enabled the participants to directly implement the knowledge and skills gained, as well as develop core humanitarian competencies essential to their work in humanitarian responses such as self-awareness, reflective thinking, emotional intelligence and stress management, interpersonal communication, and interpersonal relationships and teamwork.

The focus of the CPiE PDP simulation was on building technical and intra/interpersonal skills, and debriefing and feedback were, therefore, essential components to ensure that the learning outcomes were met. The participants were observed and received extensive feedback from the programme based on some of the behavioral and technical competencies of [the Child Protection in Humanitarian Action Competency Framework](#) developed by the Alliance for Child Protection in Humanitarian Action.

² Anonymous survey was sent to 10 graduates and their line managers at the end of the programme. Ten graduates and 7 line managers responded. Feedback in this report was based on the survey results. Percentage in this report is calculated based on the number of responses we received for each survey question.



100 % of the graduates found the group presentation “useful” to “very useful.”

“Useful” 20% “Very useful” 80%



100% of the graduates found the simulation “useful” to “very useful.”

“Useful” 40% “Very useful” 60%

Adapting the programme to the COVID-19 situation

Group presentations were delivered virtually. Although there were some internet disruptions, the participants were covering each other to present and active discussions were held. Simulation was held virtually by setting up a specific online site and providing group e-mail accounts to the participants. The simulation had been held face to face for 3-full days in the past, but the structure and the contents were adapted to 4-half days for online delivery. The Programme Management Team prioritized and adapted the contents to meet the same learning outcomes with reduced hours. The participants were connected online throughout the simulation and facilitators and observers intervened or observed their behaviours by popping in and out of the group calls.

“The virtual simulation was great. For participants with limited emergency response experiences, like myself, we can truly feel the atmosphere.” Participant

“The simulation also helped us to practice (our) understanding (in) emergency context.” Participant

Assignments

Reflection

In order to consolidate their learning, the participants were tasked with writing a reflective report on how they have integrated their learning and changed their professional practice to one of the subjects below:

- Group activities for child wellbeing
- Strengthening family and caregiving environment
- Community-level approaches
- Case management
- Alternative care
- Justice for children
- Work across sectors

The participants were also requested to integrate aspects of relevant cross-cutting themes that were presented through the distance learning (see page 3 for the details). The reflective report gave the participants the opportunity to think critically and strategically about the approaches they chose and their daily professional practices, and to demonstrate their ability to engage critically with child protection risks and concerns in their contexts. The participants received feedback from two reviewers on their report based on seven criteria set for this task.



100% of the graduates passed the task.



100 % of the graduates rated the feedback from the Programme Management Team on the task as “good” or “excellent”.

“Good” 70% “Excellent” 30%

“Very detailed design of the task and feedback help(ed me to) figure out strengths and weaknesses.” Participant

Cascading Learning

Recognising that a core component of a CPiE professional’s work includes building the capacity of staff, volunteers and partners, capacity strengthening task was conducted, after the participants attended Transformation of Training (ToT) to develop skills on how to design and deliver effective training. Blending theory with practice, this task was designed to help participants understand key concepts in adult learning and to develop competencies to help them become more effective trainers and facilitators on CPiE topics. The task had the further aim of actively encouraging participants to cascade aspects of their learning to colleagues and partners in their own contexts, having a multiplier effect and further increasing the impact of the CPiE PDP.

Our 10 graduates submitted their training plans for the one-hour virtual training session and they further polished their plans based on feedback provided by two reviewers before delivering training sessions. They trained 115 individuals such as CP programme officers, Child Friendly Space staff, volunteers, and partner NGO staff on a variety of topics related to CPiE, for example, case management, strengthening family and caregiving environment, sexual and gender-based violence, child protection during infectious disease outbreaks, and awareness raising. After delivering their training online, they submitted the training report and received another feedback from two reviewers for further improvement. The graduates also delivered training sessions on other occasions and cascaded learning to their colleagues through their daily professional practice.



65 % of the graduates passed the task.



100 % of the graduates rated the feedback from the Programme Management Team on the task as “good” or “excellent”.

“Good” 90% “Excellent” 10%



90 % of the graduates “agreed” or “strongly agreed” on a statement “Participating in the CPiE PDP was instrumental to be better prepared to deliver training to others”.

“Somewhat agree” 10% “Agree” 40% “Strongly agree” 50%

“I have learned many skills and methods of delivering training from this CPiE PDP.” Participant

“The program provided me (with) systematic and full contents of CPiE. ToT section equipped me with practical skills in delivering training.” Participant

Experiential Learning: Case Study

The case study represented a unique opportunity for participants to get acquainted with CPiE programmes implemented by an organization different from their own, to complement and reinforce the theoretical learning from the overall CPiE PDP and the practical learning from their daily work. The study also offered the hosting organizations a chance to receive insights on own programming from an external observer free of costs. The participants identified cases that they would like to analyze from their contexts and conducted the case study through desk review and online interviews.

Adapting the programme to the COVID-19 situation

While job placement can offer direct experience to participants, the case study was another way of experiential learning which enabled the participants to dive deep into a specific topic through desk review and interviews, and where possible with some field visits. Feedback from the graduates indicated that they appreciated the opportunity to engage in the case study and learning they gained from the study.

Mentoring and Peer-to-Peer Learning

Mentoring

The graduates were matched with CPiE experts and former CPiE PDP graduates from the region to help them develop a greater knowledge base and deeper self-awareness through the mentoring relationship. This was made optional and 8 graduates were engaged with the mentoring relationship. Majority of the graduates considered their mentors as guides, professional friends and as thinking partners and they utilized the relationship, for example, to discuss their professional development, clarify their understanding on topics which they need more information on, or to seek advice on certain topics. More details about the mentoring component of the programme can be found in the annex to this report (Annex 1).

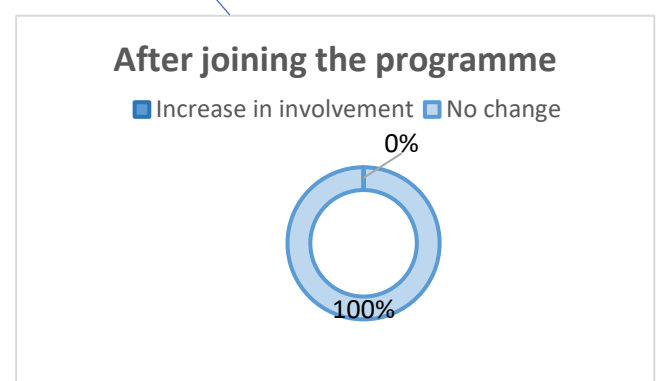
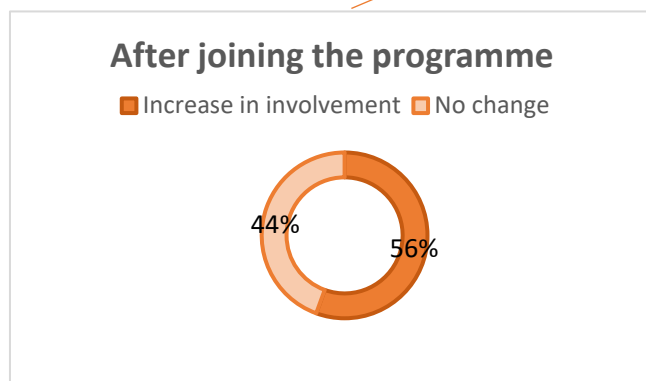
Peer-to-Peer Learning

The preparation for the group presentation provided an opportunity for the participants to discuss and learn from each other. The group presentations also provided an opportunity for them to learn more about different regional contexts and sparked interesting discussions among participants and facilitators. Distance learning contents and discussion boards on Kaya Connect will continue to be available for the graduates after the end of the programme and the network that they developed during the programme remains for their further learning and sharing of experiences.

Professional Development

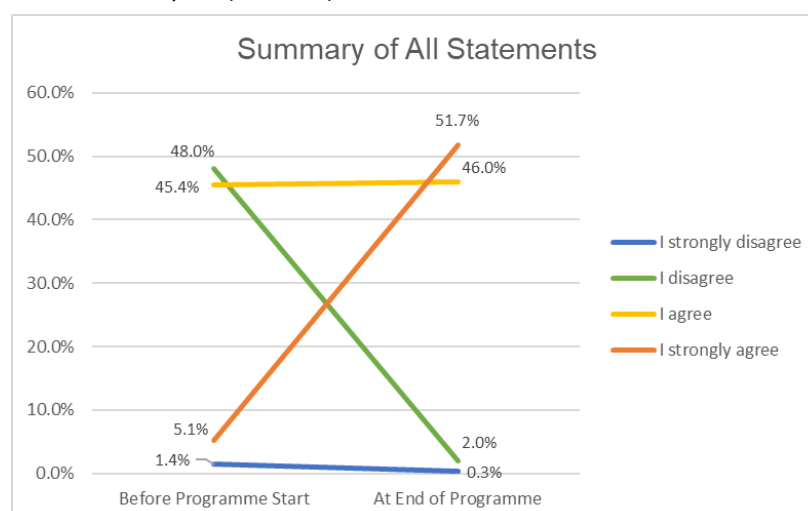
Involvement in Humanitarian Responses/Work

For the majority of the participants, the programme was an opportunity for them to engage more in humanitarian responses/work in the child protection sector. Some graduates had engaged in humanitarian responses/work before joining the programme, and among them, 56% indicated that they have been increasingly involved in humanitarian responses/work in their countries or in the region since they had participated in the CPiE PDP. Their involvements include coordinating with child protection sub-cluster, preparing for CFS, adapting activities to meet the COVID-19 situation as well as some preparedness actions. The graph below explains the change in the graduates' involvement in humanitarian responses/work.



Self-Assessment Results

The participants completed a self-assessment matrix on CPiE competencies prior to the start of the programme and at the end of the programme. The self-assessment matrix was designed to facilitate participants' reflection on the learning outcomes and included 35 statements that assess their CPiE understanding and competencies. The below graph shows a summary of all participants' answers. The percentage of the participants who answered "I disagree with the statement" before the programme showed a sharp decline at the end of the programme. The percentage of the participants who answered "I strongly agree with the statement" remarkably increased, which demonstrates that the programme's learning outcomes are met and that the participants' CPiE understanding and competencies increased, based on their self-assessment results. Full list of the statements and analysis of participants' answers can be found in the annex to this report (Annex 2).





90 % of the graduates answered “agree” or “strongly agree” on the statement
 “Participating in the CPiE PDP allowed me to be able to better defend CPiE good practices.”
 “Somewhat agree” 10% “Agree” 70% “Strongly agree” 20%



80 % of the graduates answered “agree” or “strongly agree” on the statement
 “Participating in the CPiE PDP allowed me to be able to challenge existing practice with confidence.”
 “Somewhat agree” 20% “Agree” 70% “Strongly agree” 10%



86% of participants’ line managers foresee future opportunities in which their direct report could utilise what they have learnt on the programme.
 “Not sure” 14% “Foresee future opportunities” 86%



100% of participants’ line managers answered that their direct report used knowledge or skills gained during the programme in their day-to-day workplace setting.

“I feel I have been improved my skill and knowledge. Then I am practicing and applying in my own work.” Participant

“I am more confident and well equipped to present CP issues in more strategic and effective way.” Participant

“My direct report is observed getting improved in the areas such as strategic planning, organizing learning opportunities for program staff and partners using different appropriate facilitation techniques.” Line manager

Feedback to the Programme

The programme received positive feedback from the participants and their line managers.



100% of the graduates and **100%** of line managers would recommend the programme to others.



100% of the graduates rated the overall satisfaction with quality and content of the programme as “satisfied” or “very satisfied.”
 “Satisfied” 70% “Very satisfied” 30%



100% of the graduates’ line managers rated the overall satisfaction with the programme as “good” or “excellent.”
 “Good” 43% “Excellent” 57%



100% of the graduates’ line managers rated the learning support provided to their direct report from the Programme Management Team as “met expectations” or “exceeded expectations.”
 “Met expectations” 57% “Exceeded expectations” 43%

"CPiE PDP expanded my knowledge in child protection, and I learnt many good practices from this programme."

"The material was very interesting and the discussions were truly inspiring. I particularly enjoyed the group presentation, ToT, and simulation exercise which made the content easily understandable, creative and (contributed to) my professional development."

Comments from the participants

"This program has motivated me to contribute by working in the CPiE sector and (I am) keen to be deployed in next opportunity."

"Very appreciate the adaptation of the program into all virtual during the COVID-19 and still keep high quality."

"The CPiE PDP program has adopted an excellent delivery model for activities design and a creative learning atmosphere during the COVID-19 crisis."

"It would be great to have a short orientation about CPiE PDP to get line manager engagement and commitment."

Comments from the line managers

"Every task assigned by the CPiE PDP team was a great learning opportunity for (my direct report). CPiE PDP team provided relevant support and constructive feedback to my direct report to improve (my direct report's) skills and knowledge in the emergency setting."

"Given the critical gap in the CPiE field that has a significant negative impact on the quality of the child protection program, attending the CPiE PDP has significantly enhanced (my direct report's) capacity and contribute to filling the human resource gap in our organization."