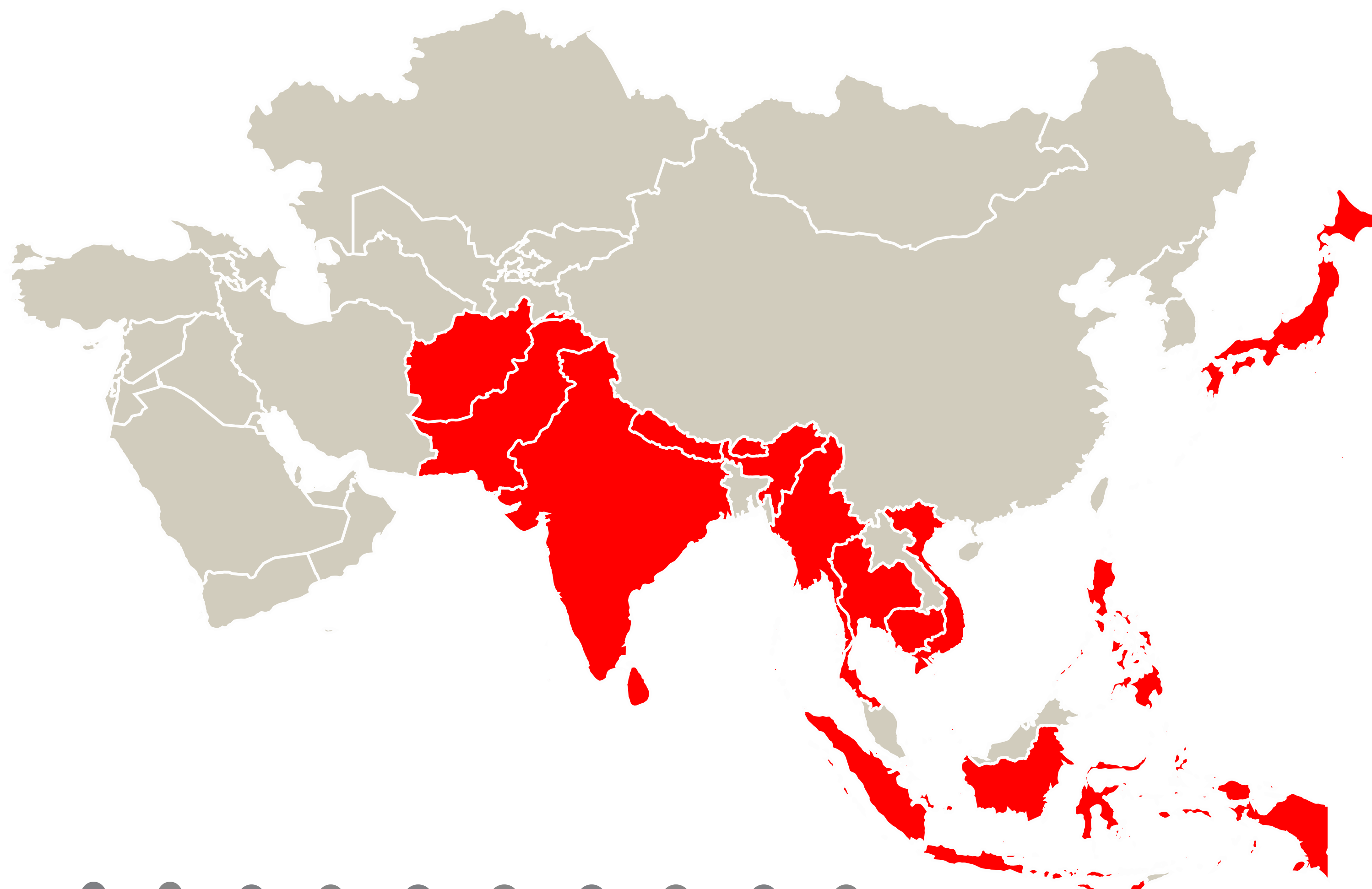




Child Protection in Emergencies Professional Development Programme



Cycle 2 Report



**9 GOVERNMENT
REPRESENTATIVES**

**20 GRADUATES
FROM
15 COUNTRIES**

**8 MALES
12 FEMALES**



Course Overview

Cycle 2 of the Child Protection Professional Development Programme began in August 2017 aiming to empower professionals, from international and national NGOs as well as governments, to strengthen their child protection response capabilities in both chronic crises and new emergencies. The programme aimed to build specific competencies in the following areas:

- Child protection in emergencies concepts and frameworks
- Child protection in emergencies risks and concerns
- Child protection in emergencies strategies and approaches
- Child protection in emergencies programme management
- Child protection in emergencies and capacity strengthening
- Child protection in emergencies infrastructure
- Relevant cross-cutting themes

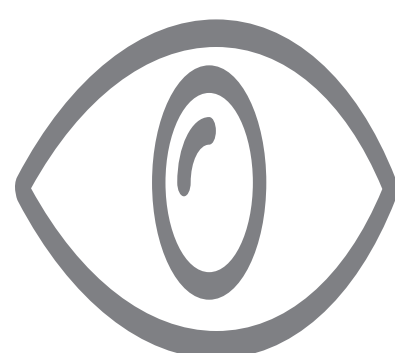
This was delivered through the following learning modalities:



DISTANCE



FACE TO FACE



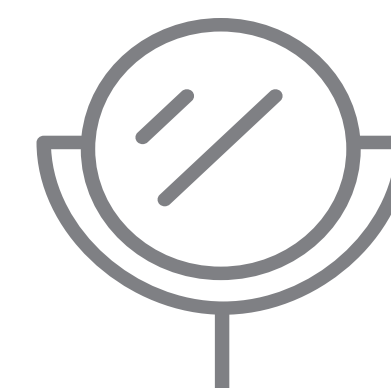
EXPERIENTIAL



PEER TO PEER



MENTORING



REFLECTION

WHAT WE COVERED

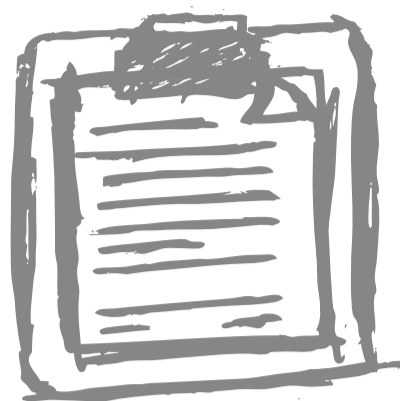


Distance learning

Distance learning ran for the entirety of the programme, with participants accessing content throughout the course at predetermined junctures. Content was shared through prerecorded webinars, online self-paced e-learning modules and live seminars. Modules covered in distance learning included:

- Legal Framework, Standards and Guidelines
- Child Development
- Harmful Child Labour
- Dangers and Injuries
- Sexual Violence
- Physical Violence and Other Harmful Practices
- Children associated with armed forces or armed groups
- Children on the Move
- Unaccompanied and Separated Children
- Justice for Children
- Child Safeguarding in Emergencies
- Child Participation Best Practice
- LGBTIQ

The CPiE PDP webinars were recorded thanks to the inputs of child protection professionals from across the sector.



12 pre-recorded webinars and **1** online e-learning module on child and youth development



5 live online seminars facilitated by graduates from cycle 1



14 facilitators



100% of participants found webinars and forum engagement 'somewhat useful' to 'very useful'



Face to Face: 2 week residential

During the residential, held in the Nepal between 30th October & 12th November 2017, participants were able to build upon their initial distance learning through an intensive 2 week course. This involved live learning sessions facilitated by child protection experts, an emergency preparedness workshop, and a 3 day simulation to test participants application of theory.



94% of participants found the simulation 'useful' to 'very useful'



100% of participants found the face to face sessions 'useful' to 'very useful'



9 facilitators from **8** different countries and **4** different organisations

"We are given the opportunity to have hands on experience, like with the Child-Friendly Spaces. Ideas will remain in our mind this way."



Experiential learning: job placements

The job placement was an opportunity for participants to gain some practical experience of Child Protection in Emergencies programming in a context outside of their day-to-day role in order to reinforce the theoretical learning from the programme.

All **20** participants took on job placements hosted by a number of organisations. Placements lasted **2** weeks on average and participants used their time in a variety of activities often delivering training to staff or partner organisations.

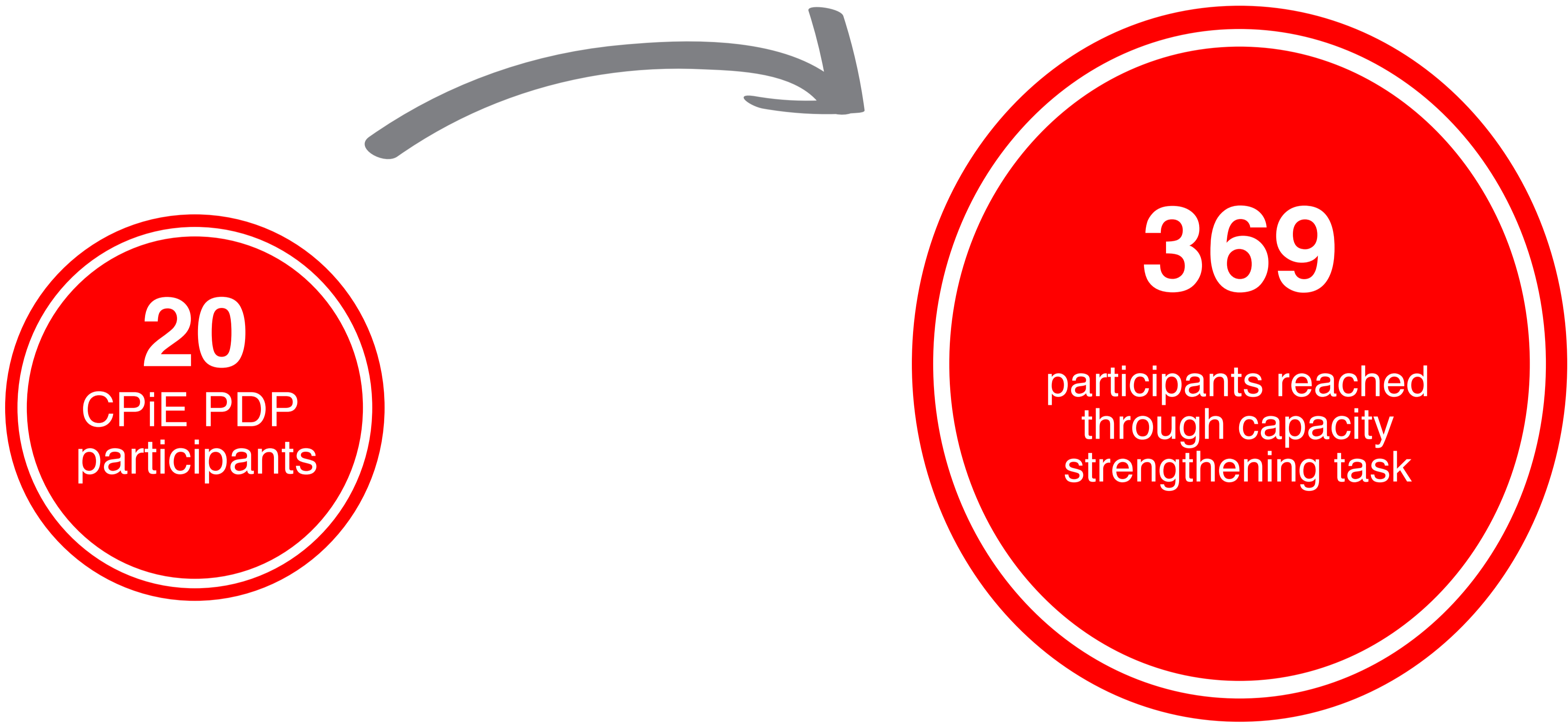


Cascade learning

Recognising that a core component of a CPiEprofessional’s work is geared towards building the capacity of staff, volunteers & partners - embedded within the CPiE PDP was the capacity strengthening task. The task provided participants with the opportunity to develop their training knowledge and skills. Blending theory with practice, this task was designed to help participants understand key concepts in adult learning as well as develop competencies to help them become more effective trainers and facilitators. 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.

To successfully complete this task, participants had to identify a CPiE capacity need that they could address within a 3 hour training session. Once this training need was identified, participants were tasked with developing a training plan which received extensive feedback from the programme management team before they finalised, delivered and fully evaluated their session.

Our 20 graduates have 369 individuals on a variety of topics related to CPiE. On average each participant have trained 18 participants. Training organized targeted: child protection staff, other sectors staff, community mobilizers and volutneers, locan NGOs staff and government representatives.

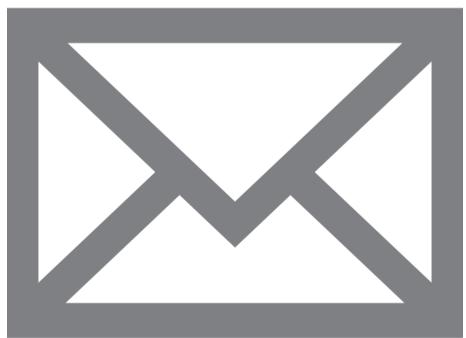


Mentoring

A pool of 20 CPiE experts from across the world were all assigned a mentee from the programme to help them develop a greater knowledge base and deeper self-awareness. The mentoring approach was designed with the pro-bono contribution of Coaching and Mentoring Ltd.

The majority of participants saw their mentors as guides or a professional friends. 92% of the participants were satisfied with the relationship with the mentor and a majority of the mentors would like to continue to be a mentor in future programs.

"My mentor guides me in each and every step of the training".



"It's been a fruitful journey with the mentor and I hope to maintain the relationship after the completion of the program."

- Average **number of calls**: 3,5 (ranging from 1 to 10)
- Average **length of calls**: 40 minutes
- Average number of extra **ad hoc emails**: 8



Peer to peer learning

Group Presentation

Before the residential, participants were assigned into multi-country groups to work together to design and deliver presentations on a chosen emergency scenario. The presentations featured the group’s collaborative analysis of main protection risks and concerns in selected scenario including the impact of the emergency on children of different age groups, context, gender, and those from minorities or bearing disabilities. They also demonstrated their acquired knowledge on the application of Minimum Standards for Child Protection in Humanitarian Action relevant to the priority risks and concerns that they identified.

The group presentations held during the residential phase of the programme provided an opportunity for participants to learn more about different regional contexts and sparked really interesting debates on a variety of scenarios.



80% of participants found group work useful to very useful.



Reflection

"I found assigned task clear and they helped increase my knowledge on the subject. And the feedback also provided me with clear information on what I did well an what I need to improve further."

In order to consolidate their residential and distance learning participants were tasked with writing a reflective report on how they have intergrated their learning and changed their approach to one of the subjects below:

- Systems strengthening
- Case Management
- Alternative Care
- Child Friendly Spaces and/or Psychosocial Support Programming
- CPiE Mainstreaming and Integration



- Average pass grade of 63%
- 100% of participants passed the task

The reflective report gave participants the opportunity to explain the importance of CPiE as a lifesaving intervention, demonstrate their ability to think critically and strategically about child protection risks and concerns, and engage critically with relevant national and international frameworks. Participants were requested to integrate aspects of relevant cross cutting themes that were presented through online webinars. These included:



- 87,5% of participants rated the feedback on the task as 'good' or 'excellent'.

- Gender
- Urban programming
- Conflict sensitive programming
- DRR and climate change
- Conflict sensitive programming

FEEDBACK AND STORIES



100% of participants would recommend the Child Protection in Emergencies Professional Development Programme to others



93% of participant line managers would recommend or endorse the Child Protection in Emergencies Development Programme to others



100% of participant line managers foresee instances where their report could utilise what they have learnt on the program

"I received very good communication and support from the PMT on all aspects of the Training".

"What I learned for CPiE PDP is very helpful. Since Save the Children will not be always in the community, It is very good thing that we consider the share our skills to partners on improving their child protection intervention".

"It's been quite an enriching experience".

"Overall contents of the course of CPiE PDP have been very relevant to me and my professional development - I got an exposure to various resources materials, links which really helped me in expanding my professional growth and development".

"It a good program that will capacitate people and prepare them to be deployed for humanitarian response with a strong Child Protection and Gender lens in times of emergency"

"Due to conceptual clarity and strong simulation practice and job placement, I am able to defend and strongly put across the necessity for investing in child protection"

CHILD PROTECTION IN EMERGENCIES Professional Development Programme

"SINCE PARTICIPATING ON THE PROGRAMME CHIT NAING HAS BEEN TAKING ON NEW PROJECTS, IDENTIFYING GAPS, AND DEVELOPING TOOLS IN OUR CHILD PROTECTION PROJECTS."

Chit Naing is a Case Management Officer at Relief International, working in Rakhine State, Myanmar. He was one of 20 participants who took part in the second cycle of the Child Protection in Emergencies Professional Development Programme, working with child protection in emergencies practitioners from international and local organisations across Asia and the Pacific.

His manager, Julia Hollander, shares how beneficial having Chit Naing participate on the programme has been, and how the impacts of his learning are already being felt in Relief International:

"Before the training my main concern was around the impact of distance learning and mentoring on Chit Naing's day to day role. However, Chit Naing was able to separate the two and has continued to benefit from the relationship he formed with his mentor. The improvement in knowledge since completing the programme is clear to see. Chit Naing has become more resourceful in his approach to child protection, he is able to take tools and concepts learnt on the course and adapt them to the Myanmar context. This has resulted higher standard programming for the communities we work with as the quality of our child protection knowledge has improved greatly."



"On an individual level the programme has empowered Chit Naing, he has a broader understanding of child protection programming standards and is better able to support the team, and our wider efforts."

Since graduating from the programme Chit Naing has taken an active role in building the capacity of his colleagues at Relief International, using the knowledge built over his 6 months on the programme. Chit Naing has taken a lead in identifying online child protection courses, as well as making himself available to support colleagues during their learning. He has also been supporting colleagues in learning outside of office hours plans to use his ToT skills to develop a child protection in emergencies training for the wider team.

Child Protection in Emergencies Professional Development Programme
www.savethechildren.org.uk/child-protection-in-emergencies



Link: Julia, shares the benefits of Chit Naing having participated in the training

CHILD PROTECTION IN EMERGENCIES Professional Development Programme

"THANK YOU SO MUCH TO THE CHILD PROTECTION IN EMERGENCIES PROFESSIONAL DEVELOPMENT PROGRAMME FOR GIVING ME THE OPPORTUNITY TO LEARN IN A DIFFERENT EMERGENCY SETTING AND IMPROVE MY SKILLS AS A CHILD PROTECTION PRACTITIONER."

As part of the Child Protection in Emergencies Professional Development Programme (CPiE PDP), three of our participants completed job placement Rohingya Crisis Response in Bangladesh. For participants on the CPiE PDP job placements are an opportunity to apply their learning from the programme to new contexts and reflect and grow as practitioners. Job placements have the additional double benefit of strengthening the work of 'hosting' and 'sending' organisations, as participants bring fresh insights and new skills to both.

900,000 Rohingyas currently live in Bangladesh as a result of violence in Rakhine State and the speed and scale of the influx has resulted in a critical humanitarian emergency. Mahima Sukheja, Swe Swe Myint, and Duyen Nguyen all spent several weeks in Bangladesh, working on various projects and with different organisations on the ground.



Through the CPiE PDP job placement Duyen visited the UNICEF Bangladesh Country Office.

During her job placement, Duyen was able to witness first-hand how clusters work in humanitarian settings and gain a better understanding of challenges that may be encountered in the coordination of humanitarian efforts in particular within the Child Protection Sub-Cluster at national and regional level.

Duyen was also able to visit Child Friendly Spaces and Adolescent Clubs in Cox's Bazaar. She found that CFS were a successful intervention in increasing the participation and safety of children.

Duyen noted that the strong partnerships between local NGOs and UNICEF had led to the quick establishment of high quality child friendly spaces during the emergency.

"The identification of relevant, strong, committed partners is a key for successes in every project, including CPiE programming...strong cooperation between different sectors is needed to ensure child protection concerns properly addressed"

For more information, please visit www.savethechildren.org.uk/child-protection-in-emergencies

Link: Mahima, Duyen, and Swe Swe share their experiences of job placements in the Bangladesh Response.

CHILD PROTECTION IN EMERGENCIES Professional Development Programme

"THE INCLUSIVE NATURE OF THE CPiE PDP ENSURES LEARNING IS SHARED BETWEEN COUNTRIES, BENEFITTING NOT ONLY INDONESIA BUT THE REGION AS A WHOLE."

Nurkmal Dewi is a Senior Project Officer, at Save the Children Indonesia (Yayasan Sayangi Tunas Cilik). She was one of 20 participants who took part in the second cycle of the Child Protection in Emergencies Professional Development Programme, working with child protection in emergencies practitioners from international and local organisations across Asia and the Pacific.

Her manager, Wiwied Trinadi, shares how beneficial having Dewi participate on the programme has been, and how the impacts of her learning are already being felt in the communities Save the Children Indonesia work in:



"The motivation behind Dewi's participation on the programme came from a lack of understanding within the organisation on how to accommodate children in emergencies; with Dewi's background in working with children with disabilities she was well placed to build on this knowledge through the CPiE PDP."

Since completing the program Dewi has been quick to share the knowledge she acquired during the course, from both the residential and distance learning phases:

"Dewi has been delivering workshops on psychosocial first aid to Save the Children Indonesia staff, local government workers, and the communities we work in. Although she was already a competent facilitator, the training has given Dewi the confidence to speak on child protection in emergencies issues to a wider audience. This has led to an increase in awareness across our programs. From partner staff to local governments. Later in the year Dewi will be facilitating a child protection in emergencies workshop for all staff alongside a former CPiE PDP graduate, Berryl Permatas."

"Dewi has been very successful in supporting the office since taking part in the course and will be instrumental in developing the national strategic plan, ensuring child protection in emergencies risks are thoroughly considered."

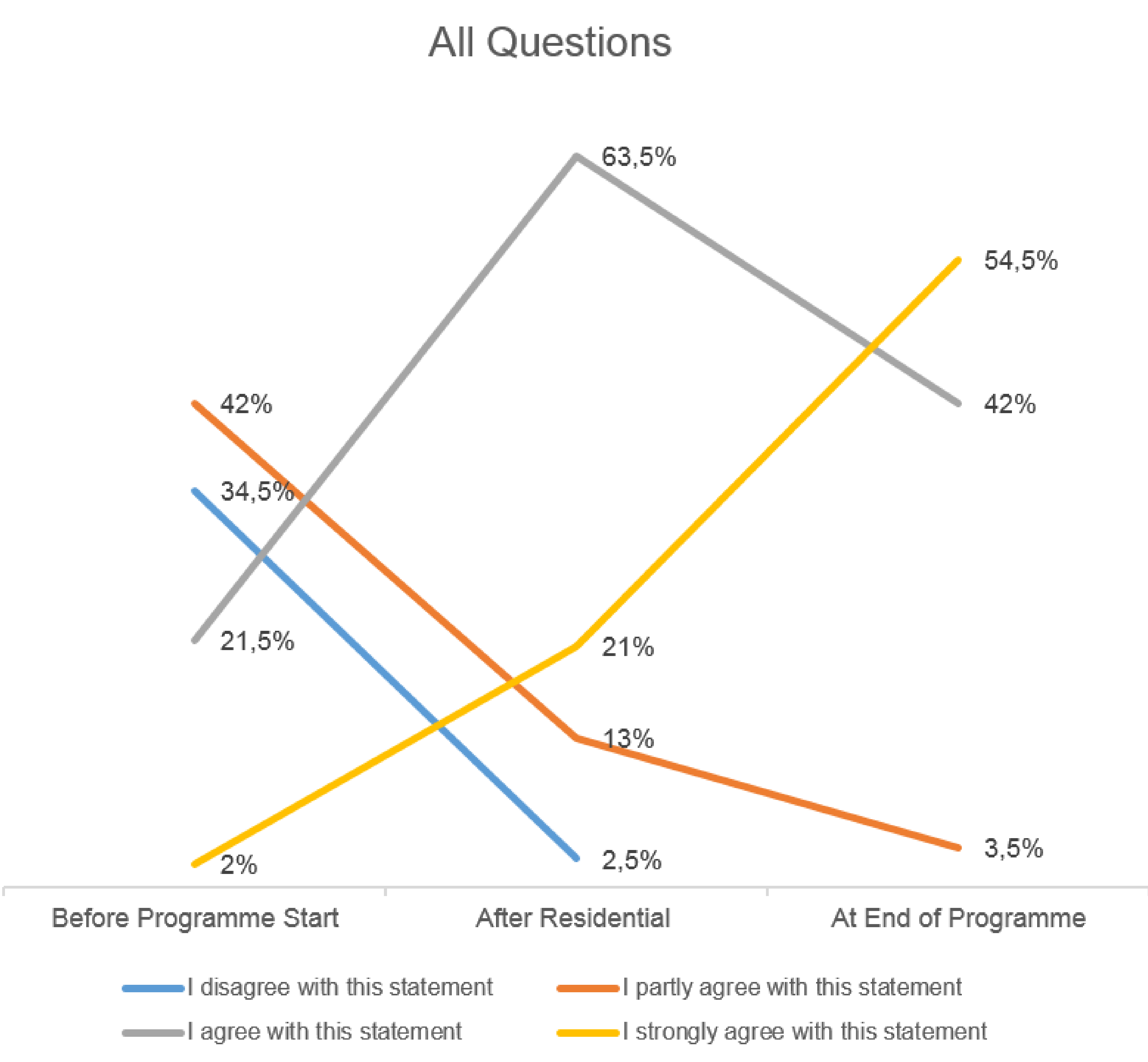
Child Protection in Emergencies Professional Development Programme
www.savethechildren.org.uk/child-protection-in-emergencies



Link: Wiwied, shares the benefits of Dewi having participated in the training

SELF ASSESSMENT RESULTS

Participants completed a self-assessment matrix on CPiE competencies prior to the start of the programme, after the residential phase and at the end of the programme. The below graphs show a summary of all participants' answers through the 3 phases. A pick of "I strongly agree with this statement answers" has been recorded at the end of the programme concurrent to a sharp decline in "I disagree with this statement" answers which is a success for the programme. Answers provided by participants are corroborated by a number of comments, a snapshot of which is available in the full analysis of self-assessment responses annexed to this report.





Save the Children

CHILD PROTECTION IN EMERGENCIES PROFESSIONAL DEVELOPMENT PROGRAMME:

SELF-ASSESSMENT ANALYSIS

2ND CYCLE

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 31 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 on the basis of selected learning outcome drawn from the South East and East Asia Capacity Gaps analysis. This decision was made considering that the sectoral competency framework is 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 that particular 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 facilitators in identifying potential shortcomings within the programme and refine its design for future iterations of the programme.

¹ CPWG, 2010, <http://cpwg.net/wp-content/uploads/sites/2/2012/09/Inter-agency-CPiE-Competencies-Final-ENG.pdf>

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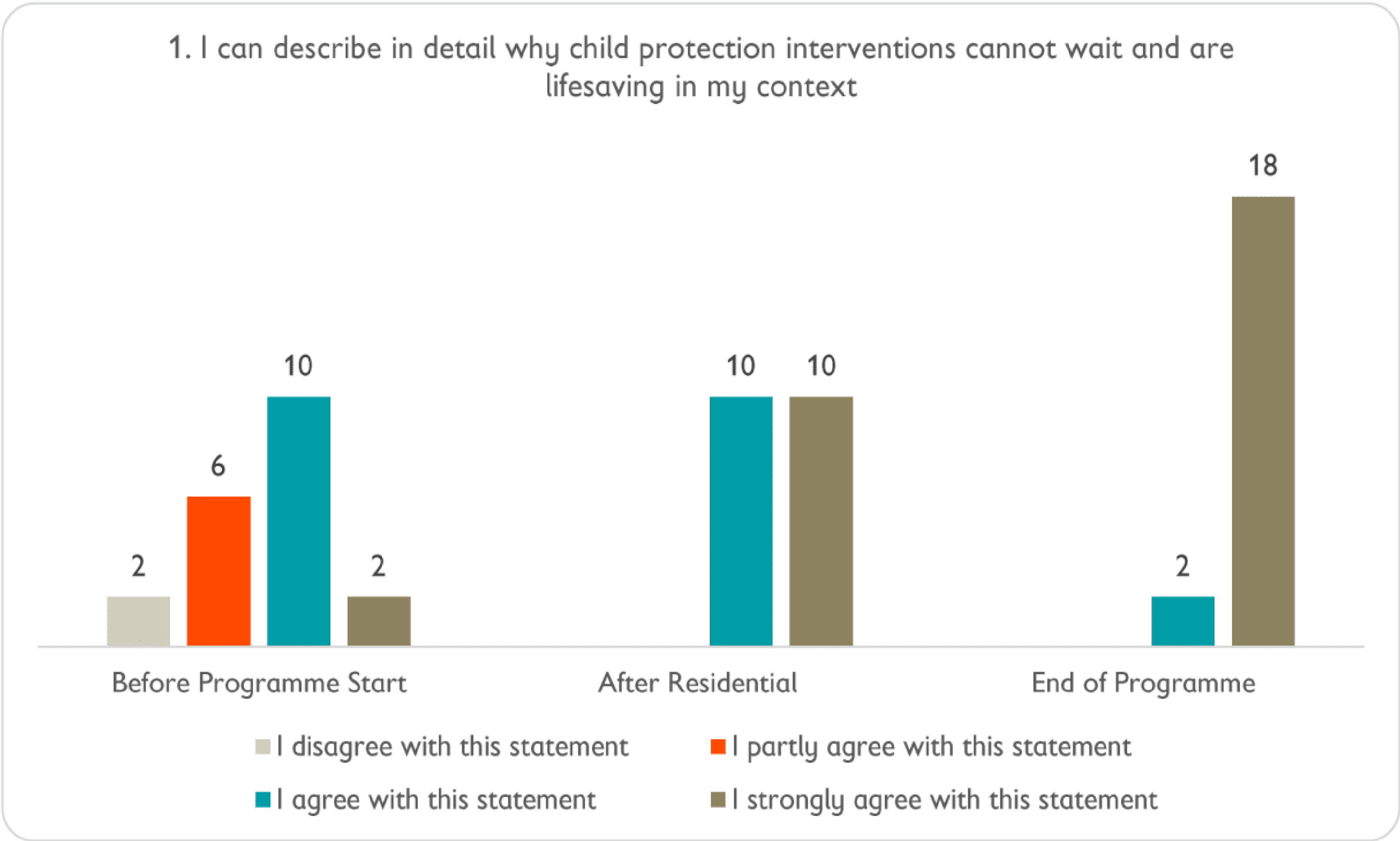
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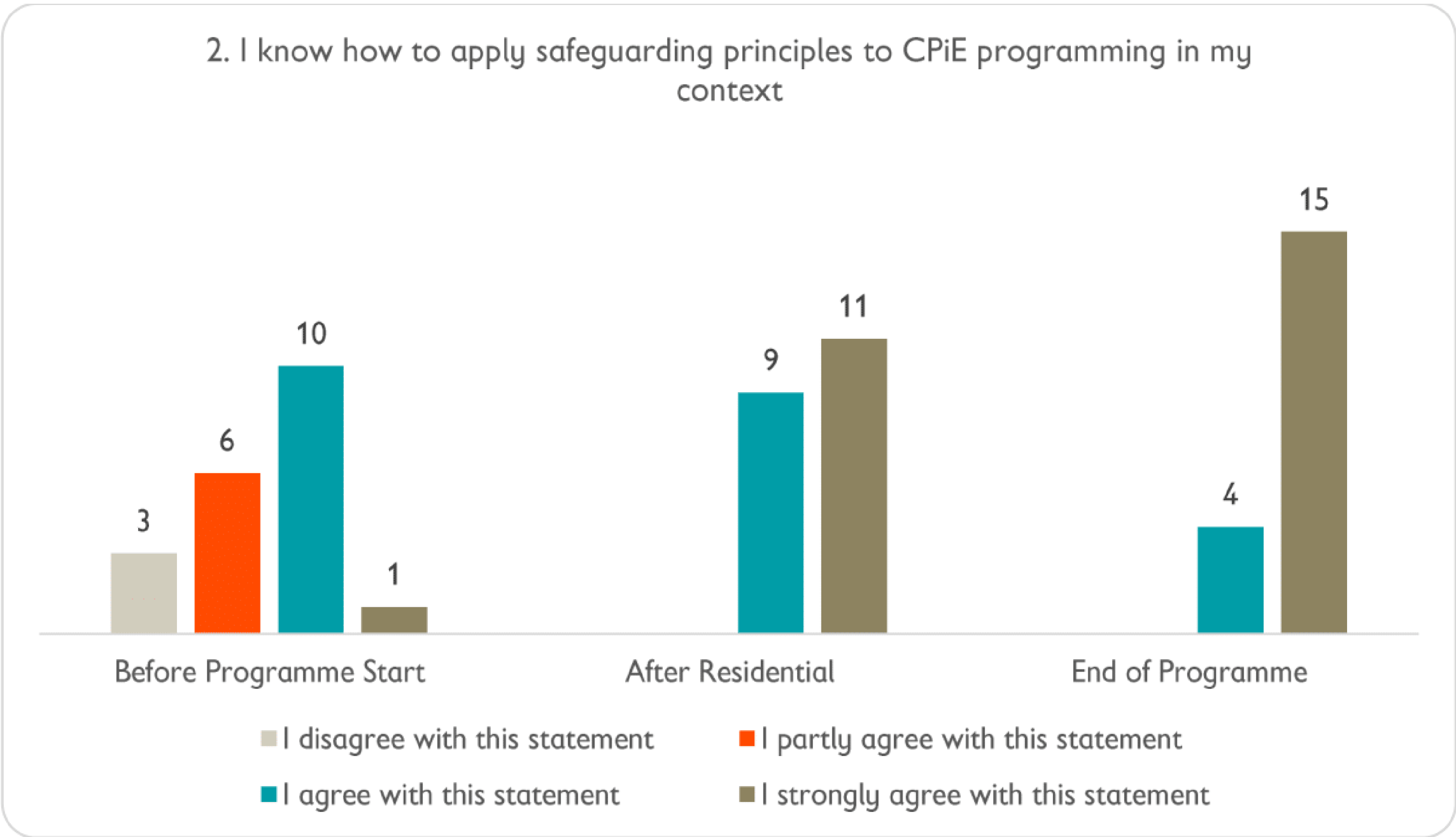
SUMMARY AND CONCLUSION.....20



Comments from the participants:

CP risks could have devastating impact on children's life. After the residential, I was thinking that I need a more solid understanding of CP to strongly agree with this statement, but the job placement opportunity assured me why CP interventions cannot wait and are lifesaving.

Before the Residential Training, I had some knowledge on this and I've gained even more through listening and learning from others and seeing CP risks in refugee camps in Cox's Bazar in Bangladesh.

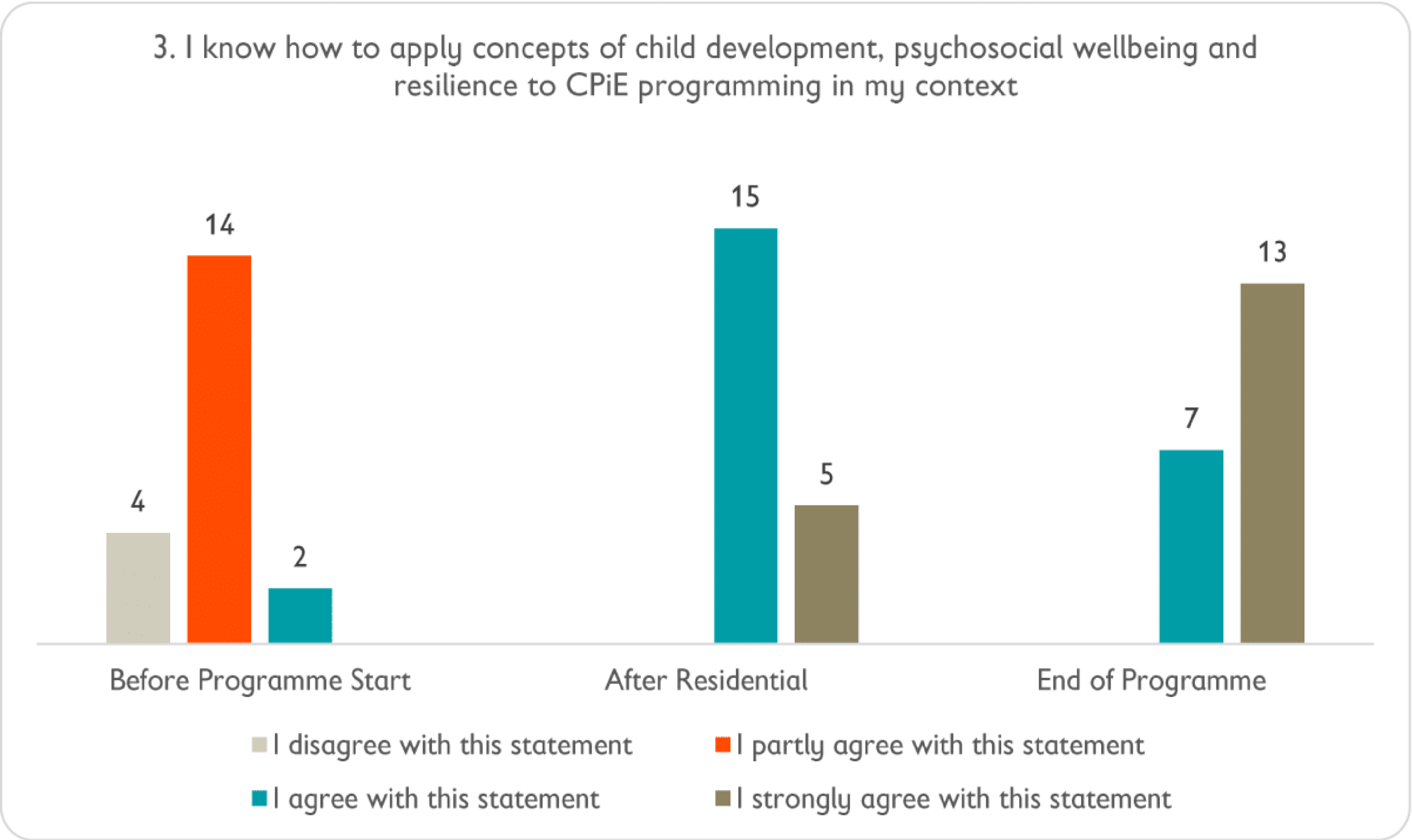


One participants chose not to answer this question at the end of the programme.

Comments from the participants:

Having a regular field experience in real emergency situations will build my capacity to practical apply the safeguarding principles in my country's context.

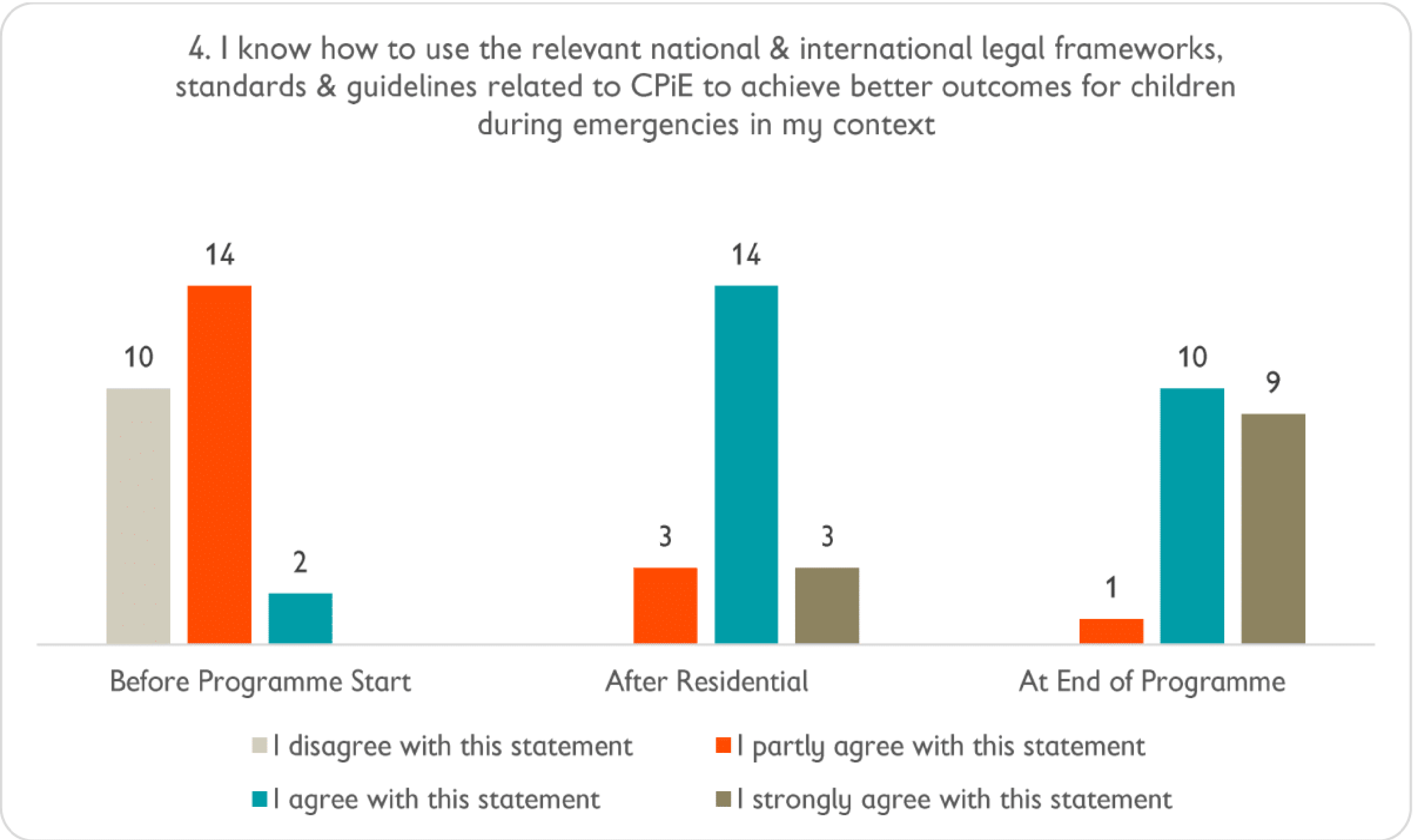
In the CPiE PDP the principles of safeguarding is always considered in the whole cycle of the program. The principle of DO NO HARM and making sure that we implement activities that will help in the development of the child and not implying more harm to the child. Looking into the specific activities on how to properly implement it on the ground.



Comments from the participants:

I got an opportunity to refer relevant materials as well as learn further during the residential training on safe guarding principles. The interactions I had with facilitators, colleagues as well as the emergency preparedness training helped me to learn more and practice them in given scenarios.

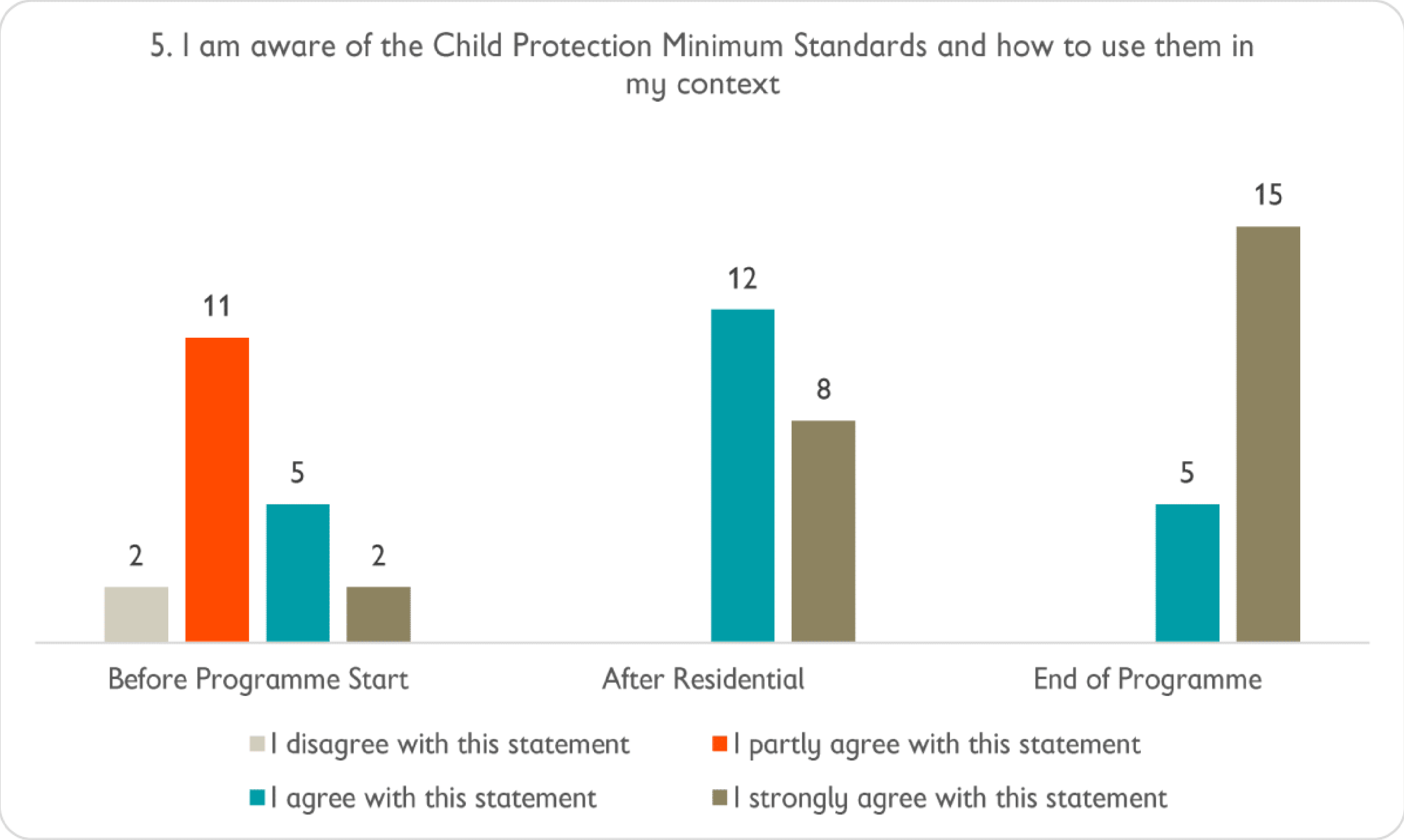
The recent CPiE PDP training that I participated, had particular focus on child development, psychosocial wellbeing and resilience that I able to clarify my understanding. It helped me to better identify protection needs of girls and boys, and apply the knowledge I learned to address their protection needs.



Comments from the participants:

Through the group presentations and intensive discussions, and especially through webinar, I am clearer on various International legal frameworks and standards. In the Rohingya response, I was able to see the complexity of the issue of providing refugee status and international collaborations for effective response as a whole.

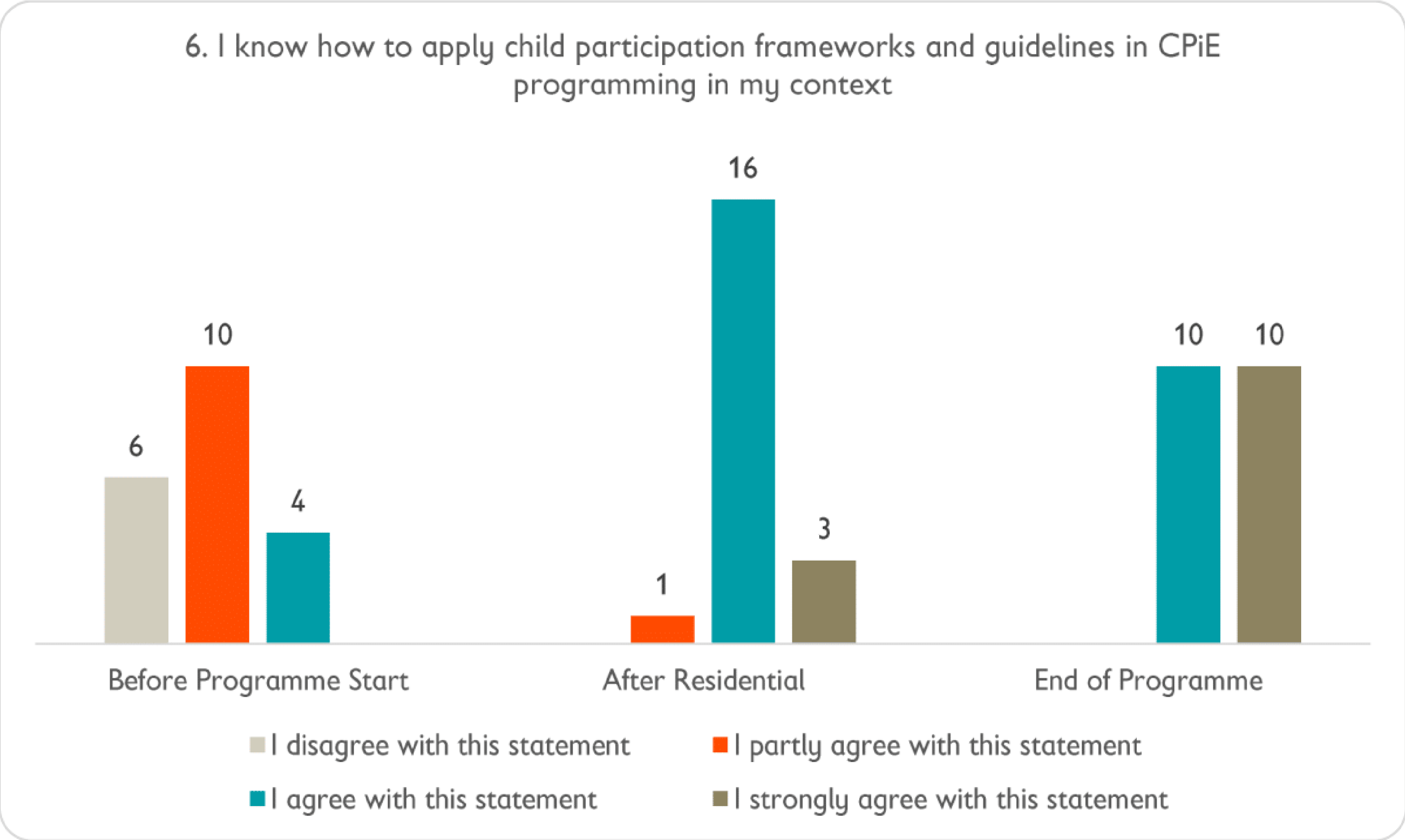
I have applied relevant international guidelines and national legislations to our project. I gain a better understanding of CPMS in this residential training.



Comments from the participants:

I always use CPMS as reference to know relevant activity related to preparedness or response. I have better understanding on minimum standard such as principle, standard to address child protection needs, strategy and also mainstreaming from this book.

I have applied it and am conducting training about the child protection minimum standards to the partners and community volunteers and Gov't staffs from Social welfare department in my context.

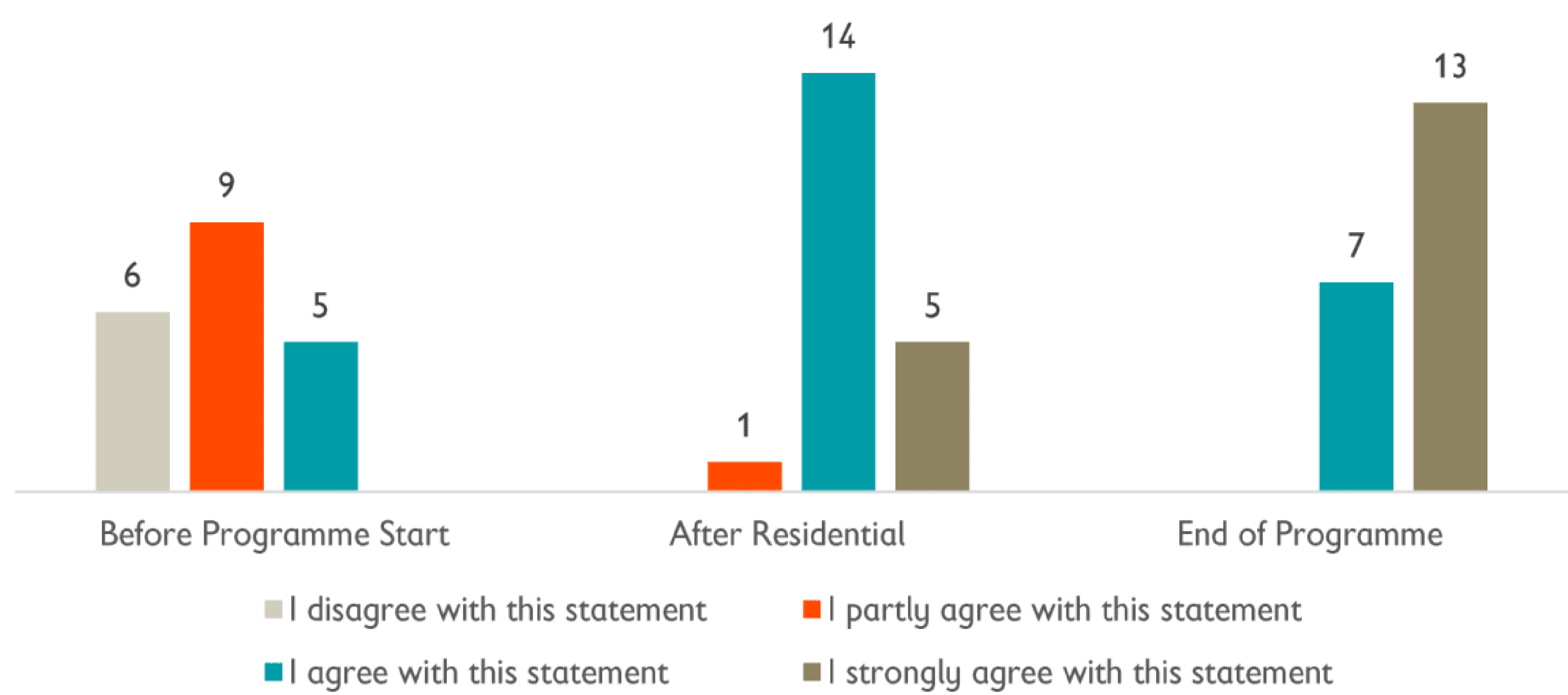


Comments from the participants:

I am clear about child participation and I have learned how to involve children in the activities during emergencies in linking to child safeguarding policy and quality of child participation. I also learned some practice from group discussion and job placement.

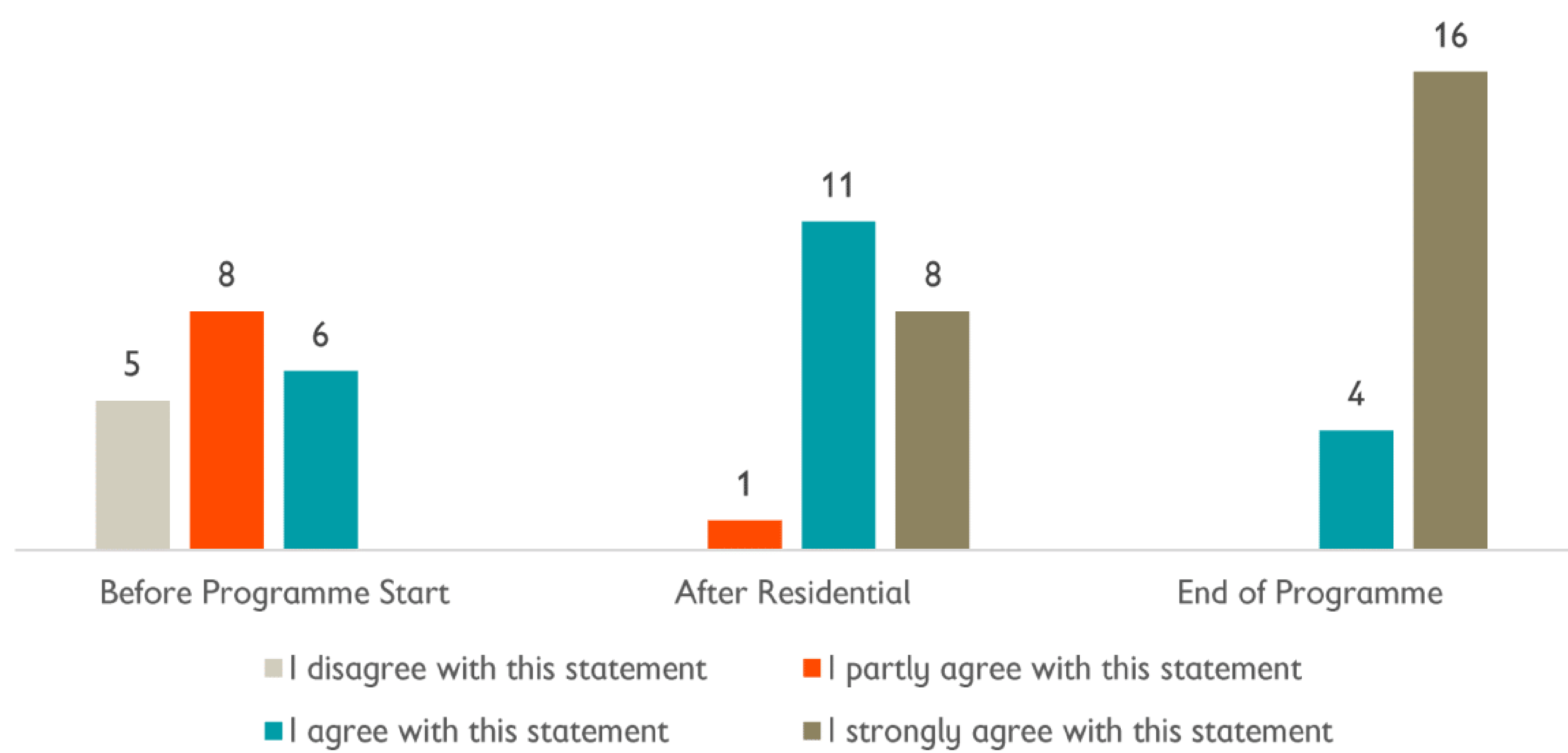
The orientation and the practise of Child Participation tool was enriching. However, I feel that more context (additional resources) must be read on the same topic to develop in-depth understanding.

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



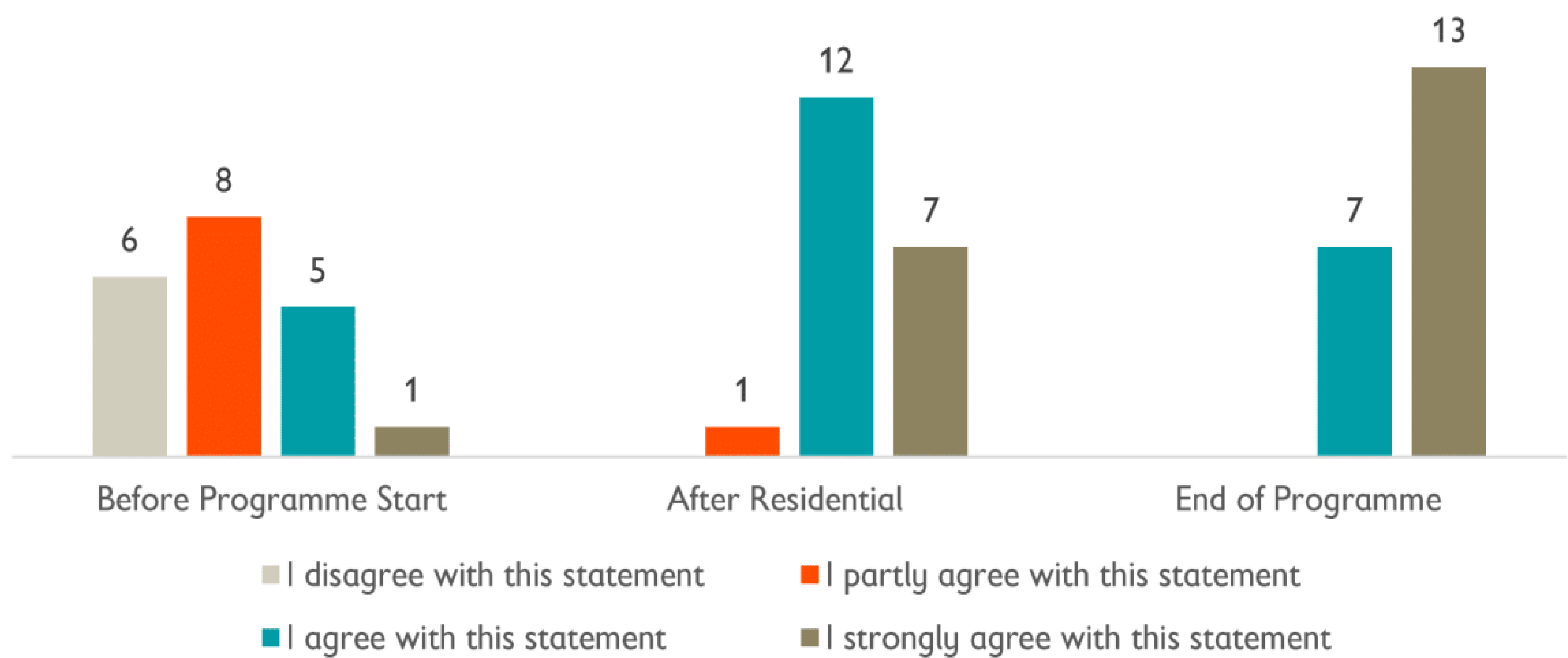
Comments from the participants:
I can clearly describe how children's exposure to the risk of dangers and injured changes in emergency setting and apply in adapting CPiE programming in my context accordingly.
The sessions and the simulations comprehensively covered this CP risks. The training with the team also brought forth the daily risks faced by children.

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



One participants chose not to answer this question before the programme start.
Comments from the participants:
Through job placement, I had chances to visit communities with case workers. Through the visits and discussion with case workers, I had a lot of chances to think how our project could be effective in addressing the issue.
I've gained significant understanding on this issue and now are confident that I could apply in my context.

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

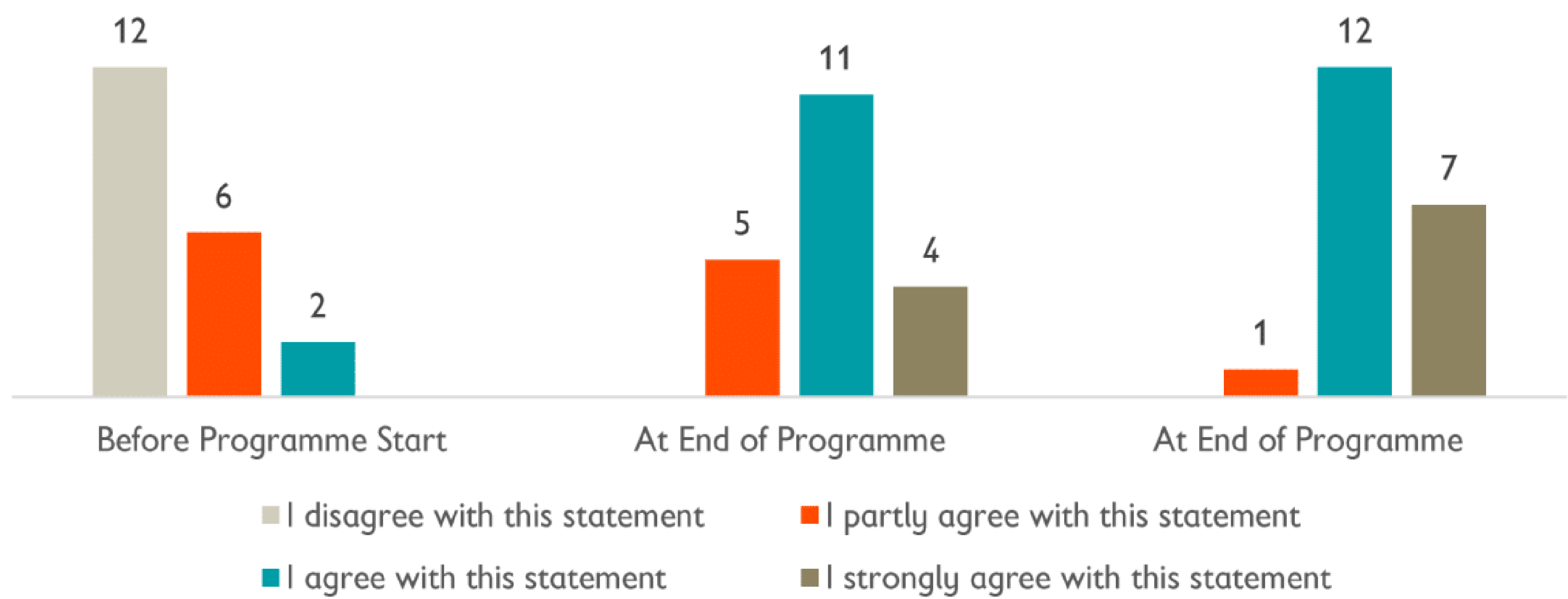


Comments from the participants:

I agree with this statement because I can give a definition of Sexual Violence against children and I can describe different types of sexual abuse and exploitation of children. I understand the relevant standards for protecting children from sexual abuse and exploitation in humanitarian action and identify relevant programme interventions for prevention of and response to child sexual abuse and exploitation.

There are some perpetrators who take advantages from the emergency situation. They are looking for children who are separated from their parents or accompanied, neglected, and the perpetrators do sexual abuse easily due to the lack of supervision from parents, caregivers, or even the community.

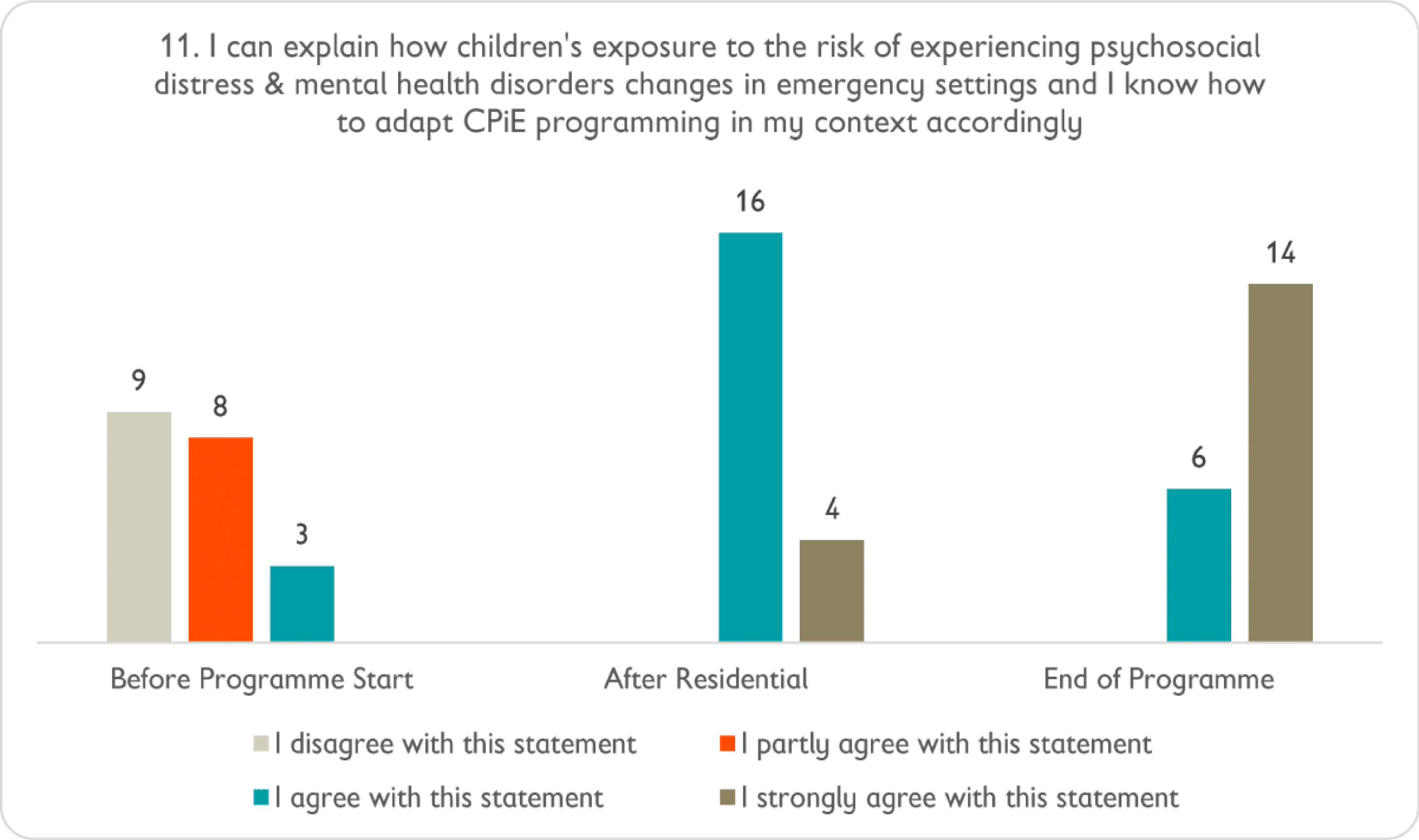
10. I can explain the particular child protection risks and concerns faced by children associated with armed forces or armed groups and how instances of association can change in emergency settings. I know how to adapt CPiE programming in my context acco



Comments from the participants:

Afghanistan is a conflict-prone country, but the CPiE PDP helped me to enhance my technical knowledge on protection of children associated with armed forces or armed groups and having better understanding on how instances of association can change in emergency settings in my context.

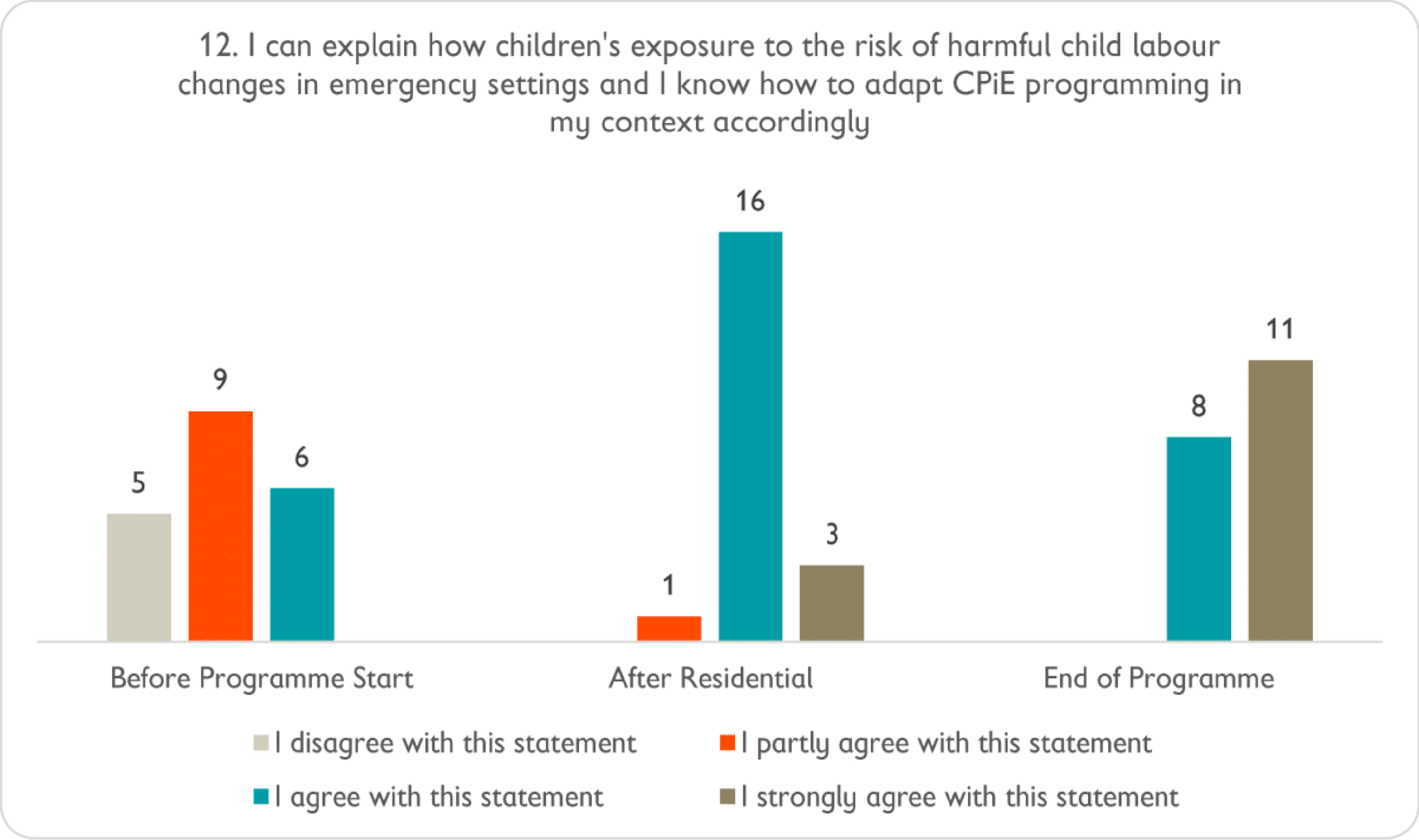
I've learned quite a lot through the distance learning phase 1 and Residential training but might need to practice more in order to be strongly confident about this as this issue is not relevant to my context.



Comments from the participants:

I can develop interventions better now as I understand how important it is to work with other sectors specialized in their subject and how important it is to mainstream CP.

This is a crucial area where I have learnt some of the core principles of mental health and psychosocial support in emergency setting. I know how to include child protection interventions that support the improvement of mental health and psychosocial well-being after a crisis or emergency.



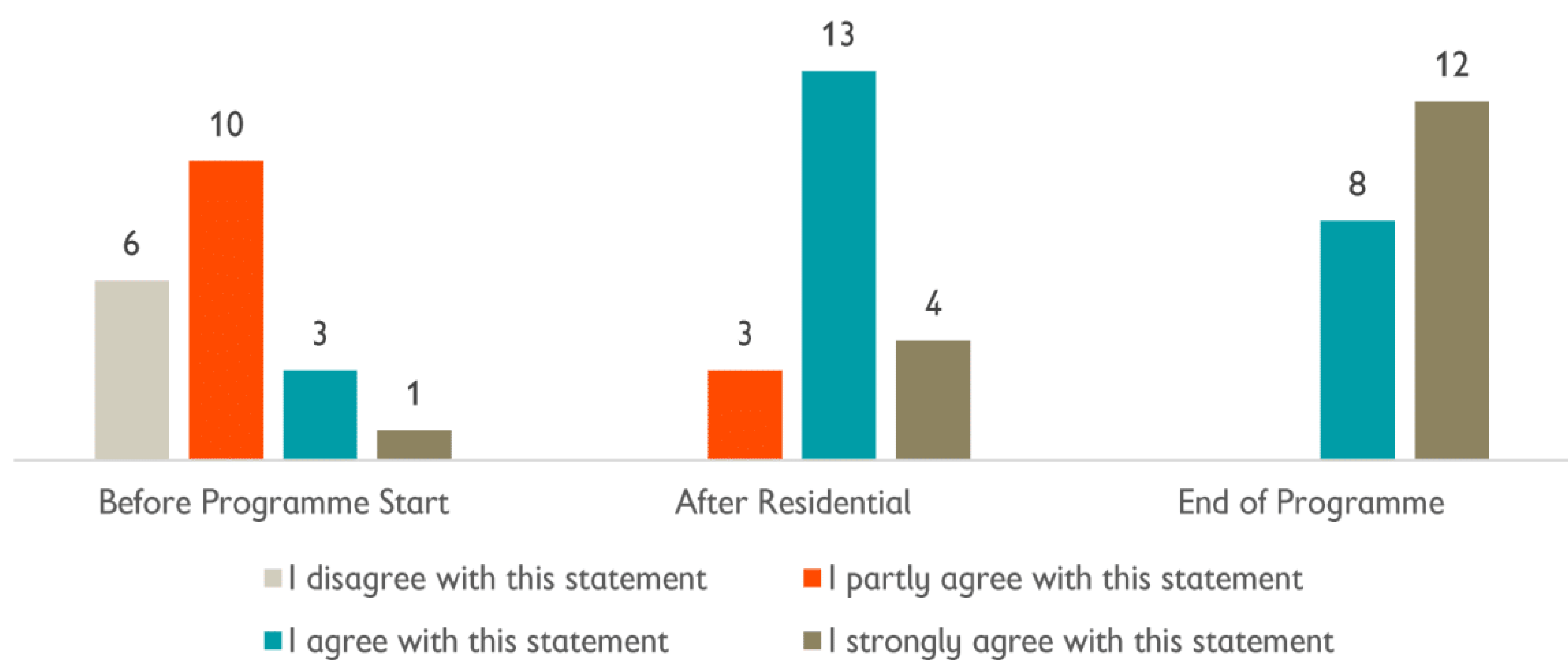
One participants chose not to answer this question at the end of the programme.

Comments from the participants:

Child Labour is a global issue. During the technical discussions with expertise from different countries as well as during simulation program I was able to increase my knowledge on children's exposure to the risk of harmful child labour in emergency settings and I am also able to adapt CPiE programming in my context accordingly.

I've learned quite a lot through the distance learning phase 1 and Residential training but might need to practice more in order to be strongly confident about this.

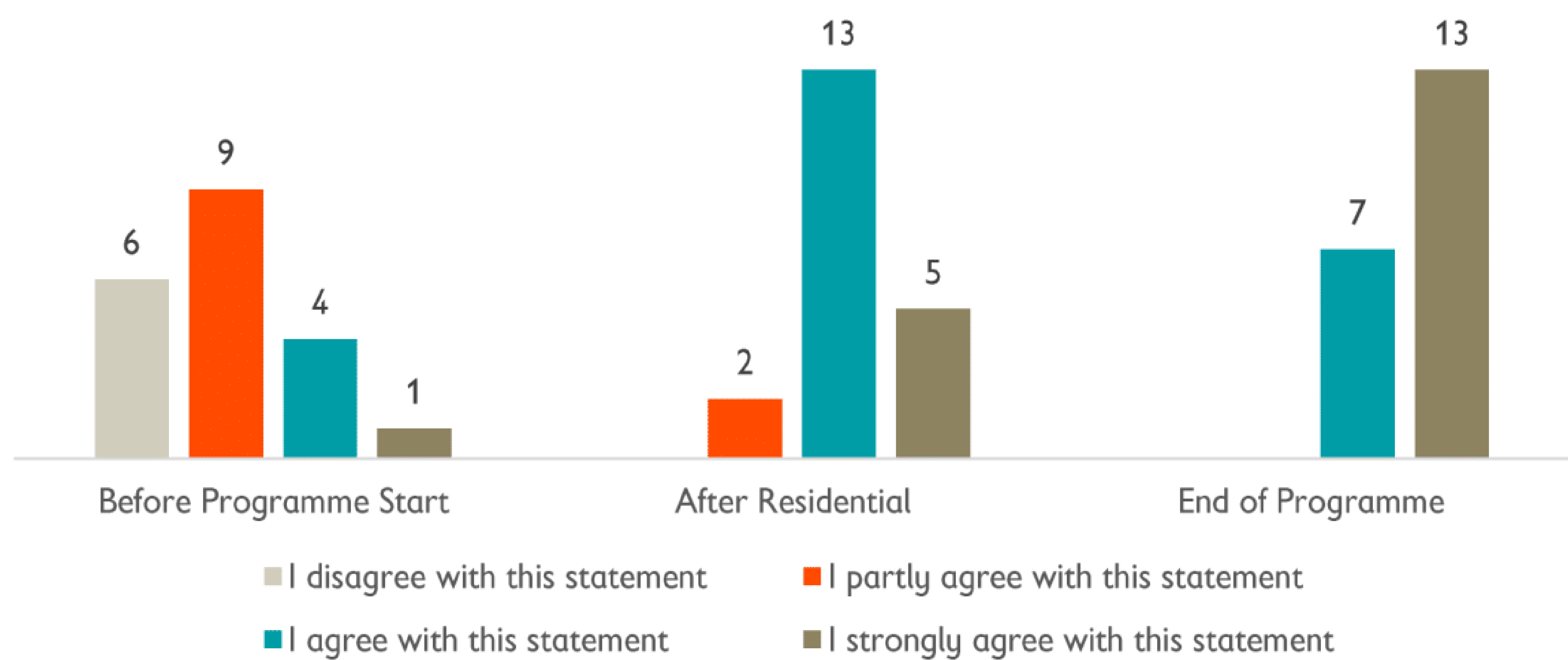
13. I can explain the particular child protection risks and concerns faced by children on the move and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly



Comments from the participants:
I understand the risks that children face at different stage throughout the migration process. I can describe and improve the programme strategies to protect children on the move.

I have understood what child protection risks children have to face when they are displaced (both refugees and IDPs). I am also familiar with several options to enhance their protection through CPiE programming.

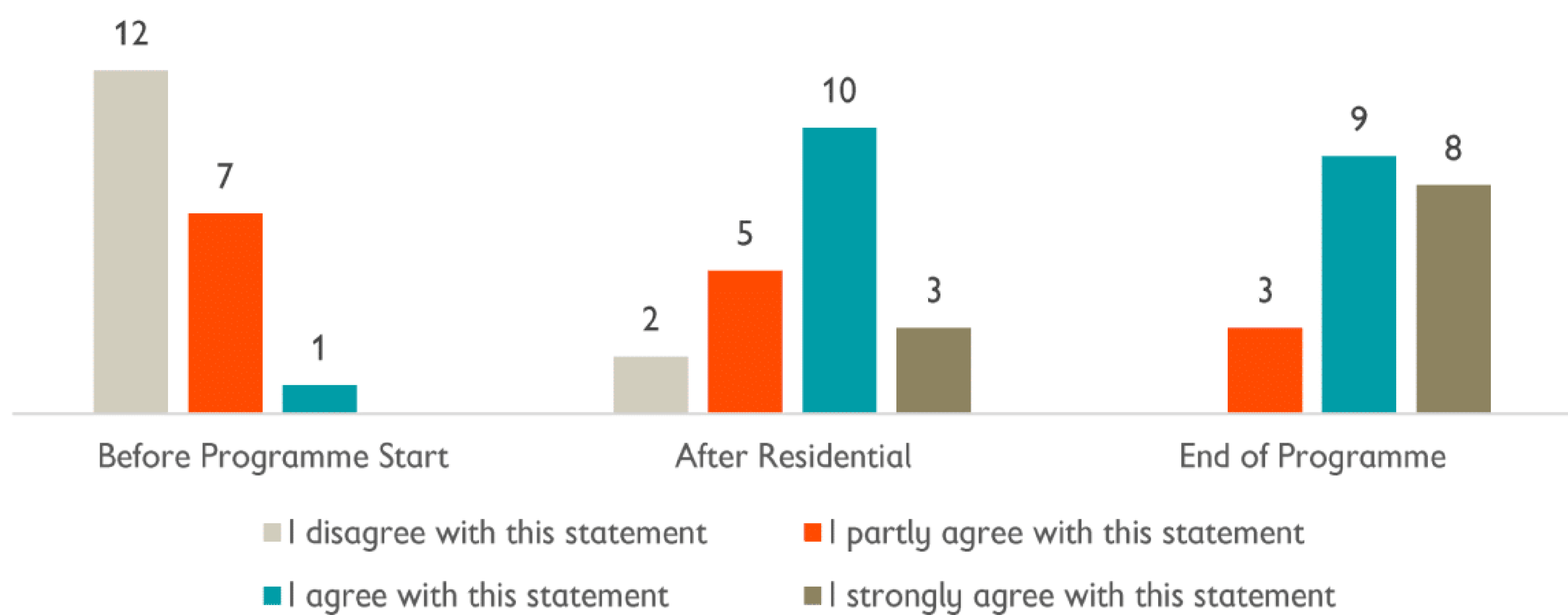
14. I can explain the particular child protection risks and concerns faced by unaccompanied & separated children and how these can change in emergency settings. I know how to adapt CPiE programming in my context accordingly



Comments from the participants:
Separation form family members in an emergency is a highly distressing events that can be a negative impact on child development. Unaccompanied & separated children are more vulnerable in the emergency. They can face various child protection risks and concerns.

The program enhanced my knowledge on protection concerns of unaccompanied & separated children and how these can be changed in emergency situation. Thus, I able to adapt CPiE programming in my context accordingly.

15. I can explain the particular child protection risks and concerns 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

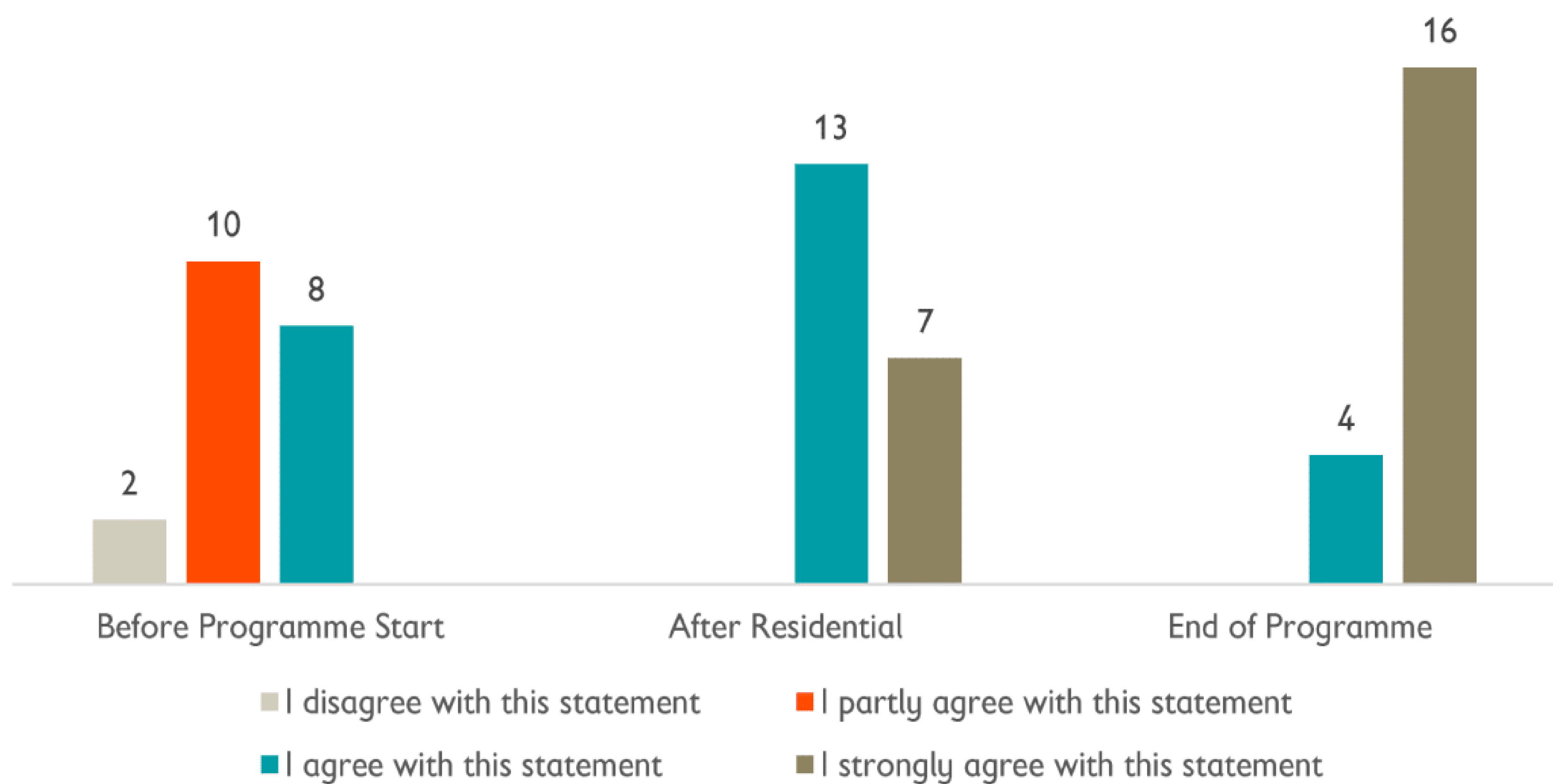


Comments from the participants:

I've learned quite a lot through the distance learning phase 1 and Residential training but might need to practice more in order to be strongly confident about this.

I understand and can explain the risks that facing children in contact with law during and after emergency. I explain and adapt the standards and principles to use in supporting children in contact with the law during emergency or crisis.

16. I am able to analyse and prioritise child protection risks and concerns during emergencies in my context

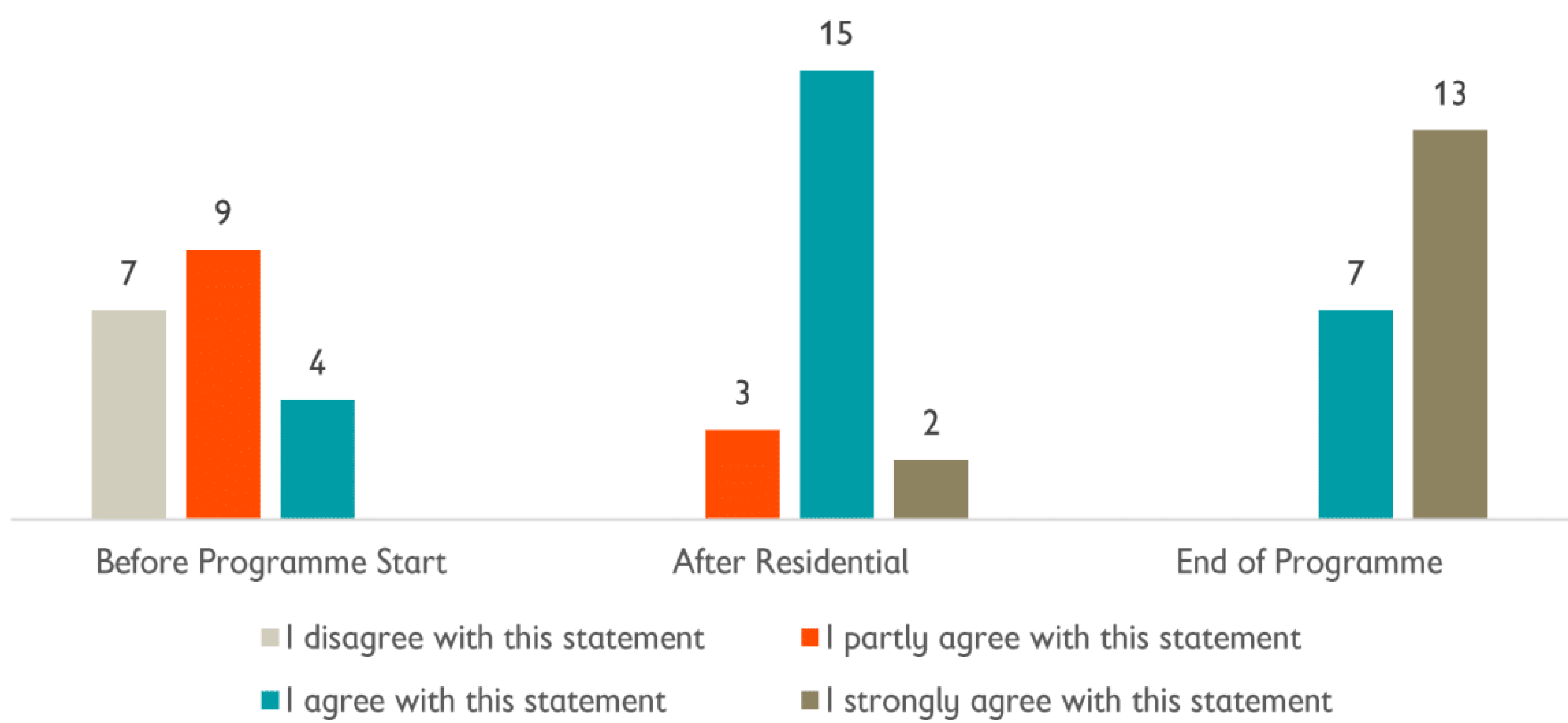


Comments from the participants:

I have conducted needs assessment and design a child protection project based on the outcomes of the assessment. I also gain a better understanding of MIRA and CPRA.

After this training, I am able to analyse and prioritise protection risks and concerns of girls and boys during emergencies in my context, and I am able to identify strategies to mobilize community members and parents on the needs for protection of children in emergency.

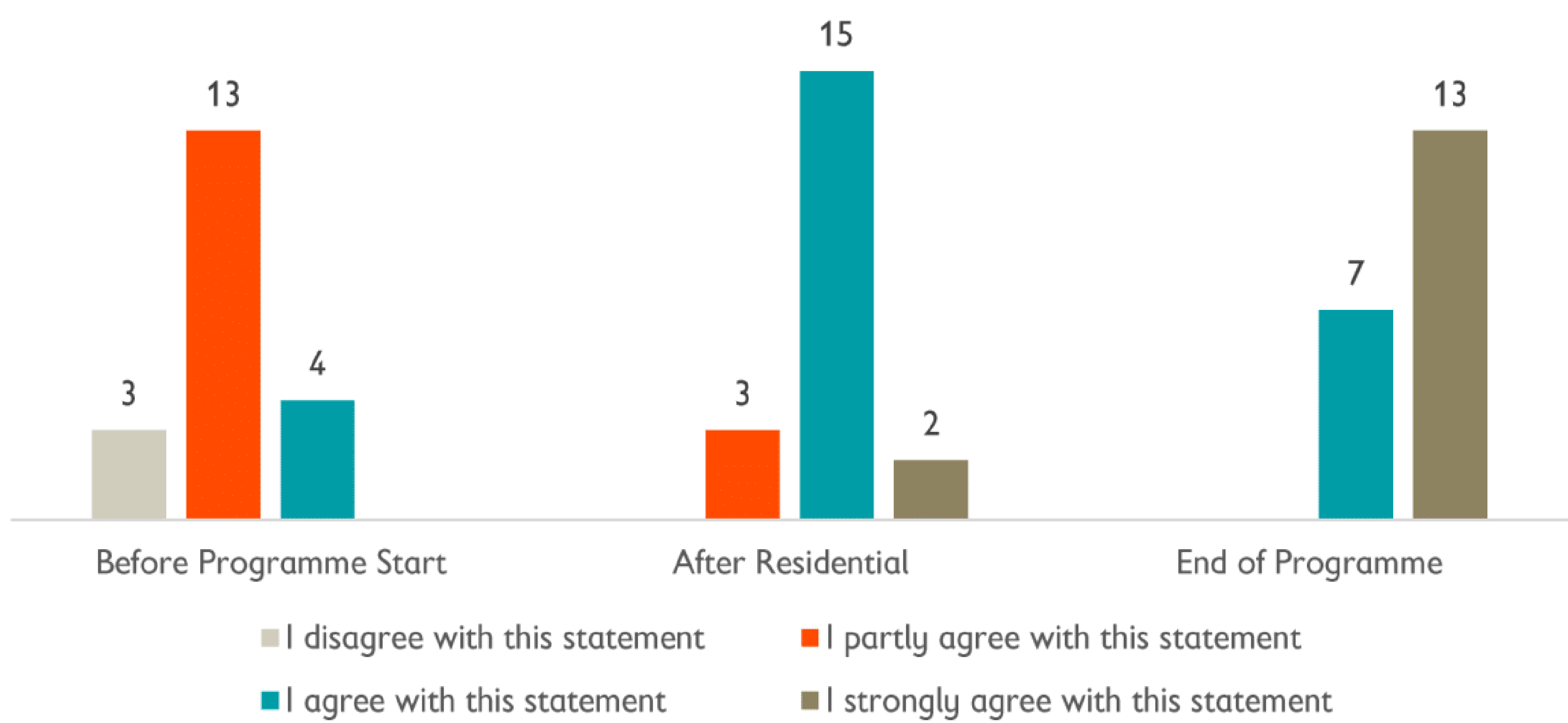
17. I can explain the different aspects, including the challenges and benefits, of how to use a systems strengthening approach in CPiE programming in my context



Comments from the participants:
Through the job placement and other tasks, I had the chances to discuss community-based child protection mechanisms and how it contributes to the prevention and response of CP risks/issues.

System strengthening approach is very important to be able to look into the possible ways on how to improve our programming for children in our community. If we have a strong and well capacitated system concerns of children will be addressed as soon as it is needed. This is also possible during emergency, where needs may change as well as the risk to children.

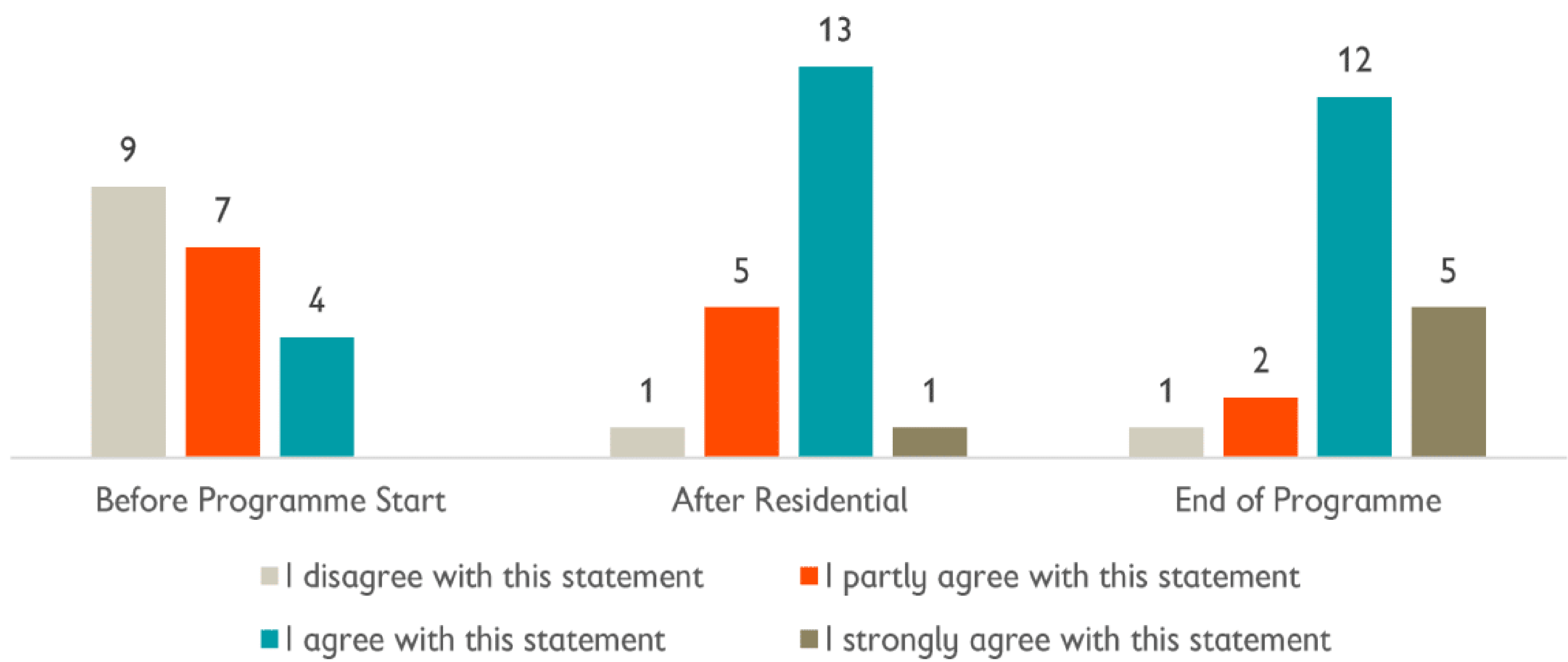
18. I can explain the different aspects, including the challenges and benefits, of how to implement effective case management in CPiE programming in my context



Comments from the participants:
I can apply and analyse the challenges and benefits in the implementation effective case management in CPiE programming in my context now.

I learned the details of Case Management in CPiE programming and able to explain the different aspects, challenges and benefits, as well as the ways for effective implementation of case management in CPiE programming in my context. I also able to use my technical knowledge on the revision of Case Management standard with CPMS global alliance.

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

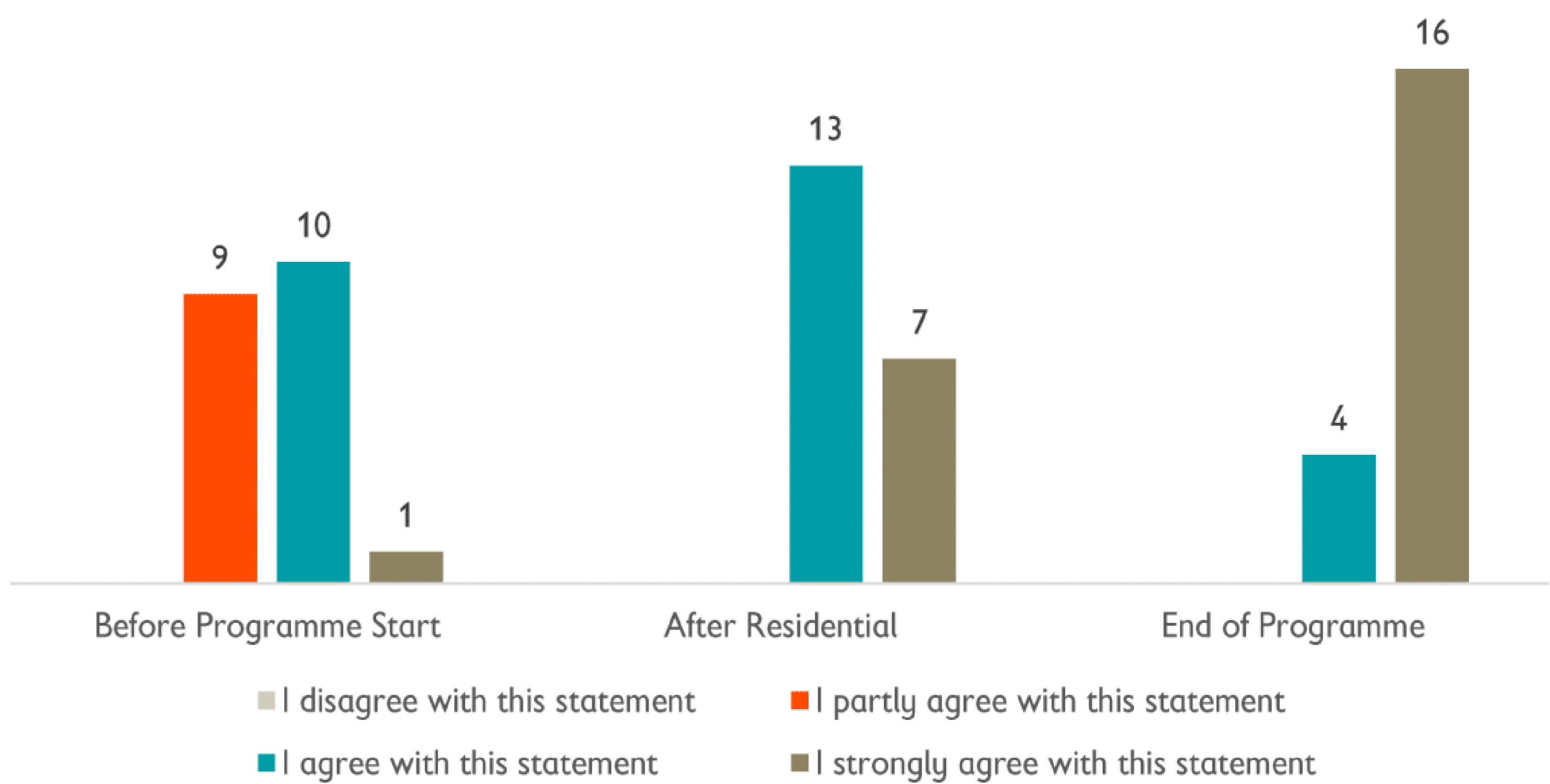


Comments from the participants:

I can explain about the temporary alternative care and community based care during the emergency. This intervention should be based on the national standard for alternative care in each country. I am able to discuss on this topic with Ministry of Social Affairs to improve this and to train staff and partners on this topic.

The alternative care mechanisms presentation focussed on introducing the alternative care mechanisms. However, we would need further debate and discussions around it to understand in depth.

20. I can explain how to effectively use Child Friendly Spaces and other psychosocial support interventions in CPiE programming in my context

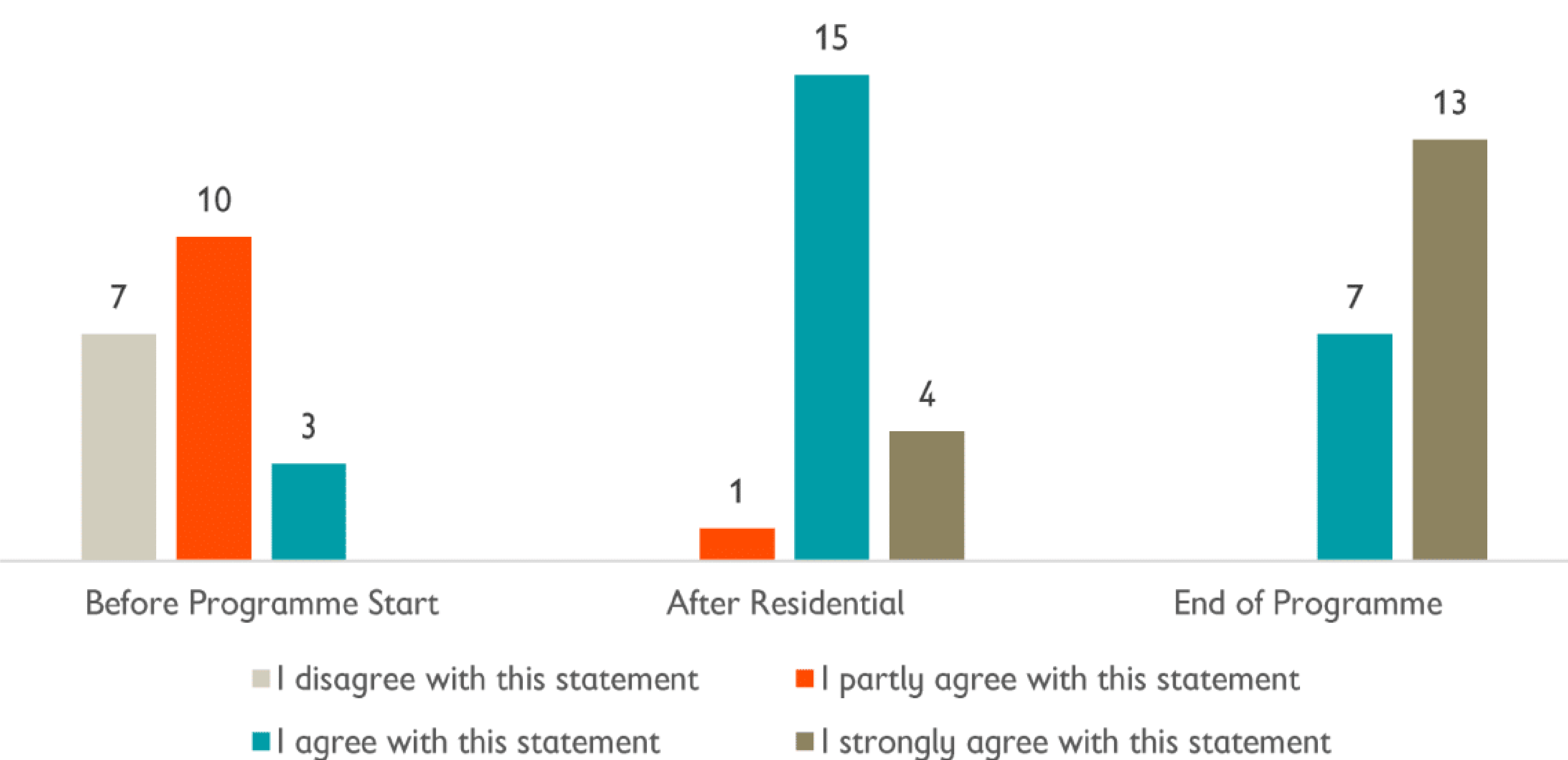


Comments from the participants:

After the residential, I understand when to set up (or when not to set up) CFS. I think there is still a need to learn more on how to set up CFS. I would also like to learn when the right time to close CFSs is.

I've gained significant understanding on this issue but would like to practice more to be really skilful on this.

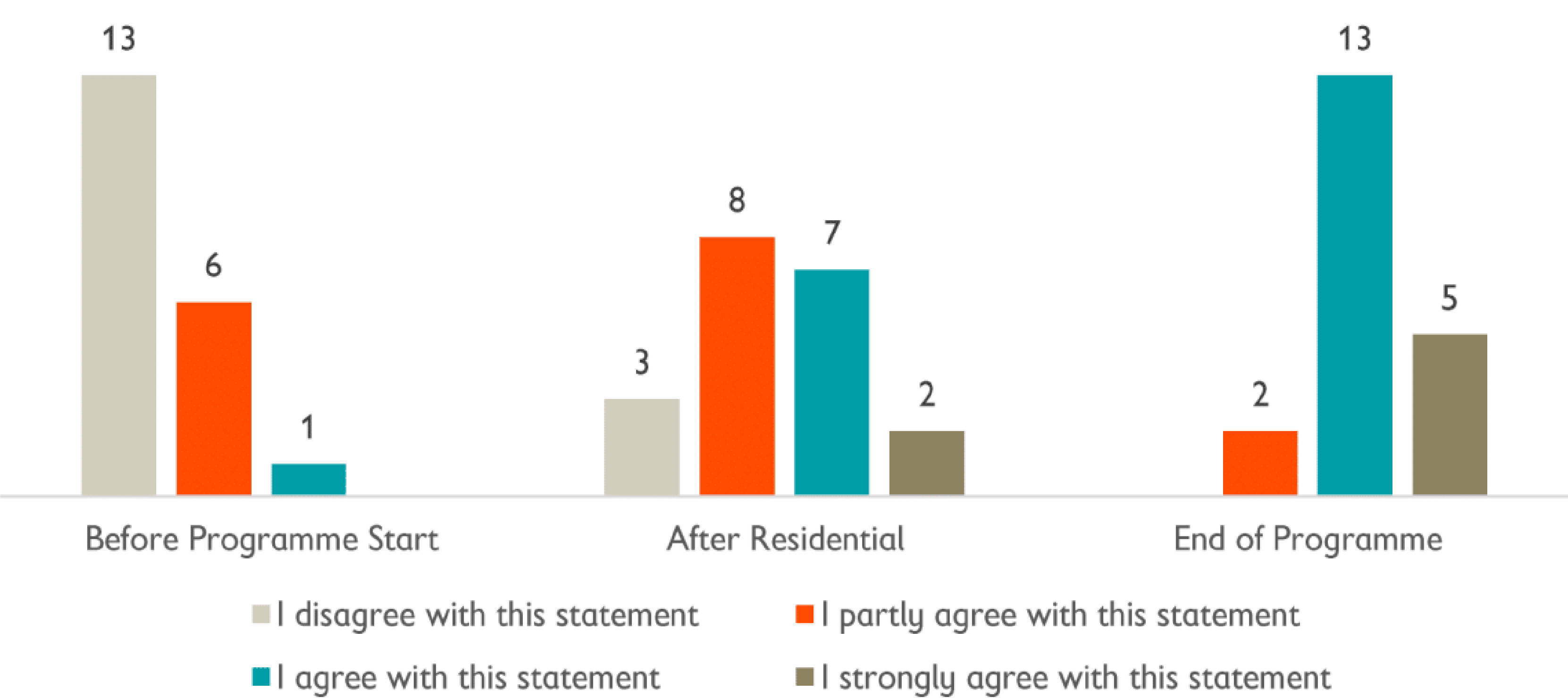
21. I am able to identify and take advantage of opportunities to mainstream and/or integrate CPiE across other sectors in my context



Comments from the participants:
We have developed the concept of child protection mainstreaming into other sector in Cambodia, we have developed the Protection Mainstreaming of WASH interventions in an emergency cortex and the guidance note to the Humanitarian Response Forum (HRF), Cambodia. I can describe the different aspects, including the challenges and benefits of CPiE mainstreaming and I would be able to initiate new ways to mainstream CPiE across other humanitarian sectors.

I am able to understand and see activities where we can mainstream CP and I am in communication with the DRR team and Education on how we can work together.

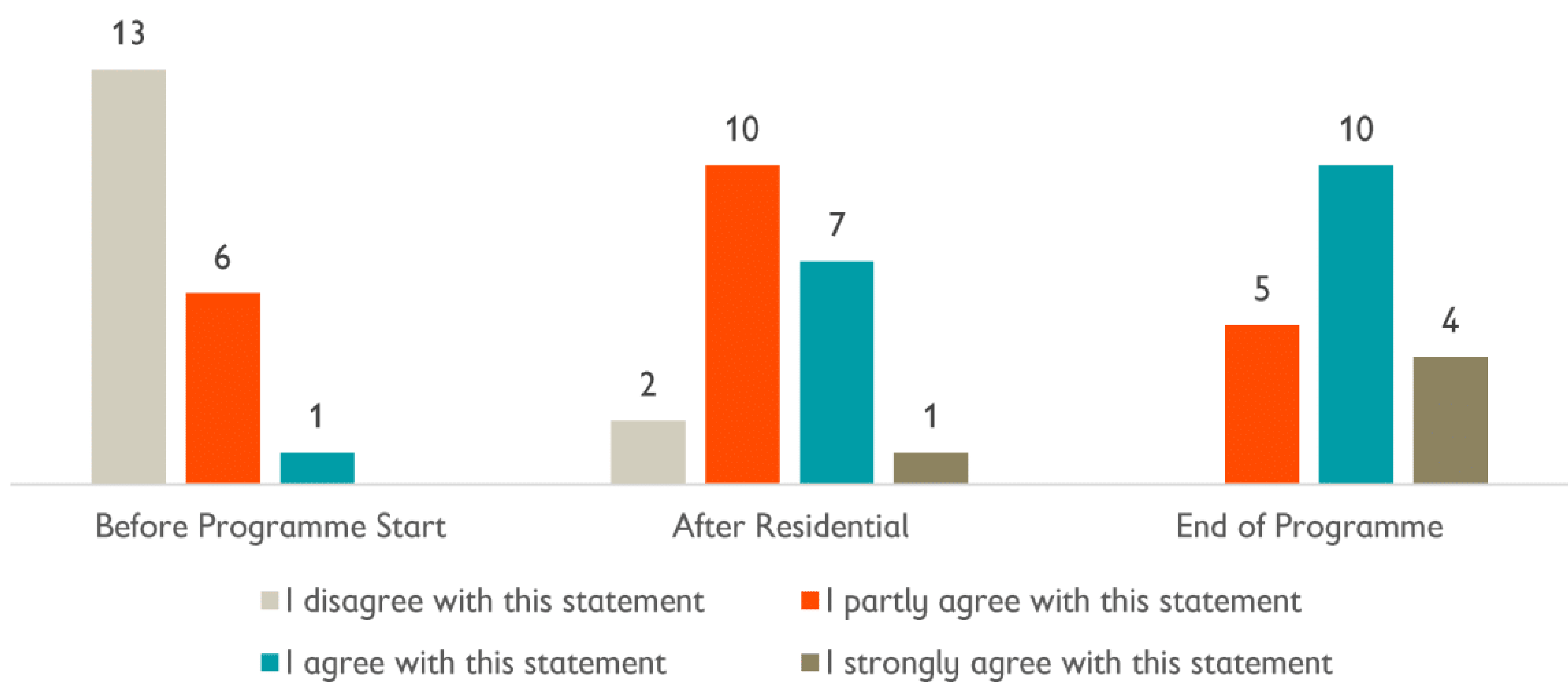
22. I know how to apply principles of conflict sensitive programming to CPiE programmes in my context



Comments from the participants:
I am clear about the concept and link between conflict sensitive programming to CPiE program. I learned some points from group discussion, job placement and discussion with DRR manager of Plan International so I am able to apply it in my context.

I would need to further invest my time with technical supports from PMT on applying the principles of conflict sensitive programming to CPiE programmes.

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



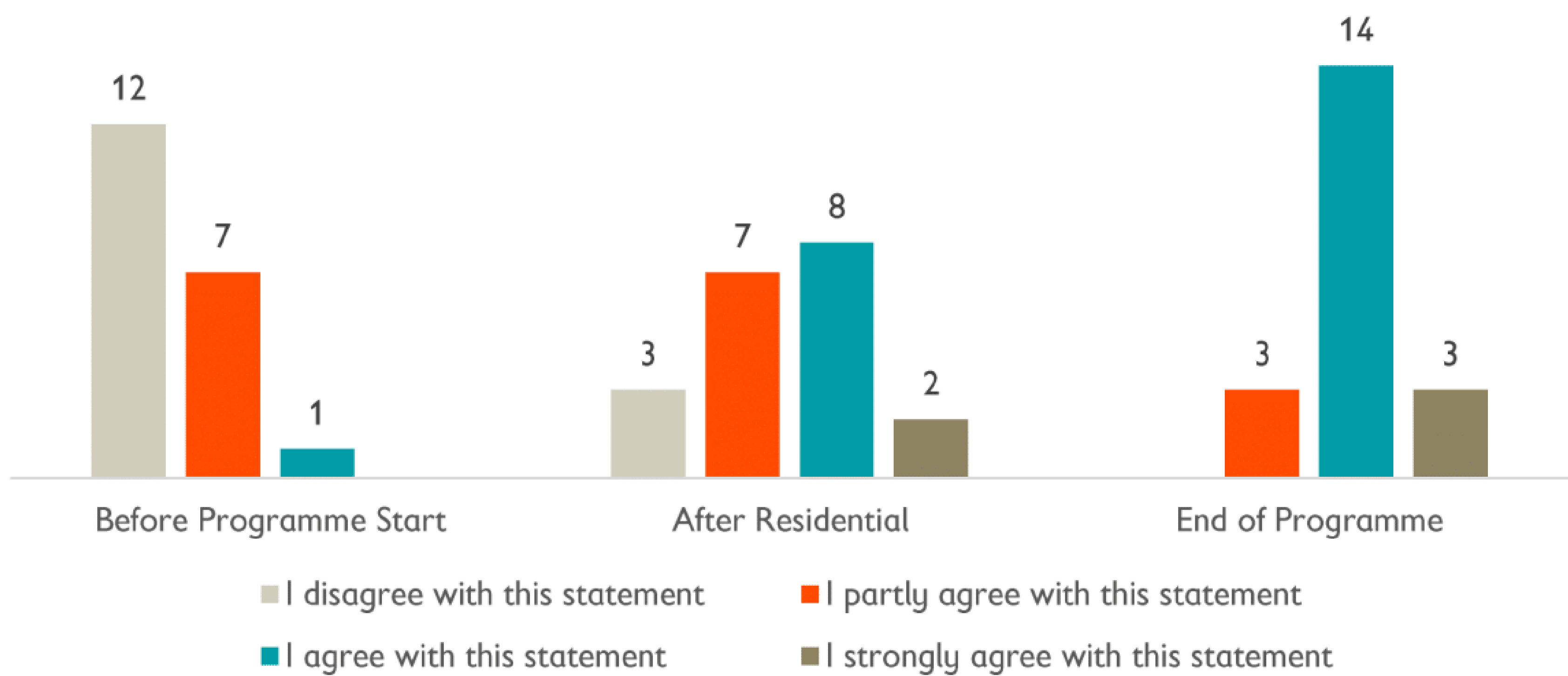
One participants chose not to answer this question at the end of the programme.

Comments from the participants:

While I am a part of DRR project, climate change is something that is still new to me. I believe it is important to have small activities with children on climate change.

It is important that we educate children on the effects of climate change and teach them how to protect themselves in times of emergency. This is through child participation and promoting their rights and sense of responsibility.

24. 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

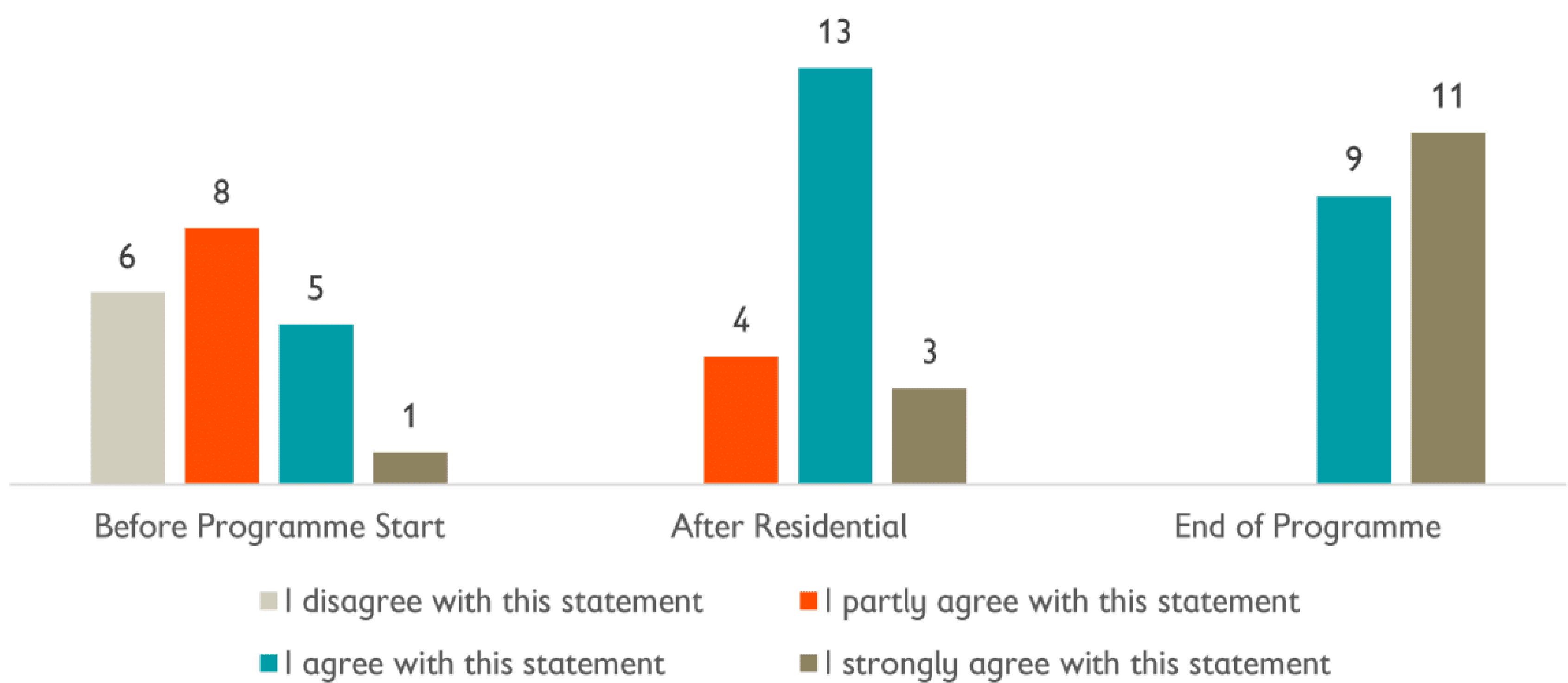


Comments from the participants:

Based on what I learned in this training the team and I developed ways to address CP risks faced by children who are displaced to urban areas of Lebanon.

Emergencies in urban and rural settings are different so now I can intervene in both the areas effectively.

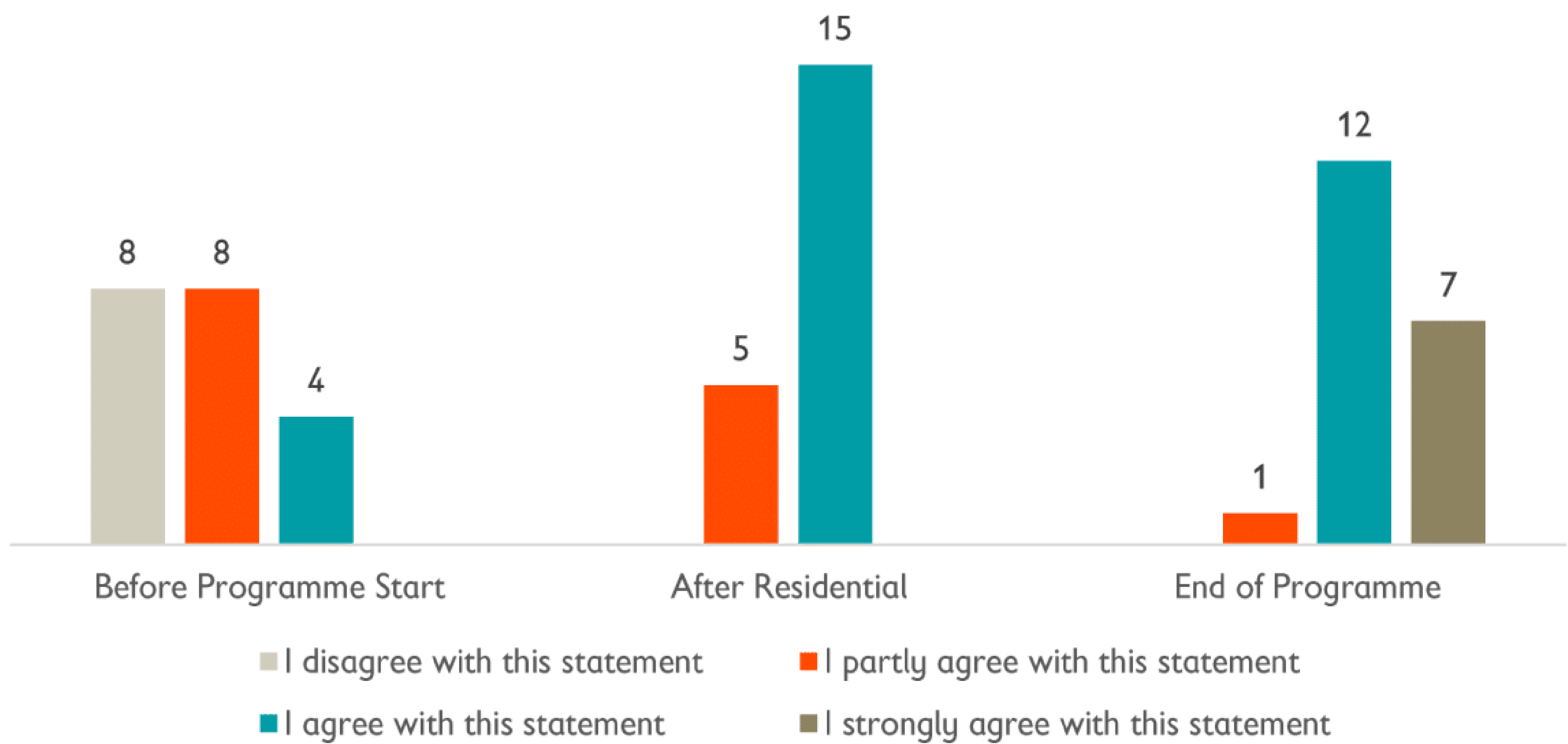
25. I know how to include gender considerations in CPiE programmes in my context



Comments from the participants:
Gender is one of the important aspects of CPiE programming, and as a result of the CPiE PDP training I learned how to consider gender in CPiE programmes in my context by identifying gender barriers and mitigation strategies.

I am able to address gender issue and concerns in the CPiE programs including from rapid assessment, designing program and implementation and monitoring/evaluation through feedback mechanisms, community consultations and gender sensitive intervention. I am confidence to conduct training and apply this due to I learnt more from my job placement.

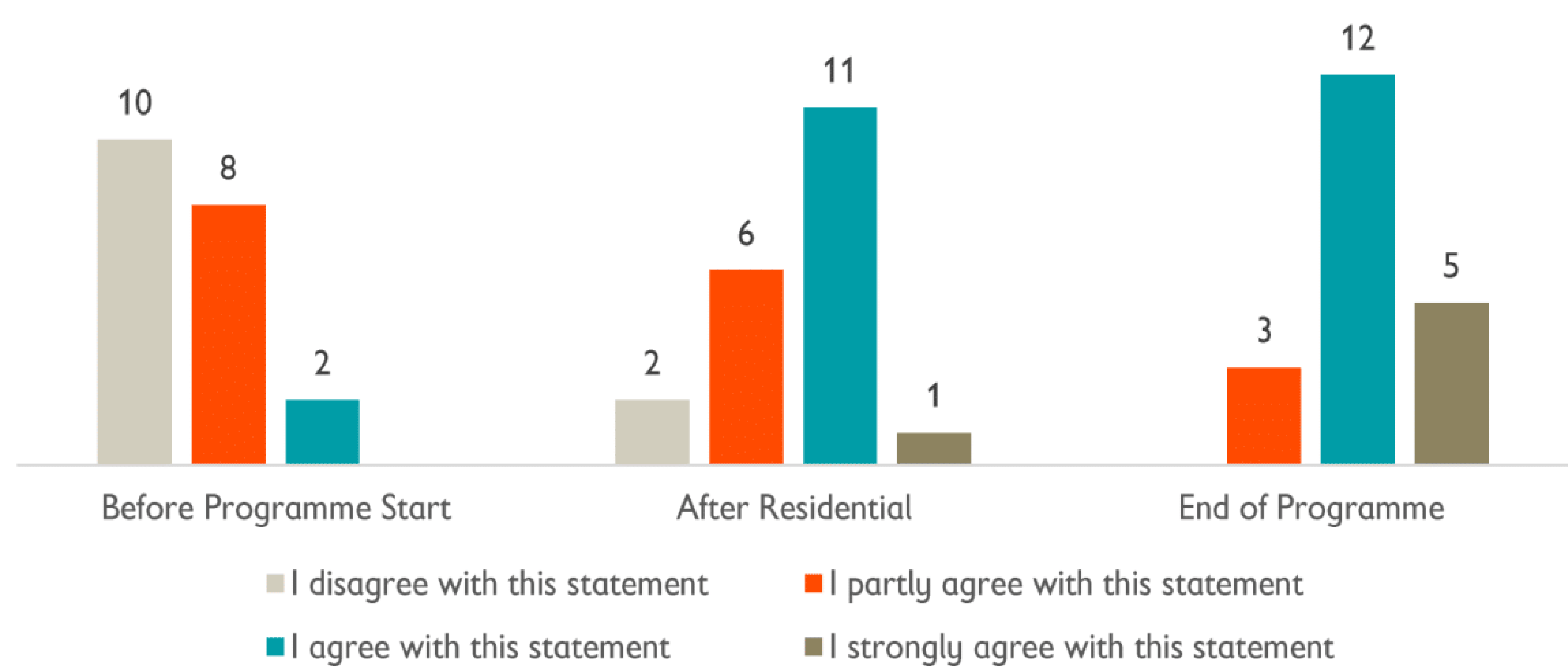
26. I know how to effectively manage a CPiE programme - using the programme managemet cycle & associated tools



Comments from the participants:
I learned about the overall program management cycle and have better understanding on know how to effectively manage a CPiE programme using the programme management cycle & its associated tools in my context.

I have managed child protection projects in emergency situations for five years. In this training, I had opportunities to reflect on lessons learned.

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

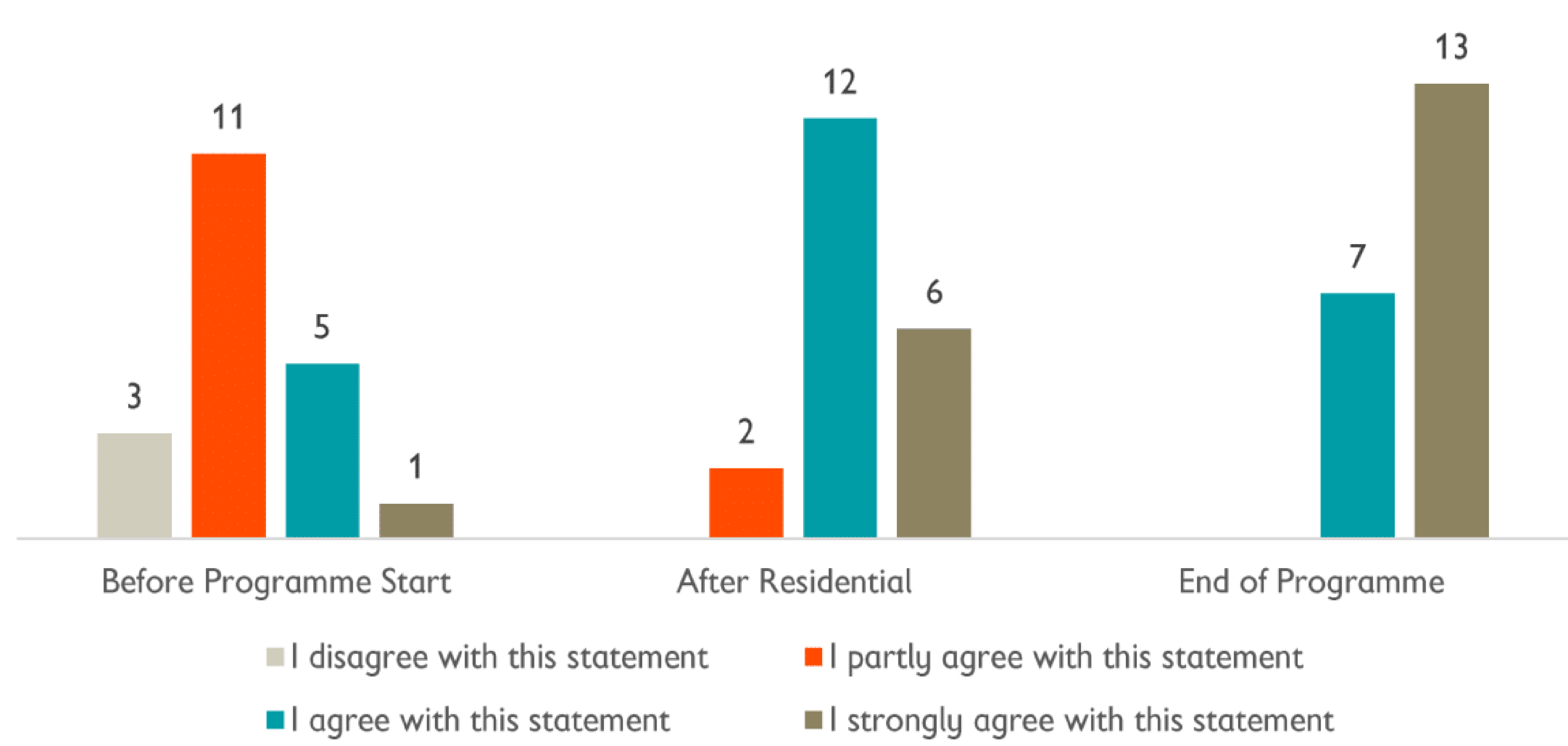


Comments from the participants:

I can state how to develop appropriate and effective M&E tools for CPiE programme. And also my mentor helps me regarding M&E tools for CPiE programme.

If your M&E system is strong you can make accountable to each person who is engaged in the CPiE. Through the M&E system we can properly implement the project and ensure the quality and quantity.

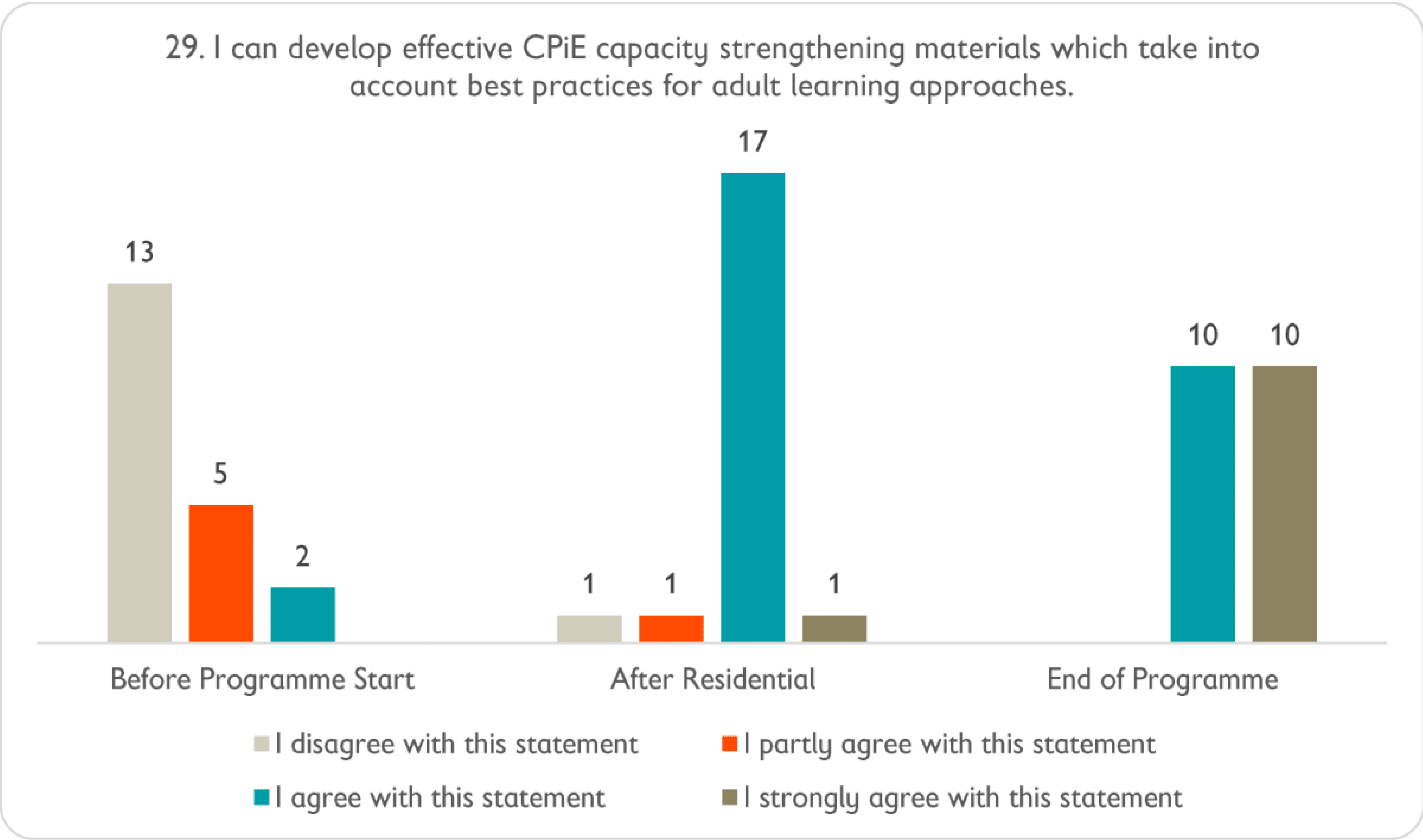
28. I can explain the importance of capacity strengthening in CPiE interventions



Comments from the participants:

Capacity building is the main component to improve quality of CPiE. The capacity building including guideline, trainings, coaching, mentoring and human resource coordination and sharing. I am confidence to conduct training to staff and partners on this topic.

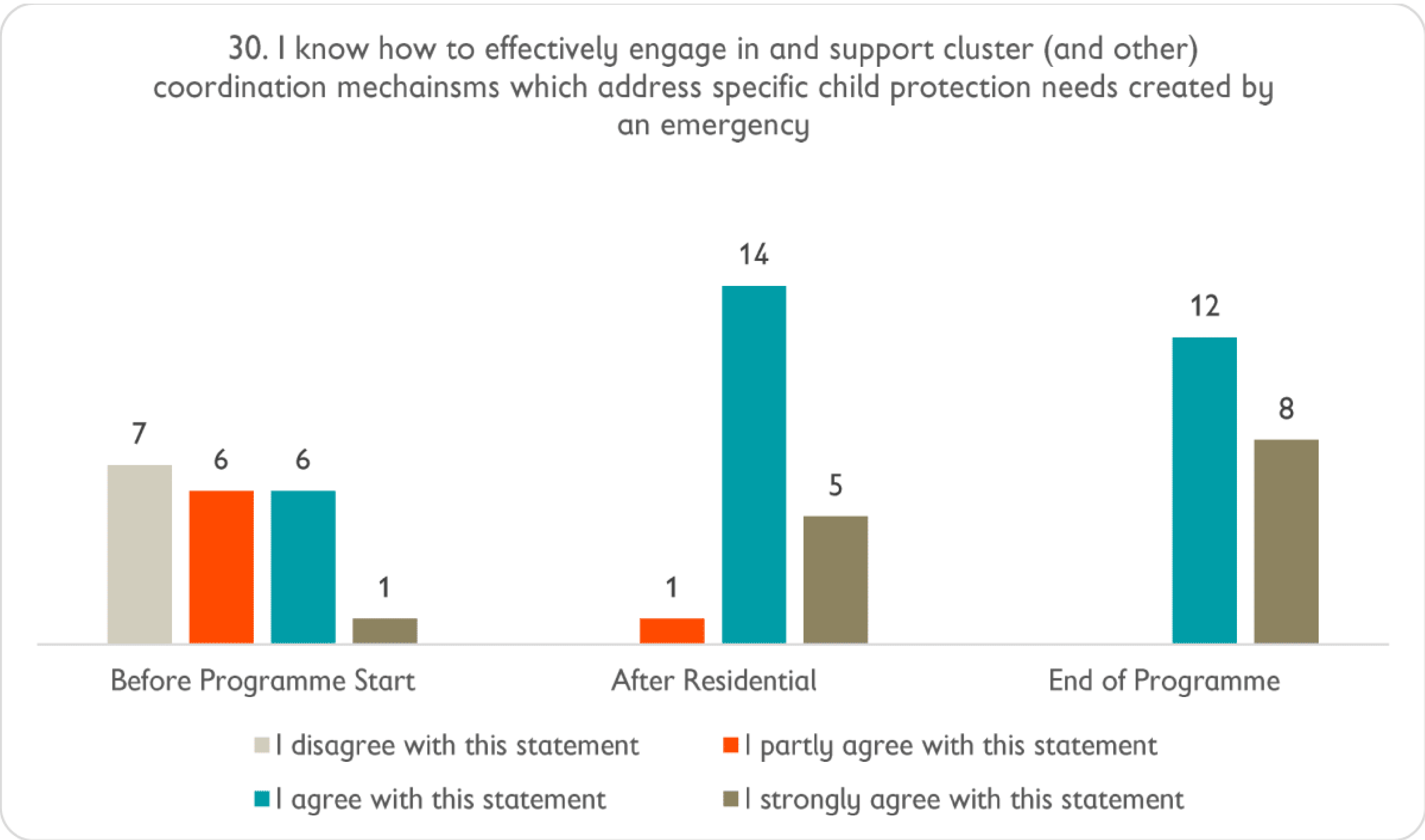
The residential workshop and the ToT enhanced my understanding on the importance of strengthening the human resources involved in CP sector and other sectors such as Wash, Health, and Education. Especially during the Rohingya response where most of the staff was local and without any experience on children's issue, their capacity strengthening aspect was important.



Comments from the participants:

With the Training of Trainers, now I know how to develop training programs which cater the needs of adult learners. (At least, I can try to develop such trainings.) I tried and was able to use some techniques, but it was quite difficult to develop training contents with quality information.

Recently I was tasked to develop session guides for both adult and children and personally it was so hard for me to develop one for adults. But after the training I was able to realize what should be considered in developing modules for capacity strengthening which should be based on the needs of the community and level of their knowledge of Child Protection.

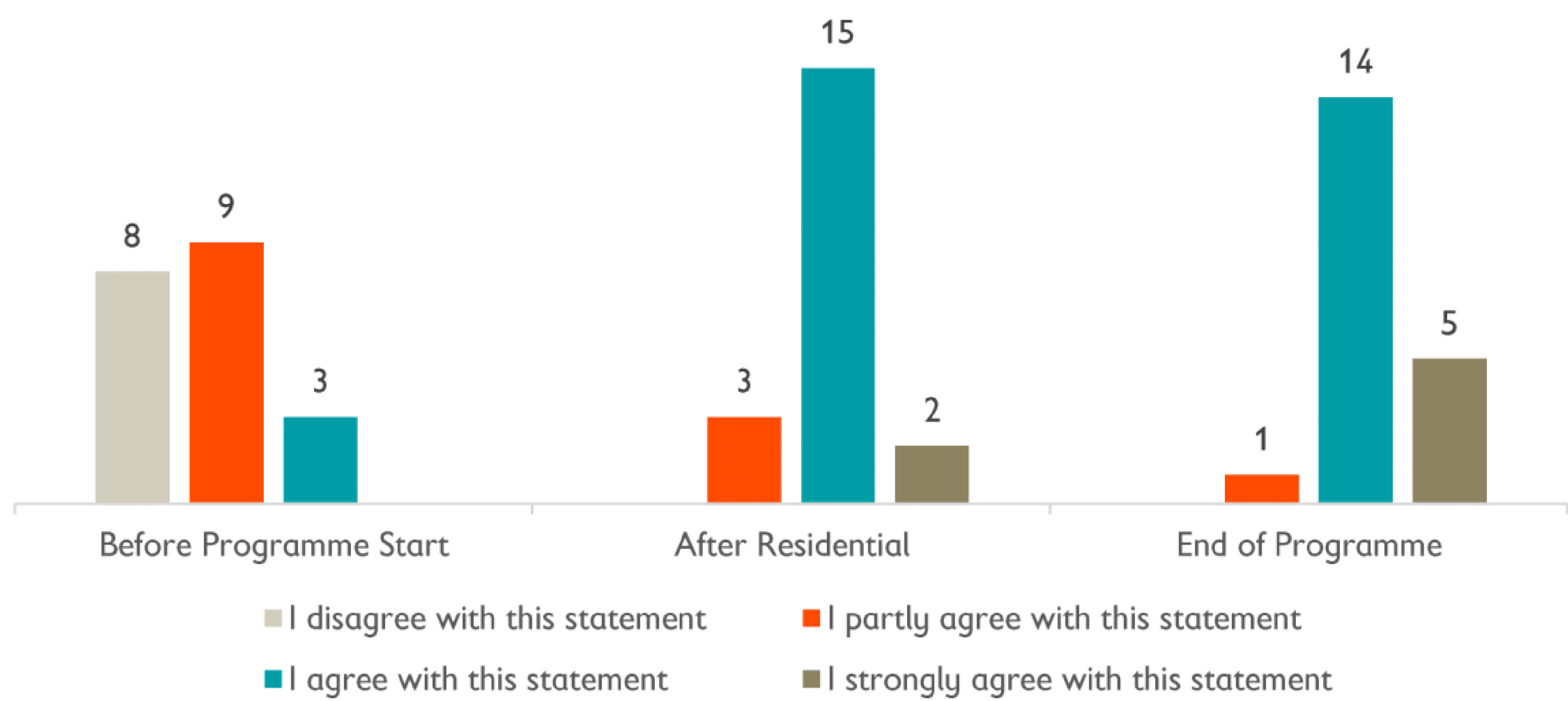


Comments from the participants:

As a result of CPiE PDP program, I further understand bout, how to effectively engage and support CPiE sub-cluster, Protection Cluster and other coordination mechanisms which address specific child protection needs during emergency in my context.

I know the step and how to engage with the other cluster and also how to build a good coordination with other sectors but there were some challenge to be addressed on it.

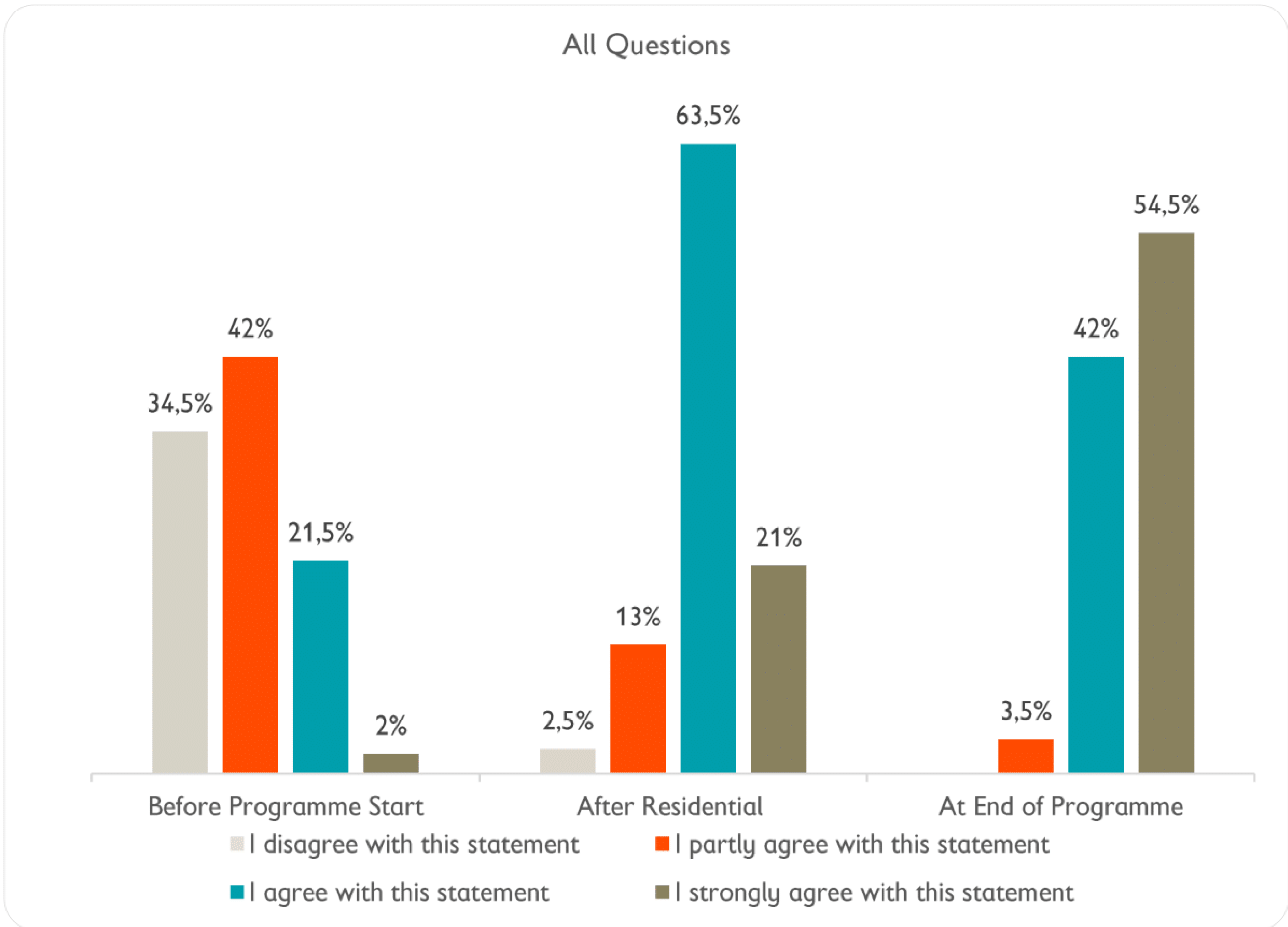
31. I know how to advocate effectively for quality CPiE responses within my organisation, externally and through the CPWVG whilst maintaining childrens' dignity, best interests and safety



Comments from the participants:

Now I am able to advocate/mobiles within my organization for CPiE responses.

During the CPiE PDP I learned how to advocate effectively for quality CPiE responses in Save the Children interventions, considering the children's' dignity, best interests and safety.



This Graph shows a summary of all the answers to all statements throughout the programme.

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, 76, 5% of the participants *disagreed* or *partly agreed* with the statements in the survey. This indicates that a majority 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 2% at the beginning of the programme to 54, 5% at the end of the programme. It is also evident that the number of participants who only *partly agreed* or *disagreed* with the statements has decreased considerably (see table below for more detailed information). It is also worth noting that 0% of the participants disagreed with the statements at the end of the programme.

Participants' answers	Before Programme start	After Residential	End of programme	Increase/Decrease
I disagree with this statement	34,5%	2,5%	0%	-34,5%
I partly agree with this statement	42%	13%	3,5%	-38,5%
I agree with this statement	21,5%	63,5%	42%	+20,5
I strongly agree with this statement	2%	21%	54,5%	+52,5%

The comments from the participants on the different themes and topics presented in the survey were overwhelmingly positive.

“I've improved my knowledge and skills through distance training, face to face course and job placement and now I am confident that I can apply what I've learned in the CPiE PDP”.

However, there are a few comments where participants mentioned that they would have wanted more support.

“The alternative care mechanisms presentation focussed on introducing the alternative care mechanisms. However, we would need further debate and discussions around it to understand in depth”.

“I understand the importance of alternative care, but I still feel that I lack understanding on the way to set up/support alternative care system”.

These comments will be taken in considerations to improve the design of the programme for future iterations. Several participants provided examples of how they had practically applied the knowledge during the job placements and how they in the future intend to integrate what they have learned in their current professional role. This is a great achievement as today’s frequency and complexity of humanitarian crises has significantly increased the demand for competent and skilled Child Protection in Emergencies response staff across the sector.