

Child Protection in Emergencies Professional Development Programme

4th Cycle Asia Pacific: Residential Training Report

Child Protection in Emergencies Professional Development Programme (CPiE PDP) is a six-month capacity building programme for mid-level child protection in emergencies practitioners. In the Asia Pacific region, three cycles have been completed since 2016 and the 4th cycle has started in August 2019. The Residential phase of CPiE PDP is a two-week training during which participants develop knowledge and skills to design and implement high-quality Child Protection in Emergencies (CPiE) programming. It is an engaging, interactive and challenging experience that includes classroom sessions, group work, discussions and a simulation exercise. The 4th cycle Asia Pacific Residential Training took place in Thailand between October 21st and November 3rd, 2019.



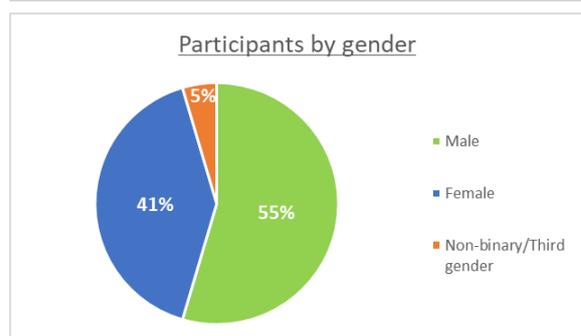
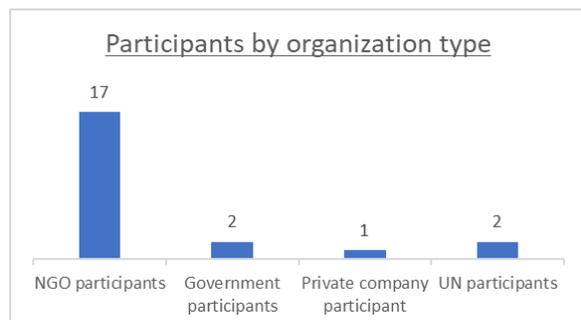
Participants

A total of 22 individuals, from the following 12 countries in Asia, participated in the Residential training:

- Bangladesh
- China
- Indonesia
- India
- Japan
- Republic of Korea
- Mongolia
- Myanmar
- Nepal
- Philippines
- Sri Lanka
- Thailand

Among 22 participants, two government participants joined from Bangladesh and Indonesia, who work for a human rights commission and a child welfare department. The twenty other participants joined from the following organizations: Fundacion Educacion y Cooperacion, Kelani Valley Plantations PLC, Plan International, Save the Children, Voice of Children and UNICEF.

Graphs on the right show the disaggregation of the participants by organization type and gender.



Facilitation Team

A total of 19 Child Protection and/or capacity building experts, many of them working in this region, supported the residential part of the CPiE PDP as facilitators. With guidance from the Programme Management Team of the CPiE PDP, the facilitators designed and delivered technical training sessions on CPiE topics linked to the programme's learning outcomes, which were designed to help the participants strengthen the knowledge, skills and attitudes required for CPiE and were collated around seven core learning categories identified through [a comprehensive capacity gaps analysis](#) conducted in the region. Nineteen facilitators' combined experience and expertise offered the training multi-perspective sessions showcasing best practices from various countries and organizations. All the sessions were co-facilitated which added additional depth and richness to the discussions. Facilitators were from the following organizations:

- Oxfam
- Save the Children
- UNICEF
- World Vision International

CPiE Strategies and Approaches

The first part of the residential training primarily focused on CPiE strategies and approaches. The facilitators used a variety of learning methods such as group discussions, presentations, peer-to-peer learning, case studies and role-play to support the attainment of the programme learning outcomes. The session contents were aligned with the recently revised [Minimum Standards for Child Protection in Humanitarian Action \(CPMS 2019\)](#). The participants also received an online briefing from the Alliance for Child Protection in Humanitarian Action on what has been changed in the new version of the CPMS. This online webinar was also made available to CPiE PDP graduates from the Asia Pacific, Middle East and Eastern Europe, and East and Southern Africa regions.

Sessions covered the following topics:

- System strengthening approach
- Coordination, the protection cluster and the child protection working group
- Mental Health and Psychosocial Support (MHPSS)
- Group activities for children's wellbeing
- Family strengthening
- Case management
- Case management for children who have experienced Sexual and Gender-based Violence (SGBV)
- CPiE communication and advocacy
- Inclusive and diverse programming
- CPiE mainstreaming and integration
- Rapid needs assessment
- Cash programming in CPiE
- Emergency preparedness plan
- Monitoring, evaluation, accountability, and learning (MEAL)



Group Presentations

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

- Slow-onset emergencies
- 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 groups explained why Child Protection in Emergencies interventions are lifesaving and linked identified child protection risks to international/national legal framework as well as the CPMS. All the groups were able to provide comprehensive overview of the situations and analyzed 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 and the presentations sparked interesting discussions.

Emergency Simulation

The Emergency Simulation is a three-day desk-based simulation during which the 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 specifically developed to be context-specific to humanitarian crises in Asia and the Pacific 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
- Interpersonal relationships and teamwork

The focus of the CPiE PDP simulation is 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 \(testing version 2019\)](#) developed by the Alliance.

Capacity Strengthening / Transformation of Training

After the residential, participants will develop training plans and conduct sessions with their selected audiences to share what they have learned on the programme and further consolidate their own

learning. The final three days of the residential training, therefore, focuses on developing skills on how to design and deliver effective training.

The Transformation of Training sessions covered essentials such as:

- Terminology and frameworks outlining the difference between presentation, training and facilitation
- Learning theories and adult education principles
- Designing learning aims and objectives
- Best practice methods in presentation, training and facilitation
- Handling challenging behaviors
- Digital learning
- Giving and receiving feedback
- Evaluation methods



The participants were asked to prepare and deliver a short training session to their peers on a chosen topic. They were also constantly encouraged to provide each other with constructive feedback which helped the participants to identify gaps in their learnings and areas for further improvement.

Feedback

The CPIE PDP is a highly reflective programme and the Project Management Team sought feedback from both participants and facilitators to inform current and future cycles in the Asia Pacific as well as other regions.

Feedback from the participants

During the residential, the participants were asked to provide daily written feedback on the sessions provided. Below are some of the positive and constructive comments that we have received from the participant. Some were addressed immediately while others will be taken into considerations for the improvement of future residential phases.

Session	What worked?	What can we improve?
System Strengthening Approach	<i>“Understood the basic components of the system strengthening to address and prevent child protection issues systematically, collectively and relevantly”</i>	<i>“It would be great to have more specific examples of each component for better application”</i>
Coordination, the Protection Cluster & the CPWG	<i>“Group exercise through different tasks gave me a lot of knowledge about cluster”</i>	<i>“Session time was short for the topic” “More time to share good practices”</i>
Mental Health and Psychosocial Support (MHPSS) / Group Activities for Children’s Wellbeing	<i>“Great learning of MHPSS with many examples and group works” “Presentation was easy to understand. Good opportunity to reflect on definition and Group Activities.”</i>	<i>“(Want to know) examples for structured session with a timetable”</i>
Family Strengthening	<i>“To learn protective and risk factors”</i>	<i>“More examples and more time for discussion”</i>

	<i>"Examples from Cox's Bazar and Indonesia were interesting"</i>	
Case Management	<i>"(Learned about) when to do and when not to do case management in humanitarian setting" "Liked the agree/disagree walk. Very interactive and a lot of discussion."</i>	<i>"(Good to have) illustrations or videos"</i>
Case management for children who have experienced Sexual and Gender-based Violence (SGBV)	<i>"Role play provided information and technique" "Game about agree/disagree helped me to understand more about SGBV"</i>	<i>"More discussion and tips on how to handle different types of disclosure" "Want to know more about interview techniques with a child"</i>
CPiE Communications & Advocacy	<i>"The exercise was very helpful in learning effective advocacy though time was short"</i>	<i>"Time for the session was short" "Wanted to know more about how to advocate in meetings"</i>
Alternative Care	<i>"Clear about definition of UASC (Unaccompanied and Separated Children) and alternative care"</i>	<i>"(Want to learn) how to and main steps to establish alternative care"</i>
Inclusive and diverse programming	<i>"Good exercise through case study"</i>	N/A
CPiE Mainstreaming	<i>"Really enjoyed the topic. Now I had good understanding of CP mainstreaming, integration and joint programming"</i>	<i>"It would be good to have some videos or case studies of specific CPiE integration"</i>
Rapid Needs Assessment	<i>"Very comprehensive and practical" "Top 5 questions discussion helped to quickly assess child protection situation"</i>	<i>"It would have been good to show CPRA (Child Protection Rapid Assessment) real examples"</i>
Cash Programming in CPiE	<i>"How to identify risks as well as mitigation measures for CVA (Cash Voucher Assistance) programming"</i>	<i>"More examples of actual programming could be introduced" "Need to know more about how to implement cash programming"</i>
Emergency Preparedness Plan (EPP)	<i>"EPP exercise helps a lot to practically do it. It is very much needed for preparedness."</i>	<i>"Not much time allocated for questions and answers"</i>
Monitoring, Evaluation, Accountability and Learning (MEAL)	<i>"Realized the importance of MEAL" "Discussion was really good and relevant"</i>	<i>"Need more time to understand" "Want to learn more CP related MEAL"</i>

Feedback from facilitators

Facilitators provided feedback during daily debriefings. They were also asked to answer a facilitator survey after the end of the residential training. Below are some of the positive and constructive comments that we have received from the facilitators.



100% of the facilitators who answered the survey felt that their overall impression of the CPiE PDP was excellent or good.



92% of the facilitators who answered the survey found their engagement with the CPiE PDP to be beneficial to their own learning and development.



100% of the facilitators who answered the survey said that they would encourage other child protection colleagues to contribute to the CPiE PDP.

I think the CPiE PDP is an excellent capacity building programme that builds a network of child protection technical staff. I have seen great progression of individuals within the sector after the programme completion. I would like to see this programme more connected with surge platforms (of Save the Children) but also through the Child Protection Area of Responsibility (CPAoR).

The blended learning approach and the way managing the entire learning process is really effective.

I think the PDP is a good program, but we need to always try to improve, i.e foreseeing more time for discussion on specific topics or reflecting on using parallel sessions.

CPiE PDP is no doubt one of the most useful and practical professional development programs. The program is very well designed and comprehensive. It does not only provide opportunity for training participants to strengthen their knowledge but for facilitators also to improve their skills.

There are also several feedback, for example, on the residential course structure and timetable, and preparation time available for facilitators, which Programme Management Team is keen to further improve on in a future cycle of the programme.

