

## CHILD PROTECTION IN EMERGENCIES

### Professional Development Programme

### Middle East and Eastern Europe – 1<sup>st</sup> Cycle

### 9-Months Follow-up Report

#### Introduction

Cycle 1 of the Child Protection in Emergencies Professional Development Programme (CPiE PDP) in the Middle East and Eastern Europe region ran from September 2018 to April 2019. The programme aims to empower mid-level CPiE professionals from international and national NGOs, as well as government representatives, and strengthen their child protection response capabilities in both chronic crises and new emergencies. It also aims to build competencies to pass on the acquired knowledge and skills gained through the Programme to colleagues in their own and/or partner organizations. 21 participants from 9 organizations and 11 countries joined and graduated from the first cycle of the programme<sup>1</sup>. For more details about Cycle 1, please see [End of Cycle Report](#).

Nine months after graduation, the graduates were asked to answer a survey consisting of 19 questions: 11 questions on professional development, 4 on involvement in Child Protection in Emergencies (CPiE) responses/prevention work, 3 on cascading learning and 1 on a key challenge faced as a CPiE practitioner. The purpose of this survey was to evaluate if and how the CPiE PDP has influenced their professional development and to what extent the graduates have practiced what they have learned.

16 out of 21 (76%) graduates answered the nine-month follow-up survey



---

<sup>1</sup> Four government officials from three countries joined the residential part of the Programme. Their engagement ended at the residential, thus they are not counted as a number of participants who graduated from the Programme.

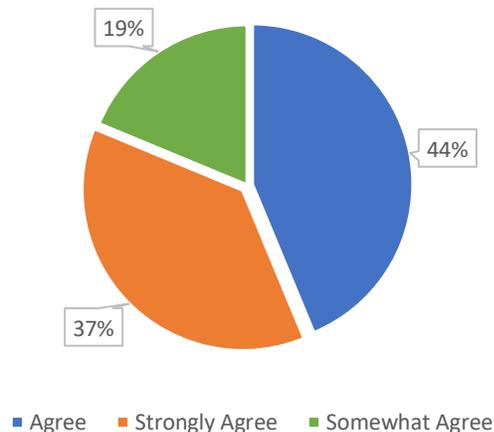
## Professional Development

The graduates were asked if their professional role has changed in the last nine months (e.g. promotion/increased responsibility/change of focus). 12 out of 16 respondents (75 %) answered that their professional role has changed since they graduated from the Programme. 67 % of the responders who answered “Yes”, mentioned that they were promoted within the organization to assume more senior roles in the Child Protection sector. And 33% mentioned that they have new roles in new organizations, with greater responsibilities in managing CP programmes, cascading CPiE knowledge to others, coaching, training and, providing technical assistance to the partners, and being deployed to emergencies. 25% of the responders who answered “No” mentioned that their roles haven’t changed, but their area of responsibility was extended during the 9 months.

*“I started a new position as Child Protection Officer at UNICEF. I have more responsibility in program development and management. What I learnt in MEEE PDP helped me to adapt my new role in workplace.”*

*“I was promoted to Head of Partnership Program - the CPiE PDP helped me in the interview process as I had stronger knowledge on capacity strengthening”*

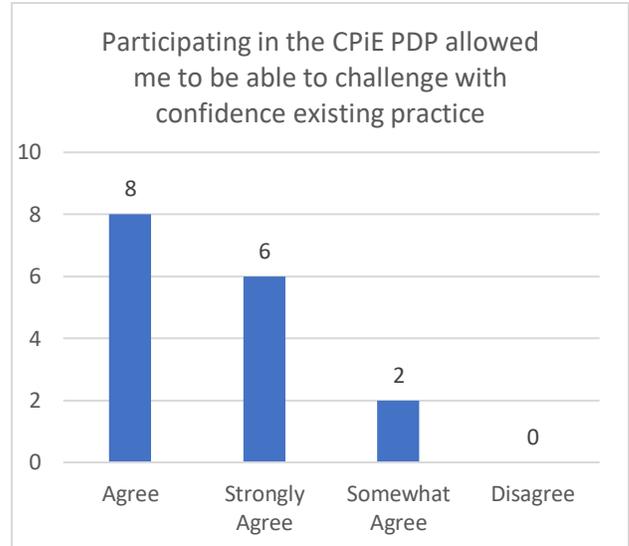
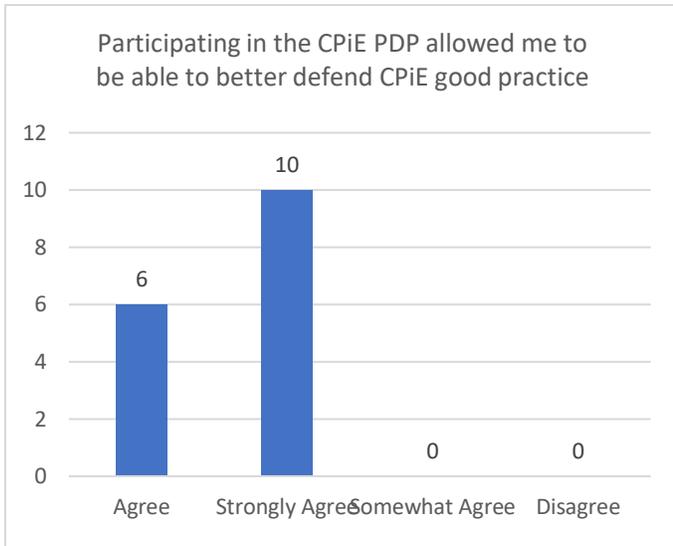
I have applied learning from the CPiE PDP in my daily workplace settings in the last 9 months.



81% of the respondents agreed (44%) and strongly agreed (37%) on the question “I have applied learning from the CPiE PDP in my daily workplace settings in the last 9 months”.

When asked “Which part of the programme was most relevant to your work” (written question), 2 respondents mentioned that the entire programme curricula was relevant to them. Others highlighted sessions such as Child Protection Mainstreaming (3 responses), UASC and Alternative Care (1 response), Case Management (4 responses), Child Labor (1 responses), Mental Health and Psychosocial Support (1 response), Gender-Based Violence (1 response), as well as the simulation exercise (2 responses) and the Transformation of Training (2 responses) conducted during the residential phase of the Programme.

16 out of 16 respondents (100%) answered agreed (6 respondents or 37 %) and strongly agreed (10 respondents or 63%) to the question “Participating in the CPiE PDP has allowed me to be able to better defend CPiE good practice” and 14 out of 16 respondents answered agreed (8 respondents or 50%) and strongly agreed (6 respondents or 38%) on the question “Participating in the CPiE PDP has allowed me to be able to confidently challenge existing practice”. When asked to elaborate on their answers, most of them mentioned that the CPiE PDP helped them become skilled CPiE practitioners with the technical knowledge needed for emergency response, providing leadership in the CPiE sector within their organizations.



*"I gained good knowledge regarding case management and I could provide a session for the CP coordinator as part of a long training provided to them on how to identify sever CP cases. This would not be possible without the knowledge and resources provided in the CPIE program".*

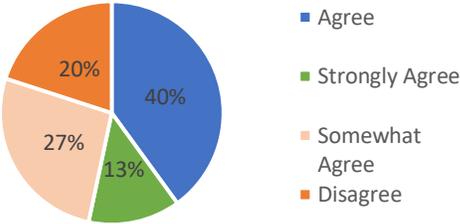
*"My confidence in relation to discussions around child protection is increased and I am definitely in a better position to defend good practices. I can also observe the change in my colleagues' reactions to me before and after my participation to CPIE".*

8 out of 15 respondents<sup>2</sup> (53%) answered agreed (40%) and strongly agreed (13%), and 3 respondent or (20%) answered disagree on the question *"I have been increasingly involved in Child Protection mechanisms/forum at national or regional level in the last nine months"*.

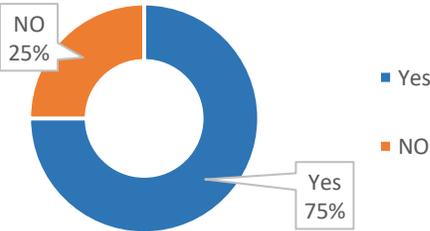
I have been increasingly involved in Child Protection mechanisms/forums at a national or regional level in the last 9 months

Examples of child protection mechanisms/forums the graduates were involved in:

- Child protection working groups (CPWG) and Child Protection Sub Working Group.
- Case Management Task Force (CMTF).
- Protection national working group.
- UN result groups (gender).
- Child protection committees.



When asked *"Do you think that the peer support network which was created by this CPIE PDP has helped with your professional development?"*, 16 respondents (75%) answered "Yes", and 4 respondents (25%) answered "No."



The graduates were asked a specific question about what helped them with their professional development: the formal structure (LMS), the non-formal student structures or both? And in what way did they help - with the course itself, with work-life outside of the course or with both?

<sup>2</sup> One graduate skipped to answer this question.

The answers varied, as 5 out of 13 respondents<sup>3</sup> (38%) see that both structures helped them in the course itself and in the work-life. About (23%) of the responders find LMS is good resource, while other responders (23 %) see the non-formal structure helped them more. One responder mentioned that the non-formal structure (peer network) did not have an impact beyond the residential phase. Others (16%) found the simulation and assignments were the best part of the learning process, enabling them to practice their skills and knowledge.

*“Both structures worked. LMS for all tasks, documentation and materials was very useful, although the non-formal relationship with participants and personal discussions on different topics was essential. All participants coming from very different countries, cultures and working background was an essential learning part of the program.”*

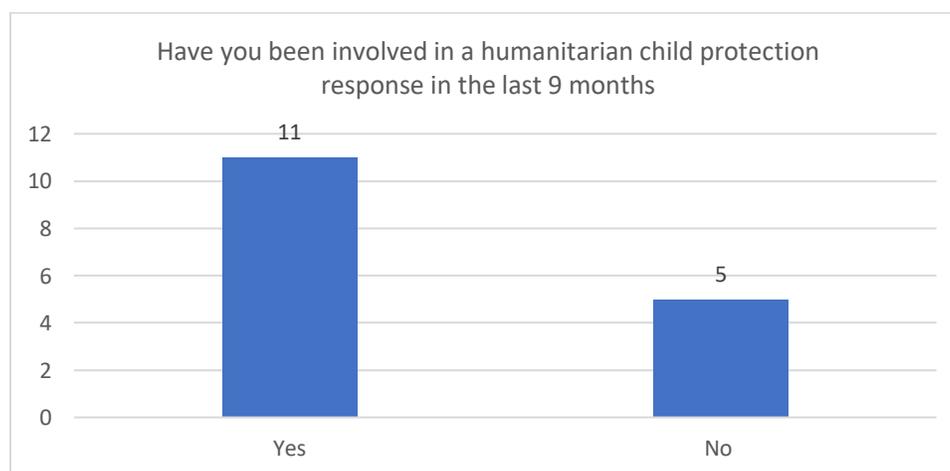
*“The simulation exercise was amazing learning process for me, also I wish it was longer and we had more time for feedback sessions on the practices*

*“The mentor helped me so much in terms of developing my capacity, we had regular discussion on various Child Protection topics, this helped me a lot to improve my knowledge and skills, I wish you’d focus more on strengthening mentoring program “*

Through analysing the responses given to various questions linked to professional development, it is affirmed that the CPiE PDP had a positive impact on the professional development of graduates. Responses have shown that the graduates experience positive development in their professional role and are increasingly assuming greater responsibility on CPiE. The result also explains that the Programme has contributed to the graduates’ confidence in CPiE by providing proper skills and knowledge.

## **Involvement in CPiE Responses and Prevention Work**

After the Programme, many graduates have been involved in emergency responses, focusing on CPiE. 11 out of 16 respondents have been involved in humanitarian child protection responses in the last 9 months, either deployed to emergency responses or involved in emergency preparedness work.



<sup>3</sup> Three graduates skipped to answer this question

Among those who answered “Yes” to this question, 73% mentioned that they were involved in emergency responses. 9% were involved in emergency preparedness work by supporting the development of emergency preparedness plans and 18% were involved in both response and preparedness work. Many stated that they have used knowledge and skills gained on the CPiE PDP during their engagement in their response/preparedness work.

*“I have led the emergency response for the North East Syria influx after the Turkish offensive in the area. A response plan was designed and accordingly SC has since then implemented a CPiE program in a refugee camp”*

*“Yemen- IRC- the 2 weeks’ deployment + I contributed to the contingency plan of CP program in IRC and sector in Lebanon following the latest country development”*

## Cascading Learning

A core component of a CPiE professional’s work is geared towards building the capacity of staff, volunteers and partners. This is why participants of the Programme are encouraged to cascade aspects of their learning to colleagues and partners in their own contexts.

14 out of 16 respondents agreed (10 respondents or 63%) and strongly agreed (4 respondents or 25%) that they have passed on knowledge and skills gained from the CPiE PDP to others in the last nine months. Cascading the learning was done in the form of providing technical assistance to colleagues on a daily basis or training/workshops to colleagues, partners and governments, mentoring and field monitoring, Training/workshops were delivered during emergency responses or to prepare for emergencies.

See below examples of training/workshops delivered by the graduates, as the total number of trainees reached around 700 individuals:

- Child Protection Mainstreaming.
- Child Protection System and Case Management.
- CM- CP rapid assessment, Integration, child safeguarding and Parenting skills.
- Youth and adolescents.
- CPiE training.
- Child protection principles and child participation.

According to what reported in the survey CPiE PDP graduates appear to have been very active in sharing learning with others in their organizations and in other agencies, and indeed there have been many opportunities for them to train people. This shows the importance of building their capacity as trainers through the Transformation of Training (TOT) programme.

## Challenges

Since graduating from the CPiE PDP, the graduates have achieved great accomplishments, but they have also encountered some challenges. Key challenges identified from the survey result are finding time to work on CPiE-related tasks in their daily work in addition to their heavy workload, commitments of the community members and partners in attending the consultation meetings to promote CP and protect the most vulnerable children. Other challenges related to attaining the permission from local authorities for implementing capacity building for the related actors.

## Conclusion

The nine-month follow-up survey has shown that the CPiE PDP has influenced graduates' professional development and the graduates have been practicing what they learned from the Programme in their daily work setting, training/workshop opportunities as trainers/facilitators, and during emergency deployments. The result also shows areas where the Programme Management Team could investigate further support for the professional development of the graduates: for example, by reactivating the peer network and providing information to the graduates on emergency deployments.

The result has also indicated that graduates have further developed themselves professionally in the last nine months after the graduation from the CPiE PDP. The emergency sector is expected to better utilize resources available, such as trained CPiE practitioners including graduates from this programme, to implement quality CPiE work in their countries or in the region.

For more information about the programme, please visit [Child Protection in Emergencies Professional Development Programme](#) page. And for any questions, please contact [CPIEPDP-MEEE@savethechildren.org](mailto:CPIEPDP-MEEE@savethechildren.org).