



THE ALLIANCE
FOR CHILD PROTECTION
IN HUMANITARIAN ACTION

CPHA-CPMS LEARNING PACKAGE **COURSE OVERVIEW**

Contents

1. Introduction

Welcome to the CPHA-CPMS Learning Package

This learning package has been developed by the Alliance for Child Protection in Humanitarian Action (the Alliance). It replaces the Child Protection in Emergencies Face-to-Face Training Package. The package is designed to help build entry to mid-level skills and knowledge for child protection in humanitarian contexts.

The decision to use this learning package should be based on an analysis of current capacities and the identification of specific learning needs which align with the stated learning objectives of this package. The approach shown below may be used to inform the decision to deliver this learning experience in any given context. Further tools and support to develop, deliver and evaluate learning interventions have been developed by the Learning and Development Working Group of the Alliance. They can be accessed [here](#). For more support, contact the L&D Working Group: learning@alliancecpha.org



The package is designed to be implemented in a flexible way in diverse humanitarian and learning settings. It takes into account the challenges of humanitarian settings, where time and resources may be limited, as well as considerations related to infectious disease outbreak restrictions and more generally, access. The package therefore includes facilitator guidance and easily adaptable materials for remote training contexts, using common video communications platforms.

This package is aligned to the 2019 [Minimum Standards for Child Protection in Humanitarian Action](#) and also the [Child Protection in Humanitarian Action Competency Framework](#). In addition, this revised version is based on input gathered from a wide range of experienced facilitators who have used the Alliance's learning packages and the pilot training that was held in Nairobi in May 2023.

Overall course aim and objectives

The learning package aims at strengthening participants' awareness of their own role in preventing and responding to child protection risks through sectoral and inter-sectoral interventions in humanitarian contexts, in line with Child Protection minimum standards and guiding principles.

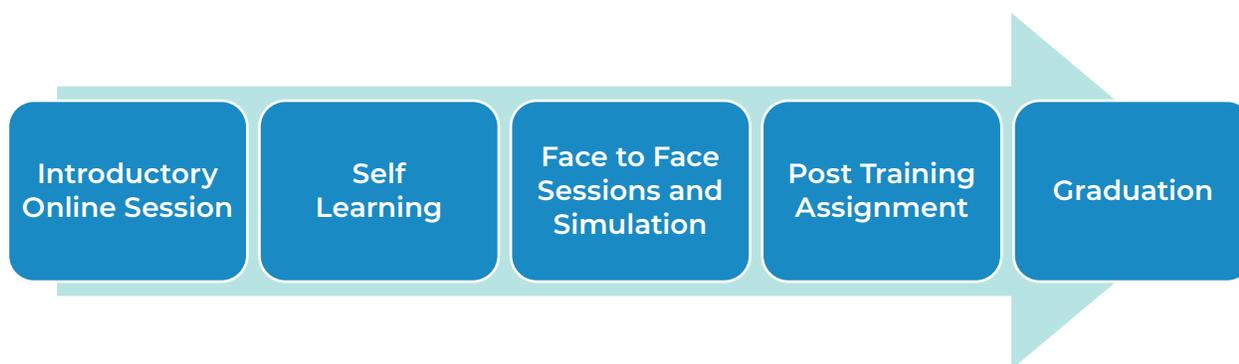
The learning objectives are that by the end of the learning journey participants will be able to:

- Discuss the importance of guiding principles in child protection in humanitarian prevention and response actions
- Describe child protection risks and protective factors through a socio-ecological model in humanitarian contexts

- Explain the scope and range of child protection prevention and response strategies in humanitarian contexts
- Suggest ways to ensure a quality child protection response through six key areas of programming highlighted in the Child Protection Minimum Standards
- Suggest ways for working across sectors to maximise protection outcomes for children
- Describe the importance and potential challenges of incorporating selected cross-cutting themes into the child protection humanitarian response.

CPHA-CPMS Learning Package Structure

A) CPHA-CPMS Learning Package - Blended delivery with in-person sessions



Through **Pre-Training Self Learning** we expect participants to be able to:

- Explain what Child Protection Minimum Standards are and recall the structure of the document (CPMS E-Course – Introduction to CPMS)
- Recall guiding principles listed in the Child Protection Minimum Standards (CPMS E-Course – Principles and Approaches)
- Describe the socio-ecological model and its relevance to Child Protection in Humanitarian Action (CPMS E-Course – Standard 14)
- Recall key considerations for child protection in humanitarian action risks (CPME E-Course - Standards 8, 9 and 12, and read Standards 7, 10, 11 and 13 in the CPMS Minimum Standards)

Upon completion of the **Live Sessions** we expect participants to be able to:

- Explain the importance of adhering to guiding principles in child protection in humanitarian action and list key considerations relevant to their own context
- Describe risks and protective factors for children through a socio-ecological model and developmental lens in their own context
- Give examples of key considerations for coordination, human resources, communication and advocacy, programme cycle and information management as well as child protection monitoring to ensure a qualitative CPHA prevention and response intervention
- Explain the scope and range of child protection prevention and response strategies in humanitarian contexts
- Suggest ways to work across sectors, reflecting on their own context
- Describe the importance and potential challenges of incorporating selected cross-cutting themes into the child protection humanitarian response.



These objectives will be met through the combination of live sessions on specific themes and a one-day simulation exercise which draws together several themes and encourages the application of learning.

Through completion of a **Post Training Assignment**, we expect participants to be able to:

- Reflect on the application of the course content to their own role within child protection in humanitarian action.

Participants will be asked to submit a reflective report illustrating how they are applying the course content to their own role with or within Child Protection in Humanitarian Action as a sector in their own context.

Sample agenda face to face sessions

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
CPHA fundamentals	Prevention and response strategies	Ensuring a Quality Response	Cross sectors and cross-cutting themes	Putting it into practice
Welcome and introductions	Recap	Recap	Recap	Simulation (Technical and Team debrief)
Objectives and expectations	Risks and Protective Factors Prioritisation Tool	CP Prevention and Response Strategies	Communications and advocacy for a quality response	
Understanding the guiding principles	CP risks in the CPMS	Standards for a Quality CP Response	Working Across Sectors	
Connecting Child Development Risks and Protective Factors through the Socio-Ecological Model	Introduction to CP Prevention and Response Strategies	Human Resources		
Review	Cross-cutting Theme 1	IM and monitoring for a quality response	Cross-cutting theme 2	
	Review	Review	Review - Post Training Assignment	
			Simulation Debrief	Evaluation and close

B) CPHA-CPMS Learning Package - remote delivery



The learning package can also be delivered in a fully remote way. The learning objectives of each component of the programme remain the same in a remotely delivered version.

Introductory live session: an introductory live session will be held for participants to get to know the facilitators and each other and to familiarise themselves with the platforms that will be used for the delivery of the training.

Self-learning: participants will complete the online self-learning tasks.

Live sessions: Live sessions take place via a video calling platform, using additional tools for collaboration and group work, such as virtual whiteboards and shared drives. Full instructions are given in each session plan.

A suggested agenda for the live sessions is shown below. Remotely facilitated training requires more time to cover the same amount of content, compared to in-person face to face training. It is recommended that remote facilitators pay particular attention to the design of their course agenda, choosing the most relevant sessions for the audience and context to build a course that requires a realistic time commitment from participants.

Session 1 - half day	Welcome and introductions Objectives and expectations Understanding the guiding principles
Session 2 - half day	Connecting Child Development Risks and Protective Factors through the Socio-Ecological Model Risks and Protective Factors Prioritisation Tool
Session 3 - half day	Risks and Protective Factors Prioritisation Tool CP Risks in the CPMS
Session 3 - half day	CP strategies for prevention and response
Session 4 - half day	Standards for a Quality CP Response Human Resources
Session 5 - half day	Communications and advocacy for a quality response IM for a quality response
Session 6 - half day	Working Across Sectors
Session 7 - half day	Cross-cutting themes Introduction to the Post Training Assignment
Session 8 - full day	Simulation exercise Evaluation and next steps

Through completion of a **Post Training Assignment**, we expect participants to be able to:

- Reflect on the application of the course content to their own role within child protection in humanitarian action.

As for face to face training participants, will be asked to submit a reflective report task illustrating how they are applying the course content to their own role with or within Child Protection in Humanitarian Action as a sector in their own context.

2. Learning principles and approaches

The course is designed to take a blended learning approach, where participants engage with the content in their own time (asynchronous) prior to the live (synchronous) face to face or remotely-facilitated component. This allows facilitators and participants to make the most of the contact time. This is particularly relevant for remote training contexts where facilitators and participants can become tired more easily and session time needs to be limited. The synchronous, live component of the course is designed to acknowledge and build on the asynchronous learning part. Guidance on delivering the training is provided for both face to face and remote training delivery.

While this learning package is grounded in the acquisition of knowledge of CPHA, the choice of methodologies emphasises participants' engagement with the content and elements of practice. To this end, the package reflects the following learning principles:

- *Starts with and builds on the learner's experience and context* – The design of this training is based on the theory that learning occurs when individuals are actively involved in a process of meaning and knowledge construction, rather than passively receiving information. Participatory approaches are used throughout the course to encourage learners to use their own experiences and contexts to construct and acquire new learning and skills. The role of the facilitator(s) is primarily to guide this process of learning, ensuring it starts with and builds on learners' own contexts and experiences.
- *Links to real life experience and use* – As well as starting from learners' existing experience, it is essential that participants have opportunities to link new content and ideas to their own role and context. This is essential for adult learners, who need to see the relevance of new information, and is a key step in enabling them to apply the learning in their work beyond the training.
- *30:70 Ratio* - As a general rule the training content is based on the ratio:
 - o 30%: Facilitator and other prepared input such as short illustrated presentations, short videos, short reading material etc.
 - o 70%: Interactive/participatory activities that enable learning through individual and group activities, and application to their existing or future role (learning by doing). For example, through activities such as role plays, exploring case studies, developing action plans and simulation exercises.

The learning package is built in modular format to facilitate adaptation for identified learning needs and some provisions are made within each module to cater for groups with more or less advanced levels of knowledge, skills and experience, whilst remaining an entry to mid-level learning experience.

3. Facilitator skills

Practitioners using the CPHA-CPMS learning package need to have consolidated experience in Child Protection in Humanitarian Action and a full understanding of the sector and how it works within the broader humanitarian architecture, as well as a full understanding of the Child Protection Minimum Standards and their use. Facilitators need to be comfortable with participatory approaches and be able to work in a facilitating style, helping learners to construct knowledge as opposed to reproducing a series of facts.

More specifically, facilitation skills required include:

Facilitation of learning processes with participatory methodologies: Facilitators are required to have the skills and experience to enable a process of experiential learning, as opposed to didactic teaching. This includes enabling group work and helping participants to build on their own knowledge, skills and experiences to gain an understanding of a new issue or learn a new technical competency.

Contextualisation of Content and Activities: While this package is aimed at child protection practitioners at entry-level, facilitators may find themselves working with participants from diverse contexts and backgrounds. Contextualising content and activities within this training package will make it easier for your participants to link their existing knowledge and experience, which is essential in adult learning. Facilitators should have an understanding of how gender, age, culture of learning, religion and other issues may work in the training context, and should be able to adapt training timetables, approaches and materials accordingly. More on contextualising the training package can be found in the L&D toolkit here.

Sensitive to language skills: Prior to training check if participants are comfortable and competent to train in the chosen language. If this is not the case, or where interpretation is being used, this can make training much more complex. You may need to adapt materials and approaches accordingly. During training facilitators should also be aware of any language or translation challenges being experienced by participants.

Remote facilitation skills: Facilitation guidelines for delivering the training remotely are provided within the package. It is, however, a minimum requirement for the facilitator to be familiar with the platform and tools chosen for remote training delivery and to be assisted by a producer.

4. Participant Profile

This learning package is intended for entry to mid-level humanitarian practitioners in need of an overall understanding of child protection in humanitarian action, including the Child Protection Minimum Standards. It is designed to contribute to strengthening the capacity of practitioners to attain Level 1 of the [CPHA Competency Framework](#). It should be noted that completing the training does not entail fully attaining Level 1 of the CPHA Competency Framework for all competencies.

Typically participants to this course could include: newly-recruited CPHA staff, child protection development staff getting ready to respond to upcoming crises, government officials who may play a critical role in preparing for, or carrying out/coordinating CPHA responses, humanitarian professionals managing multi-sectoral responses who are interested in gaining a better understanding of CPHA, humanitarian professionals interested in gaining a greater understanding of preparing for CPHA and development professionals who are interested in working in child protection in humanitarian settings. This is not an exhaustive list.

5. Training modalities

This learning package has been developed for two training delivery modalities:

1. *Face to Face* – where the training takes place inside a venue, with the facilitator and participants all present.
2. *Remote training* – where the training is delivered remotely. This may take different forms including:
 - o Participants are together in a venue with a remote facilitator delivering the training.
 - o Participants and facilitators are all taking part in the training remotely via a communications platform on computers or other devices.

We do not recommend a mixed approach where some participants are in the training room and others are online. In such cases, we recommend engaging all participants through an online platform and remotely facilitating the course.

Face to face training

In a face to face training context, the facilitator will be physically in the same space as all of the participants. This is a modality that most facilitators are comfortable with. It allows us to move about the room, use walls, projectors and seating arrangements as supports for the training sessions.

Being in the room with participants also helps us establish rapport, provide clarification to people and gauge group dynamics and energy levels. Often there will be a nearby space for refreshments or lunch and facilitators will be able to easily call participants back into the room at the end of breaks. There are less potential distractions in this context.

It is considered reasonable by many to expect to run face to face training over the course of an entire day. Participants may have travelled long distances to attend and therefore need to cover as much as possible while at the training.

Each module in this package provides a list of the materials needed to facilitate the training in a face to face context. Please note that breaks play an important role during a training session. If you are delivering a full 8-hour training day, then you should give 3 breaks (coffee, lunch, coffee). Energisers should also be used whenever necessary.

Remote training guidance

This training context is perhaps more challenging for the facilitator who will now need to establish group dynamics and a learning environment in a remote or virtual space, and keep things moving with a good momentum, without leaving people behind.

Participants are together in a venue with a remote facilitator delivering the training

This set-up can run similarly to a face to face set-up but with some key considerations.

Work with an assistant facilitator – The assistant facilitator should be in the room with the participants. They can act as the “arms and legs” and help organise the training materials and participants.

Consider using a technical assistant - It is worth identifying an additional technical person who can act as “camera person” and assist with camera positioning and any other technical issues. For instance, the facilitator’s image and the module’s visuals / slides will need to be projected, and an audio set-up will also be required.

Timing - It may be possible to run full-day training using this modality, but it will probably be more tiring for the facilitator if they are not in the same room as the participants. Activities might take longer, so facilitators might want to think about adapting the length of the training day or the amount of sessions which can be achieved in a day.

Participants and facilitators are taking part in the training remotely via a communications platform

Remote training allows for innovative use of the functions of common communications platforms, but they require careful preparation, testing and lots of practice to deliver them successfully. Below are some key considerations.

We strongly recommend *working with a technical producer* – Identify your technical producer early in the planning process and involve them at every stage. While the facilitator focuses on the content and the participants, the technical producer focuses on the platforms and technology, assisting with setup and functionalities of activities, monitoring the chat and supporting participants with any technical issues.

Devices - It should be made clear that accessing the call via phone is not recommended for this training and that ideally each participant will join via a separate computer. This gives maximum flexibility for creating and managing group work. It is important to know in advance how

participants will be accessing the training so that activities can be prepared accordingly.

Recording the session is not recommended as it may impact the quality of group discussions and could raise safety issues for participants and facilitators if sensitive topics are discussed.

Timing – 4 hours per day is generally considered the maximum amount of time which participants and facilitators can spend in remote training. A short break of 5-10 minutes is recommended each hour in remote training, with longer breaks at regular intervals. Remote energisers and similar methods should also be used whenever necessary. As a general rule, expect activities to take 15% longer in a remote setting than in a face to face setting.

Facilitator set up - As a facilitator, it is helpful to have two screens; one for the session plan and one for the video call. Should you not have access to two screens you can resort to split screen functions or printing session plans on recycled paper.

For more guidance on delivering training remotely you may access the Alliance for Child Protection in Humanitarian Action Learning and Development Toolkit [here](#).

Material and preparation required by session

If you are delivering this training face to face you will need to procure the standard stationery items generally required for in-person training. This will include flip charts, markers, post-it notes, stickers for voting, cellotape, pens etc. Please note however that we have tried to be very conservative in the use of paper, so as to be as environmentally friendly as possible.

For both face to face and remote delivery it is of utmost importance for all participants to have access to the CPMS handbook in either paper form or digital copies, for example accessing the handbook through the app on their devices.

The table below lists specific preparatory actions for each of the sessions. In addition to these actions, facilitators should complete their own preparation to deliver each session. See the [Alliance Facilitator Handbook](#) for a suggested approach. Please ensure sufficient preparation for the sessions is done in advance. In terms of getting ready to deliver the sessions, preparation should start at least 2 weeks before the training and it should allow 3 to 4 working days for contextualisation and preparation.

Session Title	Material and Preparation Required for Face to Face Delivery	Preparation Required for Remote Delivery
All sessions		Identify where you will include short screen breaks to aid participants' concentration Prepare a selection of music to play during break time

1.0 Online Welcome to the CPHA-CPMS learning programme	Not Applicable	Review session plan and assign responsibilities between facilitator and producer
1.1 Welcome, introductions and security briefing	<p>Prepare the security briefing or invite a relevant colleague to provide this</p> <p>Download the AnkiPro or AnkiDroid app and practice using this</p> <p>Prepare and print learning logs if you have opted for paper version</p>	<p>Prepare online communication platform briefing</p> <p>Download the AnkiPro or AnkiDroid app and practice using this</p> <p>If opting for a paper reflective journal, ask participants to bring a notebook to the training.</p>
1.2 Objectives and expectations	<p>Print or draw and display copy of the course agenda</p> <p>Prepare flip chart with hopes and expectations from the online meeting</p> <p>Prepare to play the video Child Protection in Humanitarian Action, This is Samira</p>	<p>Save a copy of the course agenda in a shared folder</p> <p>Propose jamboard with hopes and expectations from the online meeting</p> <p>Populate a virtual whiteboard with post-its in two colours</p> <p>Prepare the poll or mentimeter for the Importance of CPHA activity</p> <p>Prepare to share the video Child Protection in Humanitarian Action, This is Samira</p>

<p>1.3 CPHA and Its Guiding Principles</p>	<p>Review CPMS Guiding Principles</p> <p>** Ensure you familiarise yourself with laws that are relevant to child protection in the participants country/ies</p> <p>Print "A summary of the UN Convention of the Rights of the Child"</p> <p>Prepare to play the video "Child Safeguarding"</p> <p>Print and cut 4 to 5 copies of the CPMS Puzzle</p> <p>Print copies of children testimonies</p>	<p>Review CPMS guiding principles</p> <p>Ensure you familiarise yourself with laws that are relevant to child protection in the participants country/ies</p> <p>Save a copy of "A summary of the UN Convention of the Rights of the Child" in a shared folder and share via chat.</p> <p>Prepare to play the video "Child Safeguarding".</p> <p>Move the CPMS puzzle images onto a virtual whiteboard and shuffle them. Make 4 to 5 copies of the exercise</p> <p>Prepare children's testimonies to share via chat function</p> <p>Prepare a mentimeter for the UNCRC activity (optional)</p>
<p>1.4 Connecting Child Development, Risk and Protective Factors through the Socio-Ecological Model</p>	<p>Review Standard 14</p> <p>Prepare 4 sets of flash cards with stages of development, age ranges and developmental milestones statements</p> <p>Draw flip chart table with stages of development and physical, cognitive, social and emotional lines as per examples in session plan</p> <p>Draw a large, empty Socio-Ecological Model</p> <p>Print copies of Annex 1 to the CPHA Primary Prevention Framework for each participant</p> <p>Print handout of storyboard with no text for each participant</p> <p>Print handout of storyboard with text for each participant</p>	<p>Review Standard 14</p> <p>Prepare virtual whiteboards with stages of development, age ranges and developmental milestones</p> <p>Prepare a virtual whiteboard with the table in the session plan</p> <p>Save a slide of the empty socio-ecological model in shared folder and save the link</p> <p>Share Annex 1 to the CPHA Primary Prevention Framework for each participant</p> <p>Have storyboard files with no text and with text ready to share</p>

<p>1.5 Risks And Protective Factors Prioritisation Tool</p>	<p>Review Annex CPHA Primary Prevention Framework, Annex 4</p> <p>Print blank copies of the prioritisation chart</p> <p>Print copies of annex 4 and Cabo Delgado Case Study</p>	<p>Review Annex CPHA Primary Prevention Framework, Annex 4</p> <p>Print blank copies of the prioritisation chart</p> <p>Print copies of annex 4 and Cabo Delgado Case Study</p>
<p>1.6 CP Risks in the CPMS Recap</p>	<p>Review Standards 7 to 13</p> <p>Prepare a flipchart with all the CP risks included in the CPMS</p>	<p>Review Standards 7 to 13</p> <p>Prepare a virtual whiteboard with all the CP risks included in the CPMS</p>
<p>1.7 Introduction to CP Prevention and Response Strategies</p>	<p>Review standards from 14 to 20</p> <p>Save the videos “CPMS Pillar 3” and “Sarah’s story” ready to play</p> <p>Prepare flashcards with Child Protection in Humanitarian Action interventions</p> <p>Draw the prevention pyramid on a flipchart</p> <p>Prepare Prevention, Response, Preparedness, Early action flashcards and definitions</p>	<p>Review standards from 14 to 20</p> <p>Load the videos “CPMS Pillar 3” and “Sarah’s story” ready to play</p> <p>Add the prevention pyramid image to a virtual whiteboard and add blank post it notes around it.</p> <p>Load videos What is Prevention? and Why Invest in Child Protection Primary Prevention?</p> <p>Set up a multiple choice mentimeter or poll of 4 questions, with prevention, response, preparedness, early action as the possible answers</p>
<p>1.8 CP Prevention and Response Strategies</p>	<p>Printed copies of case studies</p>	<p>Set up 6 virtual whiteboards with the title of each case study and the 3 main questions</p> <p>Add case studies to a shared folder and save the link</p>
<p>1.9 Standards for a Qualitative Response</p>	<p>Review standard 1 and standard 4 of the CPMS</p> <p>Print and cut flashcards with the types of humanitarian structure and the definitions separately</p> <p>Print, cut out and shuffle sufficient copies of the PCM key actions cards (one per four participants, plus one for the facilitator)</p>	<p>Review standard 1 and standard 4 of the CPMS</p> <p>Create a virtual whiteboard with the terms and definitions of the humanitarian coordination structures, each one on a separate post-it note. Ensure the notes are shuffled, then duplicate the board so there is one for each breakout room.</p> <p>Prepare virtual whiteboards with the PCM key actions cards in a shuffled order</p>

<p>1.10 HR for a quality response</p>	<p>Review the key actions in CPMS standard 2 and choose a selection for the key actions exercise, based on what is most relevant for your context and audience. Ensure a mixture of preparedness and response actions</p> <p>Copies of the CPHA Competency Framework, 1 per 4 participants, or devices on which to search for digital copies</p>	<p>Review the key actions in CPMS standard 2 and choose a selection for the key actions exercise, based on what is most relevant for your context and audience. Ensure a mixture of preparedness and response actions.</p> <p>Prepare the link to the CPHA Competency Framework ready to share in the chat</p>
<p>1.11 Communication and Advocacy</p>	<p>Review Standard 3</p> <p>Print 6 copies of the communications and advocacy scenarios</p>	<p>Review Standard 3</p> <p>Add the communication and advocacy scenarios to a shared folder and save the link ready to share</p>
<p>1.12 IM and CP Monitoring for a quality response</p>	<p>Review Standard 5 and 6</p> <p>Write one category of information on each of 4 flip charts</p> <p>Print and cut cards with the 3 principles for ethical data collection in humanitarian responses and their definitions</p>	<p>Review Standard 5 and 6</p> <p>Set up a virtual whiteboard with one section or page for each category of information</p> <p>Prepare whiteboards with the 3 principles for ethical data collection in humanitarian responses and the definitions, each written on a separate sticky note</p>

<p>1.13 Working Across Sectors</p>	<p>Consult the updated thematic hub on the Alliance website to be up to speed with the latest on working across sectors and use the most up-to-date materials</p> <p>Prepare a short example of protection mainstreaming and integrated programming from your own experience. Or select one from the Alliance Mainstreaming Child Protection Case Study Series or thematic hub and prepare sufficiently to explain this example</p> <p>Save video “Pillar 4: Standards for Work Across Sectors”</p> <p>Small stickers, 3 per participant, for voting exercise</p> <p>Prepare flip chart with guiding questions</p>	<p>Consult the updated thematic hub on the Alliance website to be up to speed with the latest on working across sectors and use the most up to date materials</p> <p>Prepare a short example of protection mainstreaming and of integrated programming from your own experience. Or select one from the Alliance Mainstreaming Child Protection Case Study Series or thematic hub and prepare sufficiently to explain this example</p> <p>Load video “Pillar 4: Standards for Work Across Sectors”</p> <p>Prepare a virtual whiteboard with small shapes to use for voting</p> <p>Show guiding questions on screen</p> <p>Allow participants to share screen</p>
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Cross-cutting Themes Sessions

For these sessions consider whether it may be useful to leverage the facilitation of an expert on these themes if present in your context.

<p>2.1 Accountability to Children</p>	<p>Print copies of the case studies - 1 copy per 4 participants</p>	<p>Save the case studies in a shared drive or as a handout you can share through the chat function</p>
<p>2.2 Adolescent Programming</p>	<p>Research the protection concerns of youth and adolescents in relevant context</p> <p>Print copies of case studies. Prepare one flip chart per 4-5 participants with labels for each of the phases of the humanitarian programming cycle</p>	<p>Research the protection concerns of youth and adolescents in relevant context</p> <p>Prepare a poll or quiz to match the age groups to the terms children, young people, youth, adolescent</p> <p>Set up virtual whiteboard (one per 4-5 participants) with labels for each of the phases of the humanitarian programming cycle. Have case studies ready to share</p>

<p>2.3 Early Childhood Development</p>	<p>Save the videos, ready to show.</p> <ul style="list-style-type: none"> • Experiences Build Architecture. • Serve and Return Interaction Shapes Brain Circuitry • Toxic Stress Derails Healthy Development • Science X Design: Three Principles to Improve Outcomes for Children <p>Print copies of case studies</p>	<p>Load the videos, ready to show.</p> <ul style="list-style-type: none"> • Experiences Build Architecture. • Serve and Return Interaction Shapes Brain Circuitry • Toxic Stress Derails Healthy Development • Science X Design: Three Principles to Improve Outcomes for Children <p>Have case studies ready to share</p>
<p>2.4 Cash and Voucher Assistance</p>	<p>Prepare 4 flip charts with Cash Transfer, Vouchers, In-kind and Service Delivery written on them and prepare the definitions written on parts of flip charts to be able to place them next to the right type of programming</p> <p>If you opt to use the video from CALP, ensure you have it tested and ready to play: Cash Transfer Programming</p> <p>Copies of case studies - one per 2-3 participants</p>	<p>Prepare a virtual whiteboard with 4 post-its with Cash Transfer, Vouchers, In-kind and Service Delivery written on them and have definitions ready to be able to match the type of programming described</p> <p>If you opt to use the video from CALP, ensure you have it tested and ready to play: Cash Transfer Programming</p> <p>Prepare case studies for sharing via the chat or a shared folder</p>
<p>2.5 Disability</p>	<p>Print and cut power walk character cards</p> <p>Print and cut cards for key actions on disability- inclusive child protection</p>	<p>Prepare character cards to be shared</p> <p>Prepare a virtual whiteboard for the first activity, by adding one blank post-it note per participant and lining these up on one end of the board</p> <p>Prepare whiteboards with programme management cycle steps and key actions for each group</p>

<p>2.6 Environmental Considerations</p>	<p>Colour-printed copies of the photographs</p> <p>Stick the gallery walk images around the room, spread out as much as possible. You may use the pictures provided with description or without. You may also decide to use your own choice of images that may be more suitable to the context. However, the scenario would need to be adapted accordingly</p> <p>Prepare flip charts with the following headings:</p> <ul style="list-style-type: none"> • Strengthening protective services • Localised approach, • Anticipatory approach • Prepare for the long term • Work towards multi-sectoral integration and coordination • Improved Data and Evidence • Funding <p>Print copies of “How can we protect children in the climate crisis?” table in supporting information</p>	<p>Put the images into a shared folder or PowerPoint presentation and save these into a shared location for participants to access</p> <p>Prepare a virtual whiteboard with the following headings</p> <ul style="list-style-type: none"> • Strengthening protective services • Localised approach, • Anticipatory approach • Prepare for the long term • Work towards multi sectoral integration and coordination • Improved Data and Evidence • Funding <p>and moveable sticky notes for each of the statements in the “How can we protect children in the climate crisis?” table (see supporting information).</p>
<p>2.7 Gender</p>	<p>Review the session content and consider this against the specificities of your context. Adapt or remove any elements which are not safe to discuss in the context</p> <p>See the Additional Resources at the end of this session for more information on key themes</p>	<p>Review the session content and consider this against the specificities of your context. Adapt or remove any elements which are not safe to discuss in the context</p> <p>See the Additional Resources at the end of this session for more information on key themes</p>
<p>Simulation</p>	<p>Specific and detailed preparation needs to take place to ensure the success of the simulation exercise. See the detailed facilitator briefing note for more information. If you are not familiar with running simulations, the L&D WG of the Alliance is able to support so feel free to reach out to learning@alliancecpha.org</p>	

Reflective Practice

This course has been designed to strengthen participants' understanding of their own role in preventing and responding to child protection risks. Therefore at the end of each session we have included a set of questions to encourage a reflective learning practice. As a facilitator it will be your role to decide between two options:

- A standard paper learning journal: you can print the prompted questions for each module to assist participants in the reflective experience.
- A Flashcard App that allows us to log key learning as well as to quiz ourselves in order to better embed the learning during and after the course. To use this methodology, which is more environmentally-friendly, ask everyone to download the [Anki Pro](#) or Anki Droid app (the free version is sufficient!) Then you will need to explain how to add learning points. In session 1.1 more details are provided on how to do so but as a facilitator you need to be confident enough in using the App to promote its use with participants. It is therefore recommended that you download it and trial it a few times before the live training.

Monitoring and evaluating the learning package

Measuring Learning

Self-assessment may provide participants with an opportunity to self-evaluate or make judgments about their learning process and the products of learning. It can also be used to evaluate whether the learning package is achieving the set objectives. A standard self-assessment template is provided in the pre- and post-training activities. It can be sent to the participants before they begin the self-learning sessions and after the completion of the learning journey. It can also be used after a 3 to 6 month period, to further capture any improvements that the learning journey might have contributed to.

Daily recap and review

As a facilitator it is important to monitor how participants are understanding the content, engaging with the approaches and how they are feeling during the training. It is also important to provide opportunities for learners to recall what they have covered in earlier sessions, to support the retention of new knowledge and skills. The learning package therefore includes sample outlines of:

- a daily recap session, to be delivered at the end of each day of training
- a daily review session, to be delivered at the start of each day of training (from day 2).

We encourage you to use a range of creative methodologies to cover the objectives of these sessions, in order to maintain participant engagement.

After the final session each day, facilitators should review the feedback received from participants and make note of any changes that can be made to improve the experience for the participants. In the morning session, provide an overview of the feedback received and outline what will be done in response.

Participant evaluation

In addition, at the end of the learning event, participants should complete a more detailed evaluation. The information collected can help identify:

- What went well about the course and should be replicated in future
- What could be improved, and suggestions on how to do this
- Further learning needs

A template participant evaluation form can be found in the Alliance's [L&D Toolkit](#). This can be downloaded and used or adapted, based on your needs.

Facilitator feedback

We also recommend that facilitators capture feedback on their experience of delivering the learning event. This can help to:

- Inform updates, revisions and contextualisation of the course material, where needed
- Inform the selection of, and communication with, future participants
- Identify further learning needs

A template facilitator report form can be found in the Alliance's [L&D Toolkit](#). This can be downloaded and used or adapted, based on your needs.

Sharing feedback with the Alliance

If you have used this package, we would love to hear from you. Please share any feedback with us via learning@alliancecpa.org or through this [short online form](#).