Child Protection in Humanitarian Action Learning and Development Roadmap

EXECUTIVE SUMMARY

The Child Protection in Humanitarian Action (CPHA) Learning and Development (L&D) Roadmap provides a near-term strategy (through 2026) to strengthen practitioner capacity, safeguard institutional knowledge, and ensure the delivery of quality child protection services in an era of shrinking resources and rising global needs.

The roadmap is grounded in recent evidence, including:

- Global funding cuts that have reduced CP budgets—over half of surveyed organisations report losses of more than 40%—with disproportionate impacts on local actors and technical staffing.
- Escalating humanitarian crises, compounded by climate change, political instability, and weakening multilateral mechanisms.
- Clear practitioner-identified learning gaps in priority areas such as Child Protection System Strengthening, Advocacy, Case Management, and MHPSS.

To address these challenges and position CPHA for resilience and impact, the L&D Working Group will focus on the following strategic actions:

1. Support the adaptation, translation and use of existing learning resources, while facilitating the co-development of new products where needed.
2. Promote the development of accessible and engaging learning formats
3. Maintain and regularly update the Kaya Alliance Learning Hub
4. Promote active engagement with the CPHA Community of Practice
5. Strengthen the Trainers' Network
6. Develop an AI-focused fundraising one-pager for Learning and Development
7. Document and share case studies of successful Learning and Development initiatives
8. Support regional, face-to-face learning opportunities,
9. Support country-level CP groups develop tailored CPHA capacity strengthening strategies
10. Coordinate online, live learning opportunities
11. Pilot and scale up WhatsApp-based microlearning modules

Beyond 2026, the L&D Working Group aims to advance a holistic, sustainable, and inclusive approach to Learning and Development in CPHA.

- Foster academic partnerships: Build long-term collaborations with universities to support curriculum development, integrate CPHA content, and create structured learning and career pathways.
- Strengthen the role of youth-led organisations in CPHA learning and capacity-sharing by supporting their participation
- Maintain and expand the Alliance Online Learning Offer: Enhance the Learning Hub's functionality and accessibility, ensure multilingual access, and migrate MOOCs where needed.
- Promote regional ownership: Support locally led L&D systems by adapting global resources, building trainer pools, and empowering national actors to lead training.
- Support CPHA workforce growth and retention: Develop mentorship schemes, career pathways, and communities of practice to sustain expertise and reduce burnout.
- Advocate for sustained L&D investment: Engage donors and partners to prioritise L&D as a core enabler of quality CP programming.
- Integrate innovation and technology: Expand on pilots like AI integration and WhatsApp microlearning to deliver adaptable, user-centred learning models.

INTRODUCTION AND OBJECTIVES

Originally, the L&D WG aimed to conduct a comprehensive ***10-year review*** of the *2015 Child Protection in Emergencies (CPiE) Market Mapping Analysis*. However, due to time and resource constraints—as well as the ongoing evolution of the sector—we have shifted our approach to prioritise adaptability. Given the dynamic nature of humanitarian needs and funding landscapes, a rigid decade-long reassessment may not adequately capture emerging trends or allow for timely adjustments.

Based on this complex and evolving context, this Learning & Development (L&D) Roadmap will be developed to guide strategic priorities in the near term (the next one year) and it will be informed by a CPHA L&D Sector Landscape Analysis through a range of critical resources and insights, including but not limited to:

- The recent key findings from the global impact of funding cuts on child protection in humanitarian contexts,
- Preliminary findings from the 2024 Draft CPHA Practitioners Survey,
- An analysis of the current CPHA L&D landscape,
- Key takeaways from the Strategic Brief on Prioritising Child Protection in a Changing Humanitarian Landscape.

Consultations with stakeholders will also be conducted on the basis of the key gaps identified through CPHA L&D Sector Landscape Analysis and in consultations with the L&D WG membership we will contribute to the definition of clear, actionable priorities for strengthening L&D within the CPHA sector. The CPHA L&D Roadmap will therefore aim to:

- Provide a snapshot of the sector's current capacity, key capacity-strengthening trends, and priority learning needs;
- Outline a set of recommended short-term L&D actions, along with longer-term strategic recommendations.

CPHA L&D SECTOR LANDSCAPE ANALYSIS

Sector Capacity

Over the course of the 21st century, Child Protection in Humanitarian Action has evolved into a more mature and structured sector, developing in parallel with the broader humanitarian system. The introduction of the cluster system in 2005 created a platform for the child protection community to strengthen and consolidate its technical expertise, ultimately leading to the adoption of the Minimum Standards for Child Protection in Humanitarian Action—first in 2012, and most recently revised in 2019. The sector's growing maturity and commitment from child protection actors across the globe has been shown on several occasions but the pandemic declared in 2020 is a big testament to it. Essential Services—including case management, family strengthening, and mental health and psychosocial support—were rapidly adapted for remote delivery through mobile phones, online platforms, and trained community focal points and volunteers.

Sector's capacity, technical expertise, staffing and funding have gradually grown. According to 2023 "Unprotected" report improved reporting of funding provided greater visibility on child protection funding but despite some increases, child protection in Humanitarian Response Plans (HRPs) contexts remained disproportionately underfunded, with average funding coverage of 29.2% compared to 46.9% for HRPs overall. In refugee contexts, child protection funding coverage was 30.8%, closely matching the overall refugee response funding rate of 31.5%. Additionally, wide disparities in child protection funding rates between different responses, and fluctuations over time, have affected the ability of child protection actors to implement consistent, quality programming in line with the Child Protection Minimum Standard. UN agencies and international NGOs continued to receive the vast majority of child protection humanitarian funding.

Only 2% of child protection funding tracked on Financial Tracking Services (FTS) went directly to local organisations. While this highlights a significant funding gap at the local level, it remains unclear how much funding was channelled directly to government bodies. To set the scene for the challenges the sector is currently facing, it is important to highlight the escalating threats to children's lives, rights, and well-being in today's global landscape. The world is now on track to see global temperatures rise by at least 2°C by 2100. Children are particularly vulnerable to the effects of climate change due to their physiological and developmental characteristics, with those under five years of age shouldering 88 percent of the global disease burden associated with it. In 2023, UNICEF reported that over 473 million children—more than one in six worldwide—were living in areas affected by conflict, a figure that has likely increased in 2024 and 2025 given the scale and severity of crises such as those in Gaza and Sudan.

To compound all of this there are increasing challenges to the respect for legal norms in armed conflict reflecting a weakening in the ability of multilateral systems to respond. Core mechanisms of the United Nations have faced escalating challenges, with the United Nations Security Council effectively deadlocked. As if the current landscape

in early 2025 weren't challenging enough, major donors—including the US and key European governments—have significantly reduced humanitarian funding, with some signalling further cuts ahead.

Over half of the respondents to the Alliance survey on Global impact of funding cuts on children and their protection in humanitarian contexts report losing more than 40% of their child protection budgets. When we look at staffing capacity:

- 70% of organisations reported having reduced frontline staff;
- 62% have cut capacity-strengthening;
- and 52% have lost technical advisors.

Due to the impact on staffing including reduced Learning and Development initiatives, 83% of respondents reported a deep and widespread impact on vulnerable children.

These key findings and observations were also echoed throughout the course of the 2025 Alliance Annual Meeting, it was repeatedly emphasised that, in response to shrinking human resource capacity, teams are increasingly relying on trained volunteers to help sustain key child protection activities. Examples include engaging volunteers in the management of low-risk cases or in the delivery of basic psychosocial support. Alongside volunteers, the role of non-specialised staff—such as project and programme managers and field coordinators—has become increasingly significant, as many are now expected to implement CPiE programming with reduced technical supervision and support. This shift highlights the growing and essential roles that volunteers are expected to play within the sector. It also underscores the need to invest in their development by providing structured training, support, and opportunities for professional growth, ensuring that their contributions are both effective and sustainable.

In light of the significant number of CPHA colleagues at risk of losing their positions due to funding cuts, it is essential to explore strategies for preserving institutional knowledge and technical capacity across the sector. Many of these professionals possess highly specialised skill sets—built over years of fieldwork, coordination, and training—that are critical to effective child protection in humanitarian action. Beyond mentoring, there is an urgent need to consider a range of approaches, such as knowledge management systems, peer learning networks, and documentation of good practices, to ensure this expertise is not lost but instead retained and shared for the benefit of the wider community.

Also woven within some of the Alliance Annual Meeting sessions was an emphasis on one of the core principles that should guide Child Protection in Humanitarian Action (CPHA): systems strengthening. In a context of shrinking resources, reinforcing national systems is essential to maintaining child protection services over time. A central part of this effort is investing in the capacities of those positioned to influence and implement child protection strategies particularly within relevant government structures. However, it is critical to acknowledge that in some humanitarian contexts, governments may be active parties to conflict or perpetrators of child rights violations, which poses significant limitations to their role in child protection. Additionally, many of these systems themselves may be strained—facing limited staff, resources, and capacity—which further complicates efforts to work with and strengthen them over the long term.

Offering targeted learning and capacity-strengthening opportunities for government officials supporting child protection is therefore critical. Equally important is recognising and supporting the essential role of local and national civil society actors, who often operate at the frontlines and are key to sustaining and adapting child protection systems in complex humanitarian settings. Strengthening the knowledge, skills, and engagement of national and local authorities helps institutionalise child protection principles, ensures continuity beyond project cycles, and contributes to building stronger, more accountable public systems.

While precise forecasting is not possible, the ongoing decline in human resources and investment in capacity strengthening is likely to continue undermining the sector's overall effectiveness throughout 2025, as most agencies remain in the process of adjusting to these changes. It is also important to recognise that other sectors are facing similar challenges, which will further affect child protection outcomes as a secondary—and compounding—impact.

Capacity Strengthening Trends

Face to Face and Blended Learning opportunities

Over the past decade, several agencies—as well as key bodies such as the Alliance for Child Protection in Humanitarian Action, the Global CP AoR, the Humanitarian Leadership Academy, and Bioforce—have provided inter-agency technical face to face or blended learning opportunities on Child Protection in Humanitarian Action (CPHA) technical areas. For example, the Humanitarian Leadership Academy, in collaboration with Save the Children Sweden (Rädda Barnen), has implemented the Child Protection in Emergencies Professional Development Programme across multiple regions, including Asia and the Pacific, East and Central Africa, the Middle East and Northern Europe, as well as West and Central Africa. The Alliance for Child Protection in Humanitarian Action has also delivered multiple rounds of technical training on the CPMS and other thematic areas over the years. However, at present, such structured capacity strengthening opportunities for practitioners appear to be either unavailable or extremely limited. This scarcity of face to face learning opportunities comes at a time when digital fatigue is mounting and where the solidarity element of face to face learning could be of support for colleagues that are facing many resource constraints on a daily basis. Face to Face learning is also listed as the most preferred learning methodology according to the 2024 Child Protection in Humanitarian Action Practitioners Survey – Capacity and Needs. Learning packages developed by the Alliance remain publicly accessible and continue to serve as valuable resources for practitioners across the sector. The majority of these packages are available in multiple languages, ensuring broad accessibility and supporting capacity strengthening efforts in diverse humanitarian contexts.

Online self-paced learning opportunities

Humanitarian Action (CPHA) is both diverse and extensive, with a wide range of formats and providers contributing to a vibrant learning ecosystem. These resources include e-courses and massive open online courses (MOOCs), which offer flexible, asynchronous learning opportunities tailored to the needs of practitioners in the field.

MOOCs, hosted on global platforms such as FutureLearn, EdX, and Coursera, typically focus on broader thematic areas including programme design, social norms, and child protection during public health emergencies. The Alliance for Child Protection in Humanitarian Action has also contributed to this space, developing and hosting

two MOOCs on FutureLearn: one on protecting children during infectious disease outbreaks and another on programme design for children associated with armed forces and armed groups (CAAFAG). However, due to limited resources to sustain ongoing platform costs, the continuation of these courses is currently under review.

In parallel, several CPHA actors—including UNICEF, UNHCR, and key INGOs—have developed self-paced, interactive e-learning modules accessible on platforms such as DisasterReady, Agora, and Kaya. The Alliance's Learning Hub, hosted on Kaya, has shown particularly strong engagement, with over 19,000 learners having accessed its courses to date. This demonstrates the sector's growing reliance on scalable, digital learning solutions to build and sustain CPHA capacity globally.

The CPMS E-course development has been led by the CPMS Working group with the support of the L&D WG of the Alliance. Consultants were hired for the scripting of E-modules and their digitisation through a variety of donors that made small pockets of funds available at various intervals. Several members from the Alliance have contributed to the revision of the content which has ensured proper alignment with the 2019 CPMS and to ensure the e-course is truly an inter-agency product.

The CPMS e-course was originally envisioned as a comprehensive learning tool, featuring one module for each of the four pillars of the 2019 Minimum Standards for Child Protection in Humanitarian Action (CPMS), as well as dedicated modules for each of the principles and standards outlined in the framework. However, this ambitious plan has not been fully realised due to funding constraints, which have limited the development and translation of the full suite of modules across all relevant languages.

Despite these limitations, the e-course has received consistently positive feedback from users, highlighting its value as a learning and capacity-building resource. Given this strong user engagement and its importance for supporting quality child protection programming in humanitarian settings, there is a clear case for investing in both the update of existing modules and the development of key missing ones. Prioritising translation into multiple languages will also be essential to ensure equitable access and maximise global reach.

Online facilitated training

Over the course of the current strategic period (2021–2025), several courses have been delivered online, including the CPMS mini-course and the Introductory Primary Prevention Learning Package. While these events received positive feedback, overall participation has not matched the levels typically seen in face-to-face settings. However, in an era of limited resources, online delivery remains a viable and strategic approach—especially since most Alliance-developed learning packages include facilitator guidance for both in-person and remote implementation.

CPHA Community of Practice and Trainers Community

As of early June 2025, the Child Protection in Humanitarian Action (CPHA) Community of Practice (CoP)—co-managed by the Alliance and the Global Child Protection Area of Responsibility (CP AoR)—has reached over 3,100 users, while the CAAFAG closed group on the same platform has grown to more than 922 subscribers. Since its launch in late 2021, the community has seen steady and organic growth, with increasing levels of engagement among practitioners worldwide.

This momentum highlights the CoP's value as a space for knowledge exchange, peer support, and continuous learning across contexts. To fully leverage its potential, it is essential to continue investing in its activation and facilitation, ensuring it remains a dynamic and inclusive hub where child protection actors can access resources, share experiences, and strengthen collective capacity. In a sector where practitioners are often dispersed and under-resourced, a well-supported CoP offers a cost-effective and sustainable means of building connection, expertise, and shared ownership

Since 2023, the L&D Working Group has established and actively maintained a trainers' mailing list, which serves as a key platform for communication, resource sharing, and engagement among trainers in the CPHA sector. In addition, the group has been organising quarterly online workshops, which are regularly held and well attended. These one-hour interactive sessions provide updates on the latest Alliance learning packages, offer practical tools for training, and create space for trainers to share experiences, challenges, and strategies to enhance the effectiveness and impact of their work. Topics are often shaped by the interests and requests of participants, and trainers are encouraged to present their experiences using inter-agency learning packages to foster peer learning. Workshops are hosted on Zoom, conducted in English and French, and shared via YouTube with multilingual captions to expand accessibility. The mailing list and workshops offer trainers a valuable opportunity to stay informed, connect with peers, and strengthen their practice in a collaborative and inclusive environment.

Cooperation with tertiary institutions

Under the 2021–2025 workplan, the Learning and Development (L&D) Working Group set out to strengthen cooperation with tertiary-level academic institutions. The original ambition was to establish formal partnerships aimed at co-developing collaborative CPHA courses or Certificates of Advanced Studies. However, this objective could not be fully realised due to limited funding, which constrained the ability to support such resource-intensive initiatives.

Over the course of the strategic period, however, the Working Group identified alternative pathways to engage academia and leverage existing opportunities for collaboration. These included:

- Inviting academic institutions to join the Alliance as members, contributing their expertise to the broader community of practice;
- Integrating Alliance-developed e-learning resources into academic offerings for students in relevant disciplines;
- Facilitating the exchange and promotion of existing learning resources produced by universities and research institutions.

In particular, progress has been made on the third point. The Working Group is currently collaborating with the International Association of Schools of Social Work (IASSW) to develop a series of events that highlight academic contributions to CPHA. We hope to launch this initiative publicly in September 2025.

Artificial Intelligence and CPHA Learning and Development

Artificial Intelligence has emerged as a critical driver of change in L&D. Artificial Intelligence (AI) can enhance Learning and Development by personalising learning pathways and analysing skills gaps. It can also support the

creation of adaptive learning platforms, automate administrative tasks such as assessments and feedback, and generate insights from large datasets to inform strategic decisions. In humanitarian contexts, AI has the potential to expand access to learning, improve language inclusivity, and help tailor capacity-strengthening efforts to evolving needs.

A pilot initiative was launched to explore the application of artificial intelligence (AI) in implementing the Child Protection (CP) and Education in Emergencies (EiE) frameworks. However, the project was prematurely discontinued due to funding constraints, leaving its potential unrealised. Given the increasing role of AI —from predictive analytics to automated reporting—reviving and scaling this pilot to other areas of CPHA programming could yield significant benefits, particularly in combing gaps generated by cuts in technical support.

Furthermore, AI could be leveraged to develop innovative learning tools, such as short, interactive training videos tailored to frontline workers and to assist CPHA practitioners in generating learning pathways based on the existing resources available. There is a clear need to identify and develop concrete fundraising strategies to support these initiatives, ensuring that promising AI applications in CPHA are not stalled due to lack of resources.

Technical Learning Needs

CPHA Learning Needs Analysis from Practitioners Survey

Although a comprehensive learning needs analysis has not been conducted recently, preliminary insights are available from the *Child Protection in Humanitarian Action Practitioners Survey – Capacity and Needs*, carried out in 2024 by the Alliance for Child Protection in Humanitarian Action, the Child Protection Area of Responsibility (CP AoR), and UNHCR. While the final report is still pending, the observations shared here are based on the survey's preliminary findings. This summary will focus specifically on the findings related to technical learning gaps.

Based on the training needs analysis of respondents' organisations, a majority of participants expressed **training priorities** for the next 6 - 12 months with the following **Thematic Focus**: SGBV (**72%**), UASC (**69%**), Children's Safety and Self-Protection in Physical Environment (**68%**), Mental health and psychosocial distress (**67%**), and Child Labour (**54%**). A similar trend was seen between UN agencies/INGOs and local/national organisations on SGBV, Mental health and psychosocial distress. However, UN agencies/INGOs showed a higher rate of training needs on UASC (73%), while local/national organisations expressed a higher rate in the remaining areas than the average score (see more details in Table 14.1).

Table 14.1. Thematic Focus Areas of the future training needs *Multiple choices			
Disaggregated by	**Global**	**UN/INGO**	**Local/National**
Sexual and Gender-Based Violence (SGBV)	72%	71%	72%
Unaccompanied and separated children (UASC)	69%	73%	64%
Children's safety and self-protection in physical environment	68%	62%	73%

Mental health and psychosocial distress	67%	68%	67%
Child Labour	54%	47%	62%
Physical and emotional maltreatment	52%	44%	65%
Child Marriage	50%	46%	56%
Children associated with armed forces and armed groups (CAAFAG)	43%	34%	55%
Other	2%	3%	1%

The regionally disaggregated data on the training needs can be found below.

Table 14.2. Thematic Focus Areas of the future training needs by region *Multiple choices							
Disaggregated by	EAPR (n=13)	ESAR (n=96)	ECAR (n=42)	LACR (n=20)	MENA (n=42)	SAR (n=27)	WCAR (n=67)
Sexual and Gender-Based Violence (SGBV)	**77%**	**79%**	48%	**70%**	**86%**	**81%**	63%
Unaccompanied and separated children (UASC)	**85%**	**70%**	**71%**	**80%**	67%	**70%**	58%
Children's safety and self-protection in physical environment	70%	**74%**	**56%**	50%	**71%**	67%	**69%**
Mental health and psychosocial distress	**85%**	68%	**55%**	**60%**	**69%**	59%	**72%**
Child Labour	38%	65%	36%	20%	**69%**	**74%**	51%
Physical and emotional maltreatment	62%	53%	45%	45%	67%	48%	51%
Child Marriage	38%	61%	26%	30%	60%	70%	46%
Children associated with armed forces and armed groups (CAAFAG)	46%	57%	14%	35%	24%	37%	**66%**
Other	0%	0%	12%	0%	0%	0%	0%

With regard to interagency learning resources and initiatives, the *Unaccompanied and Separated Children (UASC) Training of Trainers* was piloted in only one region in 2024. While a broader rollout is planned, it remains constrained by a lack of sufficient resources. In the area of Sexual and Gender-Based Violence (SGBV), it is worth noting that the updated *Caring for Child Survivors* learning package was launched in late 2024 and may have helped to partially address existing gaps; however, it would benefit from wider dissemination to maximise its impact.

For Mental Health and Psychosocial Support (MHPSS), several learning products are currently available. Nonetheless, the ongoing gap identified by practitioners likely reflects a shortage of in-person learning opportunities rather than a lack of content. Lastly, resources specifically focused on self-protection remain limited and require further development.

On the **Intervention Areas,** the top five priorities were Child Protection System Strengthening (**59%**), Advocacy (**57%**), Case Management/Best Interest Procedure including Information Management (**57%**), Community-based child protection programming (**57%**), and CP mainstreaming or Integrated CP programming with other sectors (**55%**). Respondents from UN agencies/INGOs and local/national organisations showed the same trend, however; more than 50% of local/national organisations' respondents also chose Social Behavioural Change Communications, MHPSS, Family Strengthening, and Justice for Children (see more details in Table 15).

Table 15.1. Thematic Focus Areas of the future training needs *Multiple choices			
Disaggregated by	**Global**	**UN/INGO**	**Local/National**
Child Protection System Strengthening	**59%**	**51%**	**68%**
Advocacy	**57%**	**51%**	**66%**
Case Management/Best Interest Procedure including Information Management	**57%**	**57%**	**58%**
Community-based child protection programming	**57%**	**53%**	**61%**
Child Protection mainstreaming or Integrated CP programming with other sectors	**55%**	**55%**	**55%**
Social Behavioural Change Communications (SBCC)	45%	40%	53%
Mental Health and Psychosocial Support (MHPSS)	45%	41%	52%
Monitoring and Reporting Mechanism (MRM) for the six grave child rights violations	43%	42%	46%
Caring for child survivors	42%	39%	44%
Family strengthening incl. livelihood and parenting support	41%	34%	51%
Prevention and response to family separation, incl. Family Tracing and Reunification (FTR) or Identification, Documentation, Tracing, and Reunification (IDTR) and alternative care arrangements for UASC	39%	40%	41%
Prevention and response to use and/or recruitment of children by armed forces and armed groups	39%	36%	45%
Cash and Voucher Assistance for Child Protection	37%	34%	42%

Justice for Children	37%	25%	52%
Group activities for child wellbeing incl. Child Friendly Spaces	37%	32%	45%
Child-friendly refugee protection procedures	37%	37%	38%
Coordination in humanitarian/refugee settings	36%	36%	38%
Birth registration	27%	26%	31%
Prevention of Sexual Abuse and Exploitation (PSEA)	11%	13%	9%
Other	1%	1%	1%

The regionally disaggregated data on the training needs can be found below.

Table 15.2. Thematic Focus Areas of the future training needs *Multiple choices							
Disaggregated by	**EAPR (n=13)**	**ESAR (n=96)**	**ECAR (n=42)**	**LACR (n=20)**	**MENA (n=42)**	**SAR (n=27)**	**WCAR (n=67)**
Child Protection System Strengthening	54%	**58%**	**62%**	**55%**	57%	**74%**	54%
Advocacy	62%	60%	**52%**	45%	43%	56%	**63%**
Case Management/Best Interest Procedure including Information Management	**69%**	**59%**	**52%**	**55%**	**71%**	56%	49%
Community-based child protection programming	62%	57%	45%	45%	**71%**	**67%**	**58%**
Child Protection mainstreaming or Integrated CP programming with other sectors	**69%**	**58%**	**52%**	**55%**	**64%**	**59%**	45%
Social Behavioural Change Communications (SBCC)	62%	43%	26%	40%	50%	52%	**61%**
Mental Health and Psychosocial Support (MHPSS)	46%	47%	38%	45%	48%	44%	45%
Monitoring and Reporting Mechanism (MRM) for the six grave child rights violations	**69%**	44%	21%	35%	55%	44%	54%
Caring for child survivors	54%	35%	38%	50%	50%	44%	40%
Family strengthening incl. livelihood and parenting support	46%	46%	36%	30%	52%	44%	39%
Prevention and response to family separation, incl. Family Tracing and Reunification (FTR) or Identification,	38%	42%	38%	20%	40%	41%	45%

Documentation, Tracing, and Reunification (IDTR) and alternative care arrangements for UASC							
Prevention and response to use and/or recruitment of children by armed forces and armed groups	54%	44%	21%	35%	43%	44%	45%
Cash and Voucher Assistance for Child Protection	31%	47%	26%	30%	50%	15%	42%
Justice for Children	38%	45%	21%	25%	43%	30%	46%
Group activities for child wellbeing incl. Child Friendly Spaces	54%	40%	21%	20%	45%	56%	33%
Child-friendly refugee protection procedures	31%	35%	48%	20%	36%	26%	43%
Coordination in humanitarian/refugee settings	46%	38%	21%	55%	43%	37%	36%
Birth registration	38%	27%	29%	20%	29%	26%	33%
Prevention of Sexual Abuse and Exploitation (PSEA)	0%	13%	0%	20%	12%	15%	15%
Other	0%	0%	5%	0%	2%	0%	0%

While **systems strengthening** is one of the guiding principles highlighted in the Child Protection Minimum Standards, there is currently no dedicated course, learning package, or standalone learning product focused specifically on this topic. Although it is addressed as a cross-cutting in other resources, practitioners have consistently identified it as a major learning need—suggesting the importance of developing a dedicated learning solution.

Advocacy has consistently surfaced as a critical theme in sector-wide conversations since early 2025. In the current climate of shifting priorities and shrinking resources, the ability to effectively advocate for Child Protection is increasingly essential. All CP actors—whether operating at country, regional, or global levels—must be equipped to make the case for sustained and prioritised investment in CP programming. This includes knowing what to advocate for, how to frame the urgency of CP needs in broader humanitarian discussions, and how to engage strategically with donors, clusters, and decision-makers during re-prioritisation exercises. Strengthening advocacy skills and clarity of messaging will be key to ensuring CP remains visible, resourced, and embedded in multi-sectoral humanitarian responses.

A comprehensive learning package on **case management** was developed in 2024 by the Case Management Task Force; however, additional efforts are needed to effectively socialise the content and prepare trainers to adapt it to their specific contexts, particularly given the package's substantial scope and depth. Resources on **community-level approaches** are available for both online and in-person learning but would likely benefit from being re-delivered adapted to relevant contexts.

In alignment with Pillar 4 of the Child Protection Minimum Standards (CPMS), the Alliance for Child Protection in Humanitarian Action has developed a range of resources to support **child protection mainstreaming and integration with other sectors**. Key resources include, but are not limited to:

- Full indicator package: indicators to measure cross sectoral contributions to child protection and well being
- Working together: An Inter-Sectoral Framework for Advancing Children's Protection and Well-Being Through Humanitarian Standards
- Working Across Sectors: Starter Kit
- Working Together Across Sectors: A Toolkit for Building Awareness and Support
- Inter Sectoral Collaboration in Humanitarian Settings between Camp Coordination and Camp Management, Health and Child Protection
- Education and Child Protection: A Review of Good Practice on Inter-Sectoral Collaboration in Humanitarian Settings

In terms of learning opportunities, several targeted resources have been developed to build capacity across sectors. These include dedicated modules within the CPMS E-course—specifically on Standard 21 (Food Security), Standard 23 (Education), Standard 24 (Health), and Standard 28 (Camp Management)—as well as the Child Protection Mainstreaming in Food Security and Nutrition course.

Additionally, the Global Child Protection Area of Responsibility (CP AoR) has developed the Safe Recognition and Referrals of Child Protection Concerns: Rapid Guide for All Humanitarian Workers, complemented by a dedicated face-to-face learning package to support practical application in the field.

In the current global context—where humanitarian needs are rising and resources are increasingly limited—investing in cross-sectoral capacity strengthening is not only strategic but essential. It ensures that all sectors are equipped and empowered to contribute meaningfully to child protection outcomes, ultimately supporting more effective, coordinated, and accountable humanitarian responses. Therefore, investing in the dissemination and socialisation of these resources is critical to ensure they are widely understood, accessible, and used in practice by actors across all relevant sectors.

Other Learning Needs Identified

Disability and Inclusion

Over the past five years, significant progress has been made in developing resources to promote the inclusion of people with disabilities in humanitarian programming. A landmark contribution came in 2021 when UNICEF released *Including Children with Disabilities in Humanitarian Action*, a comprehensive guidance package featuring sector-specific adaptations—including a dedicated child protection guide—to address the unique needs of children with disabilities across education, health, nutrition, and WASH. Despite these advances, learning opportunities for practitioners remain limited. While systematic data on this gap is scarce, the lack of accessible, practical training tools tailored to frontline workers are often reported. Challenges such as the absence of localised case studies, limited interactive training formats, and insufficient guidance on engaging children with disabilities in programme design persist, underscoring the need for more robust capacity-strengthening initiatives.

CPHA L&D Way forward

Short Term

Within the current *Alliance Strategic Brief*, Learning and Development (L&D) efforts are predominantly—but not exclusively—situated under Priority 2 "Provide technical leadership for quality programming in line with the Minimum Standards for Child Protection in Humanitarian Action (CPMS)" specifically within Objective 2: Practitioners have strengthened Child Protection in Humanitarian Action (CPHA) learning and development. Key actions included within the strategic brief are under this objective are:

- Coordinate and align Learning and Development initiatives across technical areas and stakeholders, emphasising co-creation and capacity sharing with local partners.
- Promote access to high-quality learning resources via platforms such as Kaya, the CPHA Community of Practice, and the trainers mailing list.
- Explore and integrate responsible AI tools to personalise learning experiences, enhance language accessibility, and support real-time content adaptation based on user behaviour and needs.
- Strengthen evidence generation through case studies and context-specific reviews on the impact of quality Learning and Development initiatives.
- Prioritise support to face-to-face regional learning opportunities, where funding allows, to strengthen localised capacity, foster peer-to peer exchange, and deepen practitioner connection across contexts.

Given the broad nature of some of these intervention categories, we have sought to further unpack and operationalise them into more concrete, actionable steps to guide the work of the L&D Working Group moving forward, with a view to informing activities through to the third quarter of 2026. The implementation of some of these actions will depend on the availability of resources beyond the last quarter of 2025.

To advance this agenda, the L&D Working Group will:

1. **Support the adaptation and use of existing learning resources, while facilitating the development of new products where needed,** with a strong emphasis on co-creation and equitable capacity sharing with local and national partners and on making these resources available in multiple languages to ensure broader accessibility
2. **Promote the development of accessible and engaging learning formats**, such as short videos, blogs, and podcasts, to reach a broader audience and support different learning preferences.
3. **Maintain and regularly update the Kaya** platform to ensure timely uploading of new online learning modules and improved global accessibility for practitioners. In parallel, mobilise resources to sustain the platform and support the continued hosting of MOOCs on FutureLearn or their transition to Kaya.
4. **Promote active engagement with the CPHA Community of Practice**, facilitating knowledge exchange, peer learning, and the dissemination of tools and good practices across contexts.
5. **Strengthen the Trainers' Network** by promoting the trainers' mailing list and organising regular virtual workshops to foster skill development, resource sharing, and a sense of professional community while also seeking to connect with emerging in country CPHA coordination mechanisms/groups.

6. **Develop an AI-focused fundraising one-pager** for Learning and Development within CPHA, outlining potential applications, benefits, and resource needs to attract targeted donor
7. **Document and share case studies of successful Learning and Development initiatives** that have been sustained or scaled despite significant funding constraints, to generate evidence for advocacy with donors and promote continued investment in effective CPHA L&D efforts.
8. **Support regional, face-to-face learning opportunities**, where feasible, to reinforce localised capacity, foster peer-to-peer collaboration, and strengthen practitioner networks.
9. **Support country-level CP groups develop tailored CPHA capacity strengthening strategies** and plan joint L&D initiatives, with in-country implementation led by member agencies and supported by global expertise
10. **Coordinate online, live learning opportunities** (online training, clinics, webinars) in collaboration with other technical areas to support cross-thematic learning and enhance accessibility across geographies, including exploring the possibility of joint Learning and Development (L&D) initiatives with other sectoral technical networks (e.g. INEE).
11. **Pilot and scale up WhatsApp-based microlearning modules** tailored for frontline volunteers, offering low-bandwidth, easily digestible content that supports real-time learning and reinforces key child protection competencies.

BEYOND 2026 – TOWARD A HOLISTIC AND SUSTAINABLE APPROACH TO CPHA LEARNING AND DEVELOPMENT

Looking ahead beyond the current Strategic Brief, the L&D Working Group envisions a more holistic, sustainable, and inclusive approach to Learning and Development in CPHA. To guide this vision, the L&D Working Group will aim to:

- **Foster deeper and sustained partnerships with academic institutions:** build on initial collaborations establish long-term partnerships that contribute support curriculum development and promote integration of CPHA content into academic programmes. This will support the professionalisation of the sector and create more structured pathways for learning, accreditation, and career development in CPHA.
- **Strengthen youth-led organisations engagement in learning and capacity sharing initiatives:** actively create space for youth-led organisations in Learning & Development Working Group activities, provide mentorship, and encourage their active engagement within the CPHA Community of Practice.
- **Maintain and expand the Alliance Online Learning Offer:** continue to enhance the Learning Hub as a central, dynamic repository for CPHA learning improving functionality, and accessibility. This includes ensuring multilingual access and migration of future Learn MOOCs.
- **Explore pathways for regional ownership of learning initiatives:** Encourage and support locally led L&D systems by facilitating the adaptation of global resources to regional contexts, supporting trainer pools, and enabling national-level actors to lead dissemination and training efforts.

- **Support the professional growth and retention of the CPHA workforce:** Promote long-term mentorship schemes, career development pathways, and communities of practice that sustain professional engagement, reduce burnout, and build institutional memory.
- **Advocate for sustained investment in learning and development as a core component of quality programming:** in cooperation with Advocacy Working Group engage donors and strategic partners to elevate the role of L&D in achieving child protection outcomes, positioning it as a critical enabler of both emergency response and system strengthening.
- **Integrate innovation and technology to enhance the relevance and reach of learning:** build on pilot initiatives (e.g., AI integration, microlearning via WhatsApp) to embed flexible, user-cantered learning models that can evolve with emerging needs and technological advancements.