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FOR CHILD PROTECTION
IN HUMANITARIAN ACTION



Strengthening Community-level Child Protection in Humanitarian Action

Capacity-building
Package Facilitator Guide

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The Alliance for Child Protection in Humanitarian Action (the Alliance) supports the efforts of humanitarian actors to achieve high-quality and effective child protection interventions in humanitarian settings. Through its technical working groups and task forces, the Alliance develops interagency operational standards and provides technical guidance to support the work of child protection in humanitarian settings.

For more information on the Alliance's work and joining the network, please visit
<https://www.alliancecpa.org> or contact us directly: info@alliancecpa.org.

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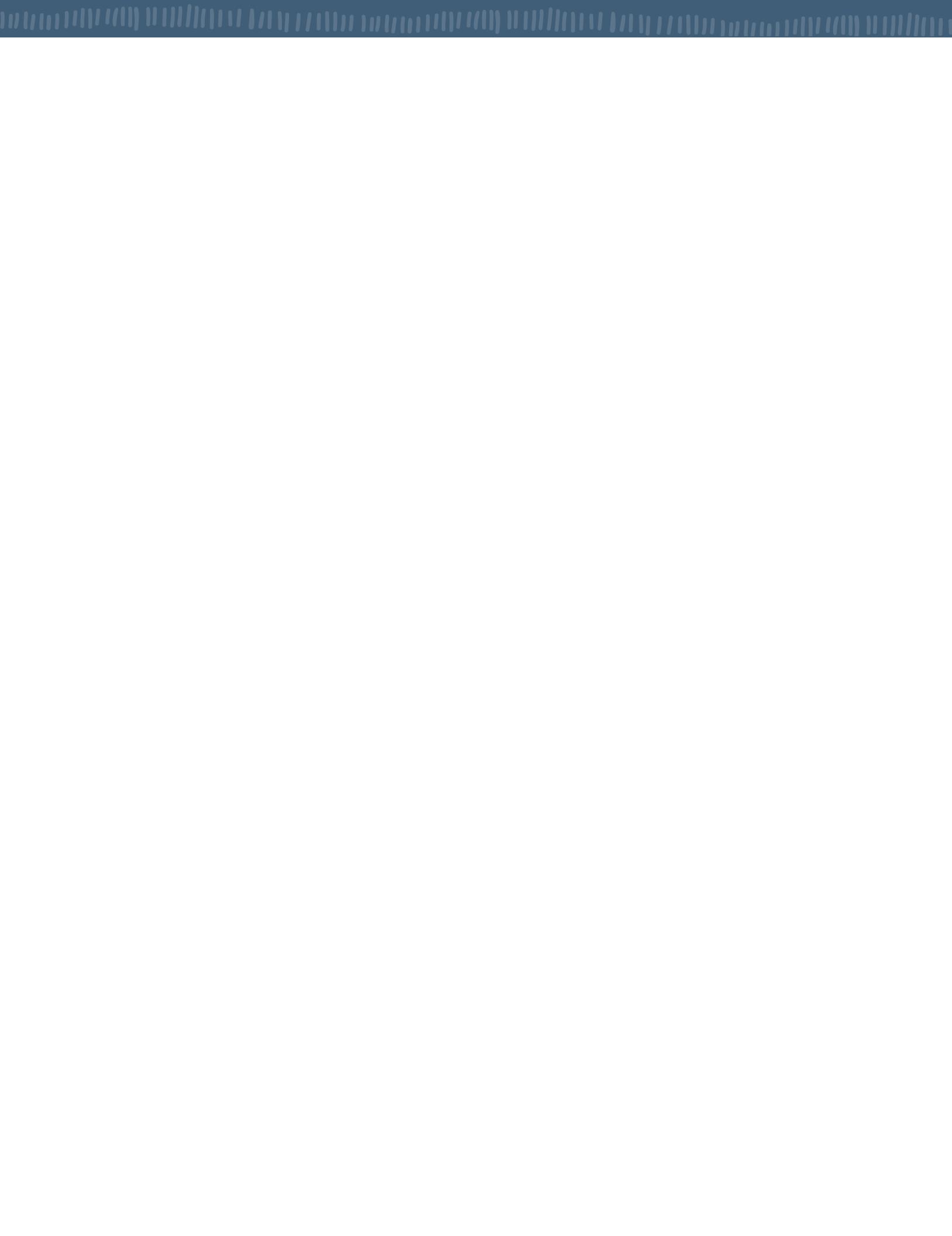


TABLE OF CONTENTS

1 Introduction

- 1 Background to the Initiative
- 1 Who is this Capacity-building Package for?
- 2 Aim and Learning Outcomes
- 2 Content of the Capacity-building Package

6 How to Use this Capacity-building Package

- 6 Contextualize the Materials
- 7 Sample Agenda

12 Supplemental Materials

- 13 Pre-Test Handout
- 15 Post-Test Handout
- 17 Participant Evaluation Handout
- 19 Self-Reflection Guide Handout

23 Session Planning Sheets

- 24 M1.S1: Community-level Approaches to Child Protection: Defining our Work
- 26 M1.S2: Framework for Community-level Child Protection Approaches - Social Ecology
- 28 M1.S3: Framework for Community-level Child Protection Approaches: Child Protection Systems
- 30 M1.S4: Key Considerations: Ways to Reach Higher Levels of Community Engagement and Ownership
- 32 M1.S5: Analyzing Our Community-level Approaches (Parts 1 and 2)
- 34 M2.S1: Methods and Approaches for Participatory Community Engagement
- 38 M2.S2: Facilitating Discussions on Children's Risks and Protection
- 40 M2.S3: Mapping the Context: How Do We Understand Existing Protection Capacities and Risks in the Community?
- 42 M2.S4: How to Identify Risks Associated with External Support
- 44 M2.S5: Understanding Community Conceptions of Child Protection
- 46 M2.S6: Prioritizing Community Child Protection Concerns
- 48 M2.S7: How to Support Meaningful Child Participation
- 50 M2.S8: Action Planning with Communities
- 52 M2.S9: How to Facilitate Linkages between Formal and Informal Child Protection Systems
- 54 M2.S10: Reflecting on the Quality of our Partnership with Communities
- 56 M2.S11: Community-level Child Protection in Humanitarian Action: The Need for a Shift in Mindset

INTRODUCTION

Background to the Initiative

Strengthening Community-level Child Protection (CCP) in Humanitarian Action is an interagency initiative of the [Community-level Child Protection Task Force \(CCP TF\)](#), under the [Alliance for Child Protection in Humanitarian Action \(Alliance\)](#). The initiative collaborated with Child Protection Coordination Groups in Sudan and the Philippines, at the sub-national level, to develop evidence-based and practical guidance and capacity-building materials for child protection actors working with communities in humanitarian action. The result of this initiative has been the development of a Reflective Field Guide: Community-level Approaches to Child Protection in Humanitarian Action (Reflective Field Guide), and companion capacity-building materials.

Reflective Field Guide and Capacity-building Package

The Reflective Field Guide has been developed to stimulate reflection among child protection (CP) practitioners working in humanitarian contexts on how to operationalize Minimum Standard 17 on Community-level Child Protection Approaches. The Reflective Field Guide highlights CCP programming and the latest learning in the sector, invites practitioners to reflect on the effectiveness and sustainability of their current level of engagement with communities, and asks that they consider ways to reach higher levels of community engagement and ownership.

The companion training package includes this Facilitator's Guide, face to face (F2F) training materials, as well as an Online Learning Series. The package introduces participants to the content of the Field Guide, and practical application of methods and approaches to working alongside communities.

Who is this Capacity-building Package for?

The primary audience is frontline community-level child protection practitioners of international, national, and local organizations, though sessions may also be useful for Program Managers and Coordinators, Technical Advisors, among others. It is intended to help practitioners adapt more community-driven approaches into their current programming, plan new programs with higher levels of community involvement, and build capacity in the workforce. Some examples of how these materials may be used follow:

- The foundations of promising practice give all child protection practitioners a grounding in evidence-based key concepts of community-level child protection for developing appropriate programming and human resource development.
- Child Protection Program Managers can use the Key Considerations and the Guidance Notes on methods and approaches to design and implement program activities that strengthen community-level engagement.
- The methods and tools in the Guidance Notes sessions can support frontline Child Protection Specialists and community workers/volunteers. The training package will offer them the opportunity to practice the methods and approaches to enhance their confidence and skills in community engagement.
- Technical Advisors and Heads of Program can use the sessions on systems strengthening and principles of good community-level child protection to reflect on their organizations' current programming in support of strategic planning and program development.
- Adaptation of the capacity-building materials could be useful for relevant government child protection authorities involved in humanitarian child protection coordination structures to influence standardized approaches and strengthening in the formal systems.

Aim and Learning Outcomes

Aim of the F2F Workshop

The aim of the workshop is to enhance the knowledge and skills of child protection practitioners to confidently implement effective community-level approaches.

Learning Outcomes

By the conclusion of the workshop/ training, participants will:

- Have increased knowledge of key factors influencing promising practice within community-level child protection
- Reflect on their attitudes, dispositions and approaches that influence community engagement
- Have enhanced capacities to use participatory methods

Content of the Capacity-building Package

What's in the Package?

The capacity building package aligns with and supports the Field Guide, and is structured similarly. The package is composed of two Modules and 16 sessions in total, along with an Introduction presentation. Each session includes:

- Session planning sheet for facilitators with session timing, aim and learning outcomes, supplemental materials, and PowerPoint guide
- PowerPoint presentation with exercises (including optional exercises) and presenter notes
- Handouts and exercises (where applicable)

Additional facilitator materials include:

- Pre- and post-workshop questions to gauge baseline and end of workshop knowledge and attitudes
- Draft agenda
- End of workshop participant evaluation of content, materials, facilitation, and open-ended comments
- Self-Reflection Worksheet to guide participants in a self-reflection over the course of the workshop, considering the topics covered each day
- Key resources for reference

Companion resources for facilitators and participants:

All participants will be provided with copies of the following in soft copy:

Ager, A., et al. (2010). Participative ranking methodology: A brief guide. Version 1.1. New York: Mailman School of Public Health Columbia University.

Barnett, K. & Wedge, J. (2010). Child protection systems in emergencies: A discussion paper. London: Save the Children.

Child Frontiers. (2016). Adapting to learn, learning to adapt: Overview of and considerations for CP systems strengthening in emergencies. The Alliance for Child Protection in Humanitarian Action.

The Alliance for Child Protection in Humanitarian Action. (2019). A reflective field guide: Community-level approaches to child protection in humanitarian action. New York: Author. (may choose to print)

The Alliance for Child Protection in Humanitarian Action. (2019). Community-based child protection humanitarian action: Definitions and terminology. New York: Author.

Wessells, M. G. (2015). Bottom-up approaches to strengthening child protection systems: Placing children, families, and communities at the center. *Child Abuse & Neglect. The International Journal*. Elsevier Ltd. 43: 8-21.

Wessells, M. G. (2018). A guide for supporting community-led child protection processes. New York: Child Resilience Alliance. Available online at communityledcp.org.

Overview of Modules and Sessions

Introductory Session

This session includes:

- A background of the initiative
- The Aims and Learning Outcomes
- A brief overview of the contents of the entire package
- Establishment of ground rules, and covering housekeeping and other matters.

Module 1: Foundations of Promising Practice

Module 1 focuses on the core concepts and frameworks that are the foundation of our understandings of, and approaches to, community level child protection.

M1.S1: Community Level Approaches to Child Protection: Defining our Work

M1.S2 Framework for Community Level Child Protection Approaches: Social Ecology

M1.S3: Framework for Community Level Child Protection Approaches: Child Protection Systems

M1.S4: Key Considerations for Effective Community Level Child Protection

M1.S5 Part 1: Where are we now? Analyzing our community level approaches

M1.S5: Part 2: Where Do We Want to Go?

Module 2: Enhancing Our Capacities for Community Engagement

Module 2 looks at the kinds of approaches, methods and tools that might be useful in strengthening community engagement in child protection programming. Please note that there is a lot of material and it does not have to be covered in its entirety, or sequentially.

M2.S1: Methods and Approaches to Strengthen Community Level Child Protection – Foundations

M2.S2: Facilitating Discussions on Children's Risks and Protection

M2.S3: How Do we Understand Existing Protection Capacities and Risks in the Community

M2.S4: How to Identify Risks Associated with External Support

M2.S5: Understanding Community Concepts of Child Protection

M2.S6: Prioritizing Child Protection Risks

M2.S7: How to Support Meaningful Opportunities for Child Participation

M2.S8: Action Planning with Communities

M2.S9: Facilitating Linkages Between Informal and Formal Child Protection Systems

M2.S10: Reflecting on The Quality in Our Community Level Child Protection Programming

M2.S11: Community Level Child Protection in Humanitarian Action: The Need for a Shift in Mindset

HOW TO USE THIS CAPACITY-BUILDING PACKAGE

Offering a workshop that covers the whole package would take a full five-days. This would be useful to immerse participants in the content, though not always feasible. The package is modular, and sessions could be run individually, or out of sequence. Suggestions of how they can be used in this way include:

- Individual sessions can be used as refresher training, or to fill in particular knowledge and attitude gaps within existing community-level child protection programming. Capacity assessments would determine which sessions were the most relevant.
- Covering the entire package over a period of time, making a schedule for one or two sessions conducted in a time set aside for training, or as an adjunct to regularly scheduled meetings, such as interagency coordination meetings.
- Self-study of sessions with the Reflective Field Guide

Contextualize the Materials

As this is a global capacity-building package, it is important to adapt all the materials (PowerPoints, exercises, and handouts) to the context in which they are being used. Considerations should be for language, appropriateness of content, relevant examples and case studies from the context, among others. Contextualization will make the materials more accessible to participants, increasing the overall learning potential.

Case studies:

Case studies reflecting local humanitarian action contexts are important tools in capacity-building activities. They allow for participant reflection with real-life situations they are likely to encounter. Case studies used in a workshop setting are usually in written formats; however, the use of video or audio is also possible. Written formats are found in existing training materials and can be adapted/contextualized for the training context. You may also develop case studies specifically for an exercise. Appropriate video/audio will have to be found, which can be more time consuming.

The learning objectives of case studies often focus on context and risk analysis, problem-solving, and application of learning to developing programmatic activities. The first step in designing/contextualizing a case study is to identify the main objective for its use in a particular exercise. A case study may also be used in phased exercises that move the participants from identification and analysis, problem-solving, and application.

Once the objective is determined, consider the best elements of a scenario that would have participants meet the objectives; for example: location and characteristics of the community from your context (e.g., urban, refugee/displaced camp, rural displaced), characteristics of persons in the scenario (e.g., women, boys, adolescent girls, community leaders), and what situations/problems should be presented to address the objectives (e.g., Who would you want to involve in a context analysis? What are the main child protection concerns? What protection resources exist in the community?)

There are many ways to structure a case study, but it should be simple to understand, not too lengthy (less than a page, unless it is a phased case study that builds up), and reflecting the local environment and community elements, including people, humanitarian situation, child protection risks and resources, etc. The following is a simple format that will help you to get started.

- Location (e.g., country, region, city, village, camp)
- Humanitarian context (e.g., armed conflict, a natural disaster)
- Impacts of the situation on community members (e.g., displacement, violence, trafficking, recruitment)
- Impacts of the situation on children (e.g., violence, access to education and health care, family separation)

The case study will have discussion/reflection question(s) intended to guide participants' reflection and analysis to meet the objective(s) of the exercise.

A sample case study for contextualization is found in M1.S1. PowerPoint presentation, Optional Exercise (Short): What is a community in an emergency?

Sample Agenda

Many of the sessions have optional exercises that will change their timing, as indicated in the Session Planning sheets. This sample agenda for a five-day workshop indicates which versions of the longer sessions it includes, and it has extra time allotted for some sessions to anticipate getting behind.

FACE TO FACE WORKSHOP

Sample Agenda



Name of Workshop:

Location of Workshop:

Dates of Workshop:

SAMPLE AGENDA – 5-DAY WORKSHOP

Aim of the Workshop:

The aim of this workshop is to enhance the knowledge and skills of child protection practitioners to confidently implement effective community-level approaches.

Learning Objectives:

By the conclusion of the workshop, participants will:

- Have increased knowledge of key factors influencing promising practice within Community-level child protection
- Reflect on their attitudes, dispositions and approaches that influence community engagement
- Have enhanced capacities to use participatory methods

Day 1

Module 1: Foundations of Promising Practice

Time	Topic
8:00 am – 8:30 am	Arrival and Registration (Pre-Test)
8:30 am – 9:00 am	Welcome Remarks
9:00 am – 9:30 am	Introduction of Facilitators and Participants
9:30 am – 10:00 am	Introduction to F2F Capacity-building Materials
10:00 am – 10:30 am	Break
10:30 am – 12:00 pm	Module 1 – Session 1: Community-level Approaches to Child Protection: Defining Our Work

12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:45 pm	Module 1 – Session 2: Framework for Community-level Child Protection Approaches: Social Ecology
2:45 pm – 3:00 pm	Break
3:00 pm – 4:30 pm	Module 1 – Session 3: Framework for Community-level Child Protection Approaches: Child Protection Systems
4:30 pm – 5:00 pm	Daily Wrap-up, Preview Day 2

Day 2

Module 1: Foundations of Promising Practice (cont'd) Module 2: Enhancing Our Capacities for Community Engagement

Time	Topic
8:00 am – 8:15 am	Day 1 Recap, Day 2 Preview
8:15 am – 10:00 am	Module 1 – Session 4: Key Considerations for Effective Community-level Child Protection
10:00 am – 10:15 am	Break
10:15 am – 11:30 am	Module 1 – Session 5: Framework for Community-level Child Protection Approaches: Part 1 - Analyzing Our Community Approaches
11:30 am – 12:00 pm	Module 1 – Session 5: Framework for Community-level Child Protection Approaches: Part 2 – Where Do We Want to Go? (begin)
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:00 pm	Module 1 – Session 5: Framework for Community-level Child Protection Approaches: Part 2 – Where Do We Want to Go? (cont'd)
2:00 pm – 3:30 pm	Module 2 – Session 1: Methods and Approaches to Strengthen Community-level Child Protection – Foundations (Overview, without Key Considerations Review, minimum Methods Detail or optional exercises)
3:30 pm – 3:45 pm	Break
3:45 pm – 5:00 pm	Module 2 – Session 2: Facilitating Discussions on Children's Risks and Protection
5:00 pm	Daily Wrap-up

Day 3

Module 2: Enhancing Our Capacities for Community Engagement Time	
Time	Topic
8:00 am – 8:15 am	Day 2 Recap, Day 2 Preview
8:15 am – 9:30 am	Module 2 – Session 3: How Do We Understand Existing Protection Capacities and Risks in the Community?
9:30 – 9:45	Break
9:45 am – 10:45 am	Observation and Mapping Exercise (optional, adjust agenda accordingly)
10:45 am – 12:00 pm	Module 2 – Session 4: How to Identify Risks Associated with External Support
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:45 pm	Module 2 – Session 5: Understanding Community Concepts of Child Protection
2:45 pm – 3:00 pm	Break
3:00 pm – 4:45 pm	Module 2 – Session 6: Prioritizing Child Protection Risks
4:45 pm – 5:00 pm	Daily Wrap-up

Day 4

Module 2: Enhancing Our Capacities for Community Engagement (cont'd)	
Time	Topic
8:00 am – 8:15 am	Day 3 Recap, Day 4 Preview
8:15 am – 10:15 am	Module 2 – Session 7: How to Support Meaningful Child Participation
10:15 am – 10:30 am	Break
10:30 am – 12:00 pm	Module 2 – Session 8: Action Planning with Communities
12:00 pm – 1:00 pm	Lunch
1:00 pm – 2:45 pm	Module 2 – Session 9: How to Facilitate Linkages between Formal and Informal Child Protection Systems

2:45 pm – 3:00 pm	Break
3:00 pm – 4:45 pm	M2.S10: Reflecting on the Quality of Our Partnership with Communities
4:45 pm – 5:00 pm	Daily Wrap-up, Evaluation

Day 5

Module 2: Enhancing Our Capacities for Community Engagement (cont'd)

Time	Topic
8:00 am – 8:30 am	Day 4 Recap, Preview Day 5
8:30 am – 10:30 am	M2.S11: Community-level Child Protection in Humanitarian Action: The Need for a Shift in Mindset
10:30 am – 10:45 am	Break
10:45 am – 12:00 pm	Planning period for participants from the same organizations to build on their personal plans for next steps for programming within their organizations
12:00 pm – 1:00 pm	Lunch
1:00 pm – 3:00 pm	Evaluations, Post-Test, Closing, Catch-up Time

SUPPLEMENTAL MATERIALS

The capacity-building package includes sample pre-/post-test questionnaires, end of workshop evaluation, and a Self-Reflection Worksheet that should be given to participants at the beginning of the workshop and prompt daily reflections as indicated in the worksheet. Copies of each of these are found below.



PRE-TEST HANDOUT



Name of Workshop:

Location of Workshop:

Dates of Workshop:

PRE-WORKSHOP QUESTIONNAIRE

1. How can we define “community?”
 2. What might happen if our understandings of child protection do not align with those of community members’?
 3. What is the difference between: “community-based” and “community-led” child protection?
 4. What is the “social ecology” framework and why is it important in community-level child protection?
 5. What are some elements of “child protection systems?”
 6. What are 3–4 important elements (key considerations) of community-level child protection?
 7. To understand how much community engagement we have in our programming, what are some criteria we can use to assess that?

8. What are some of the methods we can use to do a deep context analysis of child protection concerns and capacities in a community?
 9. Why is meaningful participation of children, adolescents and youth particularly important in effective community-level child protection programming?
 10. What knowledge, attitudes and skills do you think are important to being effective in community-level child protection?

POST-TEST HANDOUT



Name of Workshop:

Location of Workshop:

Dates of Workshop:

POST-WORKSHOP QUESTIONNAIRE

1. How can we define “community?”
 2. What might happen if our understandings of child protection do not align with those of community members’?
 3. What is the difference between: “community-based” and “community-led” child protection?
 4. What is the “social ecology” framework and why is it important in community-level child protection?
 5. What are some elements of “child protection systems?”
 6. What are 3–4 important elements (key considerations) of community-level child protection?
 7. To understand how much community engagement we have in our programming, what are some criteria we can use to assess that?

8. What are some of the methods we can use to do a deep context analysis of child protection concerns and capacities in a community?
 9. Why is meaningful participation of children, adolescents, and youth particularly important in effective community-level child protection programming?
 10. What knowledge, attitudes, and skills do you think are important to being effective in community-level child protection?

PARTICIPANT EVALUATION HANDOUT



Name of Workshop:

Location of Workshop:

Dates of Workshop:

END OF WORKSHOP - PARTICIPANT EVALUATION

Your feedback is very important to us!

The information you provide in this evaluation form is one of the most important parts of our learning and development review processes and informs the further development of CPIE F2F Training. What you say today can make a difference to the training experience of the participants who come after you. Please take the time to answer each question thoughtfully and honestly.

Please score each session on a scale from **1 – not at all useful** to **4 – very useful**

- Rating a session **very useful (4)** would suggest to the facilitator that you found the information contained in the session very useful, relevant, helpful, and informative for your learning and development.
- Rating a session **not at all useful (1)** would suggest to the facilitator that you found the information contained in the session not at all useful, relevant, helpful, and informative to your learning and development.
- Rating a session **somewhat useful (2)**, or **useful (3)** would suggest to the facilitator that you found the information contained in the session useful, relevant, helpful, and informative to your learning and development to varying degrees.
- Please use the comments section to provide feedback on your rating.

	1 Not at all useful	2 Somewhat useful	3 Useful	4 Very useful
<i>How would you rate the entire training?</i>				
Comments and suggestions:				

<i>The supplied resources</i>				
Comments and suggestions:				
<i>Planning and support</i>				
Comments and suggestions:				
<i>Facilitation</i>				
Comments and suggestions:				

Can you tell us the top 3 things you enjoyed most about the entire training? We would appreciate knowing why you enjoyed these things.

1.

2.

3.

Can you tell us the top 3 things you enjoyed least about the entire training? Please make suggestions for how to improve.

1.

2.

3.

Any other specific comments?

SELF-REFLECTION GUIDE HANDOUT



Name of Workshop:

Location of Workshop:

Dates of Workshop:

SELF-REFLECTION WORKSHEET¹

Strengthening your capacities for effective community engagement requires you to develop foundational skills such as listening, asking probing questions, managing conflict, and so on. These are built through a practice of reflection and application.

Throughout this workshop, we will be discussing and exploring the soft skills needed for being a strong facilitator. We will also ask you to do a lot of self-reflection on your strengths, as well as areas you feel could use improvement to make you a stronger facilitator.

Please use this worksheet to guide you in a self-reflection over the course of the workshop, considering the topics covered each day. This is only for you, and you are encouraged to fully engage in this process while you are away from your daily routine and exposed to new ideas and approaches. You may write your thoughts and reflections in a notebook.

On an ongoing basis, it is useful to think about which skills you need additional practice on, which challenges (internal or external) make it difficult for you to use a particular skill, and how you will take steps to improve.

What do I bring?

- Please picture yourself in your role as a child protection worker. Assume that your organization or agency has asked you to work in a country or area that is new to you and to help to address violence against children. Using the prompts below, write in a couple of points for each item:
 - Your origin and background that influences your community engagement and involvement in child protection (e.g., education, professional experience, life experience)
 - Your beliefs and values in relation to how you see children, work with community members, work with children, etc.
 - Assumptions you have about child protection, community engagement, etc.
 - Knowledge and skills you possess

¹ This content is adapted from Child Resilience Alliance. Toolkit Section 1: Facilitation Tools. *Supporting community-led child protection: An online guide and toolkit*. 2019. <https://communityledcp.org/toolkit/section-1-facilitation-tools>

- What might be some of the power dynamics you should be aware of, or will see when you enter into a new area to work?
- What is your position of power relative to the local people?
- How are the local people positioned relative to you?
- Please reflect for a few minutes on how well or poorly what you bring to the community might be aligned with the views of local people of another culture. What might be some key areas of possible overlap, and also of possible disconnects?
- Consider some key ideas about how what you bring to the community may affect (positively or negatively) efforts to build trust and a strong relationship with the community.
- Consider some things that your organization brings to your work in the community that may be beyond you.
- Reflect on and write down some of the things you could do to reduce the negative effects of what you bring to communities.

Humility

Developing a humble approach is not a one-step process but is part of a longer journey of self-awareness and transformation. On an ongoing basis, it pays to reflect on the humility of your current approach:

- Consider the knowledge that local communities may have. Think what things local people know that we do not know and jot down a few ideas.
- What are some words or concepts that you associate with humility, or a humble approach to community engagement?
- Thinking about your work as a facilitator or a non-governmental organization worker, please take a few minutes to write down several ideas about the value of a humble approach in enabling community-led work on child protection. In other words, why is humility important with regard to community-led work?
- Reflect on the following questions:
 - What are my motives for doing child protection work? Aside from wanting to help children, are there personal benefits that I derive from this work and being an “expert”?
 - In what ways are my personal approach and work with communities respectful and humble? In what ways are they less than respectful and humble?
 - When I’m in the community, does my mode of dress, introduction, speaking, and even travel put me in an elevated position relative to community people?
 - How trustful am I of community processes with regard to supporting vulnerable children?
 - How willing am I to share power with communities? Do I or my agency make the key decisions, or do communities make the key decisions?
 - When I talk with communities, is the focus on me and my agency, or on the community?
 - Are there ways in which I may be putting myself too much at the center?
 - How do I bring myself back to humility when I think the community sees the dominance of the organization in the community?

Empathy

Empathy differs from sympathy, in which we accept or support another person’s feelings as our own. In empathizing, we do not agree or disagree with the other person’s feelings, ideas, or views. Instead, we try to put ourselves in the other person’s position and understand fully how they see things.

Being able to empathize with someone requires that we be curious about another person's perspective and seek to learn as much as we can about it, without judging. This requires being open to new perspectives so that we do not see things through our own lenses. In a significant way, we have to background our own ways of understanding, adopting instead the viewpoint of the other person as closely as we can.

- How am I taking an empathic approach in my interactions?
- Am I asking questions or saying things that reflect my agenda and values that may create obstacles to empathy?
- When I hear things that are troubling or that anger me, am I able to move those feelings into the background so that I am not focusing on them and focus instead on the tasks of empathizing and learning?
- What are my personal obstacles to empathizing, and what steps am I taking to improve my ability to empathize more fully with other people?

Deep listening

We all have the capacity to learn to listen in a deeper, more engaged manner, although this requires both effort and practice. The purpose of this is to stimulate reflection on what is good listening, its importance in the community facilitation process, and the obstacles to it. Also, this can help you to identify steps or practices that will enable you to listen more deeply and to use these skills in your work as a facilitator.

- Thinking about yourself, your friends and family, and your daily activities, what do you think good listening is and why is it important?
- How does deep listening contribute to the community facilitation process?
- What disrupts, hinders, or affects your ability to listen deeply?
- Deep listening is not just something that happens—it is a product of intentional steps and processes of self-awareness and self-management. Please think for a couple of minutes and then write down three key steps that you could take to listen more deeply.

Developing a reflective practice

As the contexts in which we work change, we might find that something that had worked well previously no longer works very well. Or, doing things in the old way is suddenly seen by local people as not helpful. In this respect, the facilitator is on an ongoing journey of learning and can never sit back and rest assured that everything is going fine.

One of the most important skills of facilitation is that of critical thinking, which aims to help strengthen practice. This consists of two important processes: 1) critical reflection and 2) using what is learned through reflection to strengthen one's practice.

Critical reflection means stepping back from a task and taking stock of how it is going and what might need adjustment. An important step toward developing a reflective practice is to create space for reflection each day in a context that is relatively quiet and conducive to looking back and thinking how to improve.

- What are one or two things that went well today? Why did these happen?
- What are one or two things that did not go so well? Why is this? What could I do differently?

In reflecting, it is useful to think about important questions, looking back over a time period of several days or weeks. Some useful questions that relate to you, your role, and your relationships with community people:²

- How do community people see me? Do females see me differently than do males, and why?
- Is my behavior, dress, and demeanor appropriate for different people in the community—elders, girls, women, men, boys?
- How do children see me? Am I enabling enough participation by girls and by boys? Is that upsetting the power balance in the community?
- Who is doing the organizing at community level and the center of action—is it community people or me?
- How am I as a facilitator? What are my strengths and weaknesses as a facilitator? Am I more like a guide and is that appropriate?
- As a facilitator, am I different from who I am personally? If yes, why might this be?
- Thinking back to the ethical issues discussed in the training workshop, how am I doing?
- What are the challenges and what do I need to do differently?
- Is the community process inclusive enough? What could I do to enable people to take an even more inclusive approach?

Take some time to consider other important questions for you to reflect on!

² These are not exhaustive and may not be applicable to all contexts.

SESSION PLANNING SHEETS

Each session of the two modules have Session Planning Sheets to provide guidance to facilitators. These can be adapted as materials are contextualized.



SESSION PLAN:

M1.S1: Community-level Approaches to Child Protection: Defining our Work



Session Length 	Full session: <ul style="list-style-type: none">• 1.25 hours (optional short exercise)• 2.25 hours (long exercise)
Aim and Learning Outcomes 	<p>The aim of this session is to engage participants in a reflection on key child protection concepts, and how communication can influence community-level child protection actions.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe some ways that their understandings of key child protection concepts have, or may, influence community engagement• Describe community-level child protection approaches• Describe some difference between community-based and community-led child protection approaches
Audience 	This session offers field-level child protection practitioners a foundation in the key concepts of community-level child protection for developing appropriate programming.
Resources Needed 	Projector, flip chart, large Post-it® notes, or cards with tape/blue tack. Internet access for all in room if using a Mentimeter.
Related Materials 	M1.S1 – CRA Toolkit Exercise - What is a Community - Long Exercise M1.S1 – Exercise - What is a Community - ARC - Short Exercise M1.S1 – Exercise Handout - What is a Community - ARC

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives
15 minutes	<p>(Slide 3) Exercise: What is a “community?”</p> <p>This exercise can be done in groups putting their responses on Post-it® notes. If there is a reliable internet connection, it can be done on a Mentimeter. Available at https://www.mentimeter.com/ app. Set up the slides in advance. Have participants follow the instructions on the slide.</p>
15 minutes	<p>(Slides 4–8) Presentation: Challenges to defining “community,” as well as other key concepts/terms we use in our work. Discussion in plenary.</p> <p>An examination of the challenges we face in the language we bring to community engagement. It foreshadows a guidance note on understanding community child protection concepts.</p>
20 minutes or 60 minutes	<p>Optional Exercises:</p> <ul style="list-style-type: none"> • Slides 9–10: What is community in an emergency? (20 minutes) • Slide 11: What is community? (60 minutes)
15 minutes	<p>(Slides 12–14) Presentation: “Community-based or community-led?”</p> <p>This exercise also works well in Mentimeter. Set up the slides in advance. Have participants follow the instructions on Slide 13.</p> <p>Discussion in plenary.</p> <p>Slide 14 illustrates the move away from the Community-based Child Protection Network (CBCPM) toward community-led action, which is reflected in the revised Child Protection Minimum Standards.</p>
	<p>(Slides 15–19) Presentation: “What we have learned.” Briefly introduce the strengths of community-level/led over community-based approaches. Conclude the presentation with introducing Minimum Standards for Child Protection in Humanitarian Action (CPMS) Standard 17.</p>
15 minutes	<p>Slide 20) Pair work: Reaction to and reflections on the topics of this session, considering one’s own programming. Allow a few to volunteer to briefly share thoughts in plenary.</p>
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 21–22) 	

SESSION PLAN:

M1.S2: Framework for Community-level Child Protection Approaches - Social Ecology



Session Length 	Full session: <ul style="list-style-type: none">• 1.5 hours
Aim and Learning Outcomes 	<p>The aim of this session is to provide participants with an introduction to the social ecology framework of community-level child protection action.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe the social ecology model• Give 2–3 reasons it is useful in informing humanitarian child protection action• Contextualize the model for their settings
Audience 	This session offers field-level child protection practitioners a foundation in the key concepts of community-level child protection for developing appropriate programming based on socio-ecological approaches that promote resilience.
Resources Needed 	Projector, with internet connection, markers, flip chart, large Post-it® notes or cards with tape/blue tack.
Related Materials 	Child Protection Minimum Standards. (2019). Pillar 3, Standard 14: Applying a Socio-ecological Approach to Child Protection Programming. https://handbook.spherestandards.org/en/cpms/#ch002

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives
5 minutes	Slide 3: Video, “This is Samira.” This video introduces some of the impacts of emergencies on the individual child, family, and community, as well as resources that can protect and promote resilience. This requires an internet connection to play.
10 minutes	(Slides 4–6) Presentation: What is social ecology? This is a brief introduction to the main concepts of the socio-ecological model, graphically represented in the context of humanitarian action. This may already be familiar to participants and will not need much time to introduce.
20 minutes	(Slides 7–9) Exercise: Contextualizing Children’s Social Ecology – Part 1. This is an initial exercise to get participants thinking practically how to understand the socio-ecological model in their operational context. After participants draft their model, review how there are elements of both protection and risk at each level. (Slides 7-8)
	(Slide 10) Presentation: Introduces the discussion of the impact that humanitarian emergencies may have on a child’s social ecology.
30 minutes	(Slide 11) Exercise: Participants return to their diagrams and discuss the prompts on Slide 10. Responses can be written/illustrated on the outside of the diagrams to show how existing protection and risk might be affected by emergencies. Participants can present their completed diagrams in plenary or posted as part of a gallery walk.
	(Slide 12) Presentation: To reinforce why we focus on a socio-ecological model in considering appropriate community-level child protection interventions. It is important to stress that these can come from the community itself, as well as humanitarian actors in supporting community efforts.
5 minutes	Debrief exercise to ensure common understandings and to raise important points not previously discussed.
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 13–15) • Resources (Slide 16) 	

SESSION PLAN:

M1.S3: Framework for Community-level Child Protection Approaches: Child Protection Systems



Session Length 	Full session: <ul style="list-style-type: none">• 1.5 hours
Aim and Learning Outcomes 	The aim of this session is to provide participants an overview of the role of systems in community-level child protection approaches. By the end of this session, participants will be able to: <ul style="list-style-type: none">• Define the key elements of community-level child protection systems• Describe some characteristics of community-level child protection systems• Describe the benefits of using a systems approach to community-level child protection
Audience 	This session offers field-level child protection practitioners a foundation in the key concepts of community-level child protection for developing appropriate programming based on “systems thinking” and socio-ecological approaches that promote resilience.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack.
Related Materials 	M1.S3 Handout – Child Protection Systems.docx

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
5 minutes	(Slides 3–4) Presentation: “What is a system?” Present Slide 3 with two images that will prompt consideration of how we define a system (i.e., component parts that together make something function in a way that the individual elements cannot).
10 minutes	(Slides 5–6) Presentation: Description and examples of components of systems generally as the foundation for understanding child protection systems.
15 minutes	(Slides 7–11) Presentation: What are child protection systems? Consider what the different components come together to do. What are their characteristics that help us understand how to work within them, and what makes them strong (generally speaking)?
45 minutes	(Slide 12) Exercise: Mapping your child protection system. This is intended to have participants begin to think about child protection systems in concrete terms, relating to their context.
15 minutes	(Slides 13–17) Presentation: Strengthening child protection in humanitarian contexts: the influence of social ecology and systems thinking in supporting resilience-focused programming. Slide 17 then introduces the next session, which is an overview of the “Key Considerations” derived from the Systematic Review of Literature (2018).
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 18–19) 	

SESSION PLAN:

M1.S4: Key Considerations: Ways to Reach Higher Levels of Community Engagement and Ownership



Session Length 	Overview: <ul style="list-style-type: none">• 0.25 hour Whole session: <ul style="list-style-type: none">• 1.25 hour <p>This is an optional presentation session, though copies of the Key Considerations should be included in all workshops as reference.</p>
Aim and Learning Outcomes 	The aim of this session is to present participants with evidence-based considerations for effective community-level child protection. <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe some program approaches to design and implementation that contribute to effective community-level protection• Identify potential challenges to implementing community-level child protection approaches• Analyze some strategies to address the challenges to implementing community-level child protection approaches
Audience 	This session offers field-level child protection practitioners a foundation in the key concepts of community-level child protection for developing appropriate programming based on evidence-informed considerations for practitioner capacities and programmatic approaches.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack.
Related Materials 	M1.S4 – Key Considerations – Final Draft Optional Exercise: CRA Toolkit – Community Ownership

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
5 minutes	(Slides 3–5) Presentation: Background to how the Key Considerations were developed through an interagency Systematic Review of Literature.
	(Slides 5) Presentation: The findings were sorted into themes with the most cited elements/references.
30 minutes	(Slides 6–21) Presentation or Group Discussion: These are summaries of the Key Considerations focusing on the main points. They can be presented or discussed in groups.
20 minutes	(Slides 11–13) Optional Exercise: What is a “deep context analysis?” The foundation of effective community-level child protection is a deep understanding of the context to understand how your engagement can promote or hinder positive outcomes. Slides 12 and 13 summarize the Key Considerations. Participants can reflect on their responses and those presented.
20 minutes	(Slides 22–23) Optional Exercise: How do we promote strong community ownership? One of the most important factors that strengthens community-level child protection work is community ownership. All the considerations above contribute to this, though in each context there may be specific approaches to promote community ownership that are factors that can limit it. This is an optional exercise for participants to consider their specific context and the influences on community ownership in their programming approaches.
Conclusion	
	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 24–25)

SESSION PLAN:

M1.S5: Analyzing Our Community-level Approaches (Parts 1 and 2)



Session Length 	<p>Part 1:</p> <ul style="list-style-type: none">• 0.75 hours <p>Part 2:</p> <ul style="list-style-type: none">• 1 hour
Aim and Learning Outcomes 	<p>Part 1: The aim of this part of the session is to provide participants an analytical framework to assess the level of community engagement in their programming.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Identify core elements of community-level child protection approaches• Assess their own approaches to community-level engagement in their programming <p>Part 2: The aim of this session is to allow participants to reflect on their current programming, and think about how they want their community-level child protection programming to develop.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe strategies to develop more community-led approaches• Identify opportunities and challenges they may face in working toward strengthened community engagement
Audience 	This session offers field-level child protection practitioners an analytical framework to assess the level of community engagement in their current programming, and guidance on adapting their approaches to enhance community engagement if they want.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack
Related Materials 	Key Considerations – Adapting our approaches – Draft-2 Optional Handout – Benham Brief Optional Handout – Benham Typologies – Long Optional Handout – Differences – Top-Down – Bottom-Up

Time	Content
	(Slides 1–2) Presentation: Part 1: Review session aims and learning objectives.
10 minutes	<p>Slides 3–11) Presentation: Is my programming community based or community led? Part 1 of this session.</p> <p>(Slide 4) Presentation: Review topic discussed in M1.S1 about the characteristics of each approach.</p>
	<p>(Slides 5–11) Presentation: Typology of approaches. These slides present a typology for analyzing the levels of community engagement in current programming as a baseline for planning community-level programming. It does not suggest that one is “better” than the other, as there may be very good reasons not to have high levels of community engagement.</p>
30 minutes	<p>(Slide 12) Exercise: Analyzing Our Approaches (1) Instructions are in the slide and Notes.</p>
5 minutes	<p>(Slides 13–15) Optional Presentation: Review of the Key Considerations on “Approaches for Effective Community Engagement.” This could also just be a handout for the session.</p>
10 minutes	<p>(Slides 16–18) Presentation Part 2: Review session aims and learning objectives.</p>
	<p>(Slides 19–23) Presentation: Some considerations and guidance for planning to adapt programming to increased levels of community involvement and decision-making in child protection programming.</p>
10 minutes	<p>(Slide 24) Presentation: The importance of considering factors that would determine if an approach that is highly participatory and community-driven is appropriate.</p>
40 minutes	<p>(Slide 25) Exercise: Analyzing Our Approaches. This is a follow-up to the exercise on Slide 12. Considering the baseline of participant’s programming now, where would they like to see it go (if at all) and what might be some steps they will need to take to begin to adapt their approaches?</p>
	Conclusion
	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 26–28) • Resources (Slide 28)

SESSION PLAN:

M2.S1: Methods and Approaches for Participatory Community Engagement



Session Length 	<p>Overview (without Key Considerations Review):</p> <ul style="list-style-type: none">• 0.75 hour <p>Overview + Methods Detail (without optional exercises):</p> <ul style="list-style-type: none">• 2.0 hours <p>Overview + Methods Detail (with optional exercises):</p> <ul style="list-style-type: none">• 3.5 hours
Aim and Learning Outcomes 	<p>The aim of this session is to present participants with basic concepts and considerations of participatory methods and approaches.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe participatory methods that can strengthen community engagement• Identify principles and ethical considerations for the use of participatory methods
Audience 	This session offers field-level child protection practitioners practical methods for conducting a deep context analysis to understand community culture, concepts of child protection, priorities, and concerns for their children. These are participatory learning and action methods that may already be familiar to participants.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack. If practicing participatory listing and ranking, you may collect 6–8 found objects (e.g., stapler, marker, cup).
Related Materials 	Key Considerations – Adapting Our Approaches – Draft 2 M2.S1 Group Discussion – Template – Draft M2.S1 In-depth Interview – Template – Draft M2.S1 – Observation Methods – Template – Draft

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
Overview (0.75 hour with optional presentation)	
(10 minutes)	(Slides 3–7) Optional presentation: Review of the Key Considerations. This might be useful if there has been some time since the discussion of the Key Considerations. They are the foundation of the guidance, and help to frame the kind of information we will want for a deep context analysis and planning programming.
15 minutes	(Slide 8) Exercise: How can I begin to plan a context analysis? Reflecting on the Key Considerations, this is an exercise for participants to brainstorm the kinds of information that would be important for them to gather, what methods they may use, and who would be involved.
10 minutes	(Slides 9–15) Presentation: This section may be used to provide a brief overview of participatory methods and approaches. The remaining sessions provide more detail on each of the sample methods mentioned here.
10 minutes	(Slides 16–25) Presentation: Ethical considerations in participatory action research. Ethical considerations are primary in all our child protection work. There are some particularly important concerns in conducting participatory information gathering with community members, and especially children. This presentation provides an overview of ethical considerations.
In-depth Practice (1.25–2.75 hours)	
15 minutes	(Slides 26–32) Presentation: Observation. This is a useful initial method to begin to understand the social and physical relationships in a community without being too intrusive. The slides provide a brief overview. If possible in your workshop, include an observation exercise (see below).
5 minutes	(Slides 33–37) Presentation: Community mapping is a highly participatory and creative method that can be used with adults, adolescents, and children. It can take many forms, and some examples are provided.
(60 minutes)	Slide 37: Optional Exercise: Community Mapping. Instructions are on the slide.

15 minutes	(Slides 38–50) Presentation: Group discussions. This is an overview of some of the common forms of group discussions with adolescents, youth, and adults in community settings. You may choose to practice any of these with simple exercises.
30 minutes	Slide 50: Exercise: Participatory listing and ranking. This is a very useful method for prioritizing concerns, decisions, or other information. This can be practiced here, or it is featured in M2.S6: Prioritizing Child Protection concerns.
10 minutes	(Slides 51–55) Presentation: In-depth interviews
(30 minutes)	Slide 55: Optional Exercise: Role-Play Fishbowl. Instructions are on the slide.
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 56–57) 	

SESSION PLAN:

M2.S2: Facilitating Discussions on Children's Risks and Protection



Session Length 	Presentation: <ul style="list-style-type: none">• 0.75 hours With exercises: <ul style="list-style-type: none">• up to 1.5 hours
Aim and Learning Outcomes 	The aim of this session is to provide participants with some important foundations of effective community engagement. By the end of this session, participants will be able to: <ul style="list-style-type: none">• Define 3–4 core competencies of an effective facilitator of community dialogue• Describe strategies for effective communication in community-level child protection• Describe 2–4 strategies to prevent and mitigate the impacts of conflict and power dynamics
Audience 	This session offers field-level child protection practical considerations and guidance on the kinds of communication skills, and other behavioral competencies needed to effectively engage with community members in discussions about sociocultural context, key child protection concepts, child protection risk and resilience, etc.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack
Related Materials 	M2.S2 – Listening skills Graphic M2.S2 – ORID discussion method M2.S2 – Optional Listening Exercises M2.S2 – CRA Toolkit – Deep Listening

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
(5 minutes)	(Slides 3) Optional exercise: Bus driver. Instructions are in the slide notes.
(10 minutes)	(Slide 4) Optional Exercise: Sound ball. Instructions are in the slide notes.
10 minutes	(Slides 5–9) Presentation: Expert or Facilitator. This introduces the concepts of facilitation as a key method in effective community engagement. Our engagement may be different if we approach community engagement as technical specialists (“experts) or as learners/facilitators
15 minutes	(Slides 10–15) Presentation: Communication skills. This is a brief overview of the importance of communication skills in effective community engagement, types of communication, and factors that can influence communication.
(10 minutes)	Slide 16 Optional Exercise: “Do I understand you?” Instructions are on the slide and in notes. You may want to use one of these before Slide 10.
(10 minutes)	Slide 17 Optional Exercise: Round Robin. Instructions are on the slide and in the notes. You may want to use one of these before Slide 10.
(15 minutes)	Slide 18 Optional Exercise: Active Listening Role-play. Instructions are on the slide and in the notes. You may want to use one of these before Slide 10.
	(Slide 19) Presentation: Simple illustration of the communication process. Included as an optional handout.
15 minutes	(Slides 20–25): Presentation: Managing diverse views and conflict in group communication. An effective facilitator does not avoid conflict but instead sees the potential in it to bring about new ideas and possibilities.
Conclusion	
	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 26–27) • Resources (Slide 28)

SESSION PLAN:

M2.S3: Mapping the Context: How Do We Understand Existing Protection Capacities and Risks in the Community?



Session Length	
	<p>Presentation only:</p> <ul style="list-style-type: none">• 0.75 hour <p>Presentation and short optional exercise:</p> <ul style="list-style-type: none">• 1 hour <p>Full session:</p> <ul style="list-style-type: none">• 1.5 hours
	<p>The aim of this session is to provide participants with tools for community-level child protection mapping and analysis.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Explain the importance of community mapping/context analysis in community-level child protection• Describe the key elements of, and approaches to, a community/context mapping• Design a community/context mapping exercise in their context
	<p>This session emphasizes the importance for field-level child protection practitioners to deeply understand the sociocultural context, key child protection concepts, child protection risk and resilience, among other contextual understandings to effectively engage with community members to develop relevant and appropriate prevention and response actions.</p>
	<p>Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack</p>
	<p>M2.S3 Key Questions Handout (Suggested Key Questions to Understand Community Protection Capacities)</p>

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
5 minutes	(Slide 4) Presentation: This slide summarizes the key message of this session. Allow participants to read the quote and then discuss it with their neighbors. Some prompts are found in the Notes with the slide.
10 minutes	(Slides 5–10) Presentation: Introduction to what we mean by a deep understanding of the context in which we are operating: an overview of what we might want to learn, how we frame our learning, etc.
(10 minutes)	(Slide 11) Optional Exercise: How can I begin to plan a context analysis? If you did not have a similar activity in M2.S1, this brainstorm can be used to get participants thinking about what they would want to learn in a deep context analysis, and how they would plan that process.
10 minutes	(Slides 12–17) Presentation: “Where do we begin?” This is an overview of the kinds of information we might want to gather in a deep context analysis.
(45 minutes)	<p>(Slide 18–19) Optional Exercise: Approaches to a Context Analysis. In groups participants can review the M2.S3 Key Questions Handout and brainstorm the priority information that would inform their programming, and how that information may be gathered (methods).</p> <p>Follow up with Slide 18 – Sample methods and approaches</p>
10 minutes	(Slides 20–23): Presentation: Analyzing our findings. This is a very brief overview of what is done with the information collected. It is not at all exhaustive, and the actual process would require more preparation and training.
Conclusion	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 23–24)

SESSION PLAN:

M2.S4: How to Identify Risks Associated with External Support



Session Length	Full session: <ul style="list-style-type: none">• 1.5 hour
Aim and Learning Outcomes	The aim of this session is to present approaches that participants can use to analyze potential risks of their community-level child protection actions. By the end of this session, participants will be able to: <ul style="list-style-type: none">• Describe core considerations in developing a risk assessment• Design a Strengths, Challenges, Opportunities, and Threats (SCOT) analysis of their programming
Audience	This session offers field-level child protection practitioners a framework to assess the possible risks and harm that may come from their involvement, as external actors, in community-level child protection action.
Resources Needed	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack
Related Materials	M2.S4 – Handout – SCOT Tool

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
5 minutes	(Slides 3–4) Presentation and brainstorm: Slide 4 asks participants to consider why harm might come from our community engagement, and why that is. Slide 4 summarizes some considerations, although it is not exhaustive.
10 minutes	(Slides 5–8) Presentation: This introduces some initial considerations for “doing no harm” in our community engagement – personal reflection, developing conflict-sensitive approaches, etc.
45 minutes	(Slide 9) Exercise: Conducting a SCOT analysis (Part 1) Instructions are on the slide and in the Notes.
15 minutes	(Slide 10) Optional exercise: Conducting a SCOT Analysis (Part 2), Involving the community. This can be a brief follow-up to Part 1 done in plenary, or briefly back in groups.
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 11–12) • Resources (Slides 13–14) 	

SESSION PLAN:

M2.S5: Understanding Community Conceptions of Child Protection



Session Length	Full session: <ul style="list-style-type: none">• 1.5 hours
Aim and Learning Outcomes	The aim of this session is to emphasize the importance of shared understandings of key child protection concepts. By the end of this session, participants will be able to: <ul style="list-style-type: none">• Describe the importance of understanding community concepts of child protection• Prepare to design a mapping of community concepts of child protection exercise for their context• Identify potential challenges
Audience	This session emphasizes the importance of shared understandings of key child protection concepts between field-level child protection practitioners and community participants in child protection action planning and implementation of community-level child initiatives.
Resources Needed	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack
Related Materials	M2.S5 – Handout – Understanding Community Concepts

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
10 minutes	(Slides 3–7) Presentation and brainstorm: Why is it important that we understand community concepts of key child protection issues, and the importance of communication in the process?
15 minutes	<p>(Slides 8–11) Exercise: Self-assessment of my communication with, and understanding of, community members on key child protection concepts.</p> <p>Questions for reflection found on Slide 9.</p> <p>Summary debrief of considerations found on Slides 10 and 11.</p>
10 minutes	(Slides 12–14) Presentation: Considerations in planning a process to engage in learning about community understandings of child protection concepts.
45 minutes	(Slides 15–16) Exercise: Approaches to a context analysis. Instructions are on Slide 15 and in the Notes. Slide 16 summarizes some of the methods presented earlier in M2.S1. to consider using for gathering different kinds of information.
10 Minutes	(Slides 17–19) Presentation and brainstorm: Challenges a practitioner may face in engaging with community members to learn their understandings of key child protection concepts.
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 20–21) • Resources (Slides 13–14) 	

SESSION PLAN:

M2.S6: Prioritizing Community Child Protection Concerns



Session Length	
	<p>Full session:</p> <ul style="list-style-type: none">• 1.5 hours
Aim and Learning Outcomes 	<p>The aim of this session is to present strategies for participatory community action to prioritize child protection risks for action planning.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe the importance of supporting communities to prioritize child protection risks• Design some activities to conduct in their context
Audience 	<p>This session offers practical methods for field-level child protection practitioners to work with community participants to prioritize child protection concerns to prepare for the development of action plans for mobilizing resources and implementation of community-level child initiatives.</p>
Resources Needed 	<p>Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack. For some versions of the participatory listing and ranking exercise, you may collect found objects, such as stapler, marker, cup, etc.</p>
Related Materials 	

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
10 minutes	(Slides 3–5) Presentation and brainstorm: Why do we want to understand how communities prioritize child protection risks? This is to begin participants thinking about the reasons it is important to work with community priorities, and what considerations there might be.
10 minutes	(Slides 6–8) Presentation: How do we facilitate prioritizing child protection concerns? Very brief review of participatory methods presented in M2.S1, and the relevance of different types of group discussions for prioritization exercises.
10 minutes	(Slides 9–14) Presentation: Review of participatory listing and ranking activities from M2.S1. This is optional if recently covered, or the methods are already very familiar to participants.
45 minutes	<p>(Slides 15–16) Exercise: Prioritizing Child Protection Risks. Please see Notes on Slide 15. It is recommended that you practice 2–3 variations of this exercise. This can be done sequentially with all participants, or in a “round robin” fashion with participants moving from one variation to another. This will require 2–3 facilitators.</p> <p>Slide 16 has some question prompts for debriefing the exercise in plenary. It is advised if doing multiple versions to have a quick debrief and question period after each practice; then conduct the overall debrief at the end of the session.</p>
15 minutes	(Slides 17–20) Presentation: Considerations for planning and conducting participatory listing and ranking exercises, including potential challenges. Ask participants to briefly discuss with their neighbors the relevance of these considerations, if there are others they can think of for their context, and what next steps they would want to take in planning these types of exercises.
Conclusion	
	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 21–22)

SESSION PLAN:

M2.S7: How to Support Meaningful Child Participation



Session Length 	<p>Presentation only:</p> <ul style="list-style-type: none">• 30 minutes <p>With exercises:</p> <ul style="list-style-type: none">• 1–2.5 hours
Aim and Learning Outcomes 	<p>The aim of this session is to present methods and approaches to meaningfully involve children and young people in community-level child protection</p> <p>By the end of this session participants will be able to:</p> <ul style="list-style-type: none">• Define the meaning of child participation and why it is critical to programming• Identify 4–5 ethical considerations when involving children and young people in community-level child protection actions• Identify tools that could be most effective to enhance child participation in their programming (contextualization)
Audience 	This session offers field-level child protection practitioners a foundation to build meaningful child participation into their community-level action, beginning with consulting and design of interventions.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack. For the body mapping exercise, you will need a long sheet of paper (“butcher paper”), or you can tape together flip chart paper to the length and width of an average size participant.
Related Materials 	

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
10 minutes	(Slides 3–11) Presentation and brainstorm: Why is child participation important—it is a child's right; benefits to programming and to children's resilience and well-being.
(20–30 minutes)	(Slide 13) Optional Exercise: Critical reflection on the extent of meaningful child participation within our existing programming.
(30–40 minutes)	(Slide 13) Optional Exercise: Analysis of children's rights to participation using case studies from Action for the Rights of the Child in the "Optional Exercises" Folder. These could also be replaced with local examples.
15 minutes	<p>(Slides 14–18) Presentation: Considerations for when and how to involve children in different phases of programming.</p> <p>Slide 18 asks participants to think of challenges to meaningful child participation in their own programming/context.</p>
30–60 minutes (depending on activity)	<p>(Slides 19–21) Presentation: An overview of some methods/tools for use with children and adolescents to appropriately involve them in programming. Instructions for these methods are included in the "Optional Exercises" Folder, and you may want to have participants review them at this time. Participants may also have other methods they would like to introduce.</p> <p>Slide 24 - Practice method(s) – It is useful to make time to practice one or more of the methods. These can range from 30–60 minutes, with most around 45 minutes. Body Mapping can be a very lively exercise.</p>
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 23–24) • Resources (Slide 25) 	

SESSION PLAN:

M2.S8: Action Planning with Communities



Session Length 	Full session: <ul style="list-style-type: none">• 1–1.25 hour (depending on activity selection)
Aim and Learning Outcomes 	The aim of this session is to present the importance of, and strategies for, supporting the development of action plans by community members. By the end of this session, participants will be able to: <ul style="list-style-type: none">• Describe 3–4 key considerations for developing activities in support of participatory action planning• Identify strategies to design a participatory action planning process for their context
Audience 	This session offers practical methods for field-level child protection practitioners to work with community participants to develop action plans for mobilizing resources and implementation of community-level child initiatives.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack.
Related Materials 	M2.S7 – Handout – Action Planning with Communities

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
5 minutes	(Slides 3–6) Presentation: What do we mean by “action planning” with communities, and why is it important in our programming?
10–15 minutes	(Slide 7) Exercise: Considerations in preparing an action planning process. Instructions are on the slide and in the Notes. Differences in timings will be due to how the exercise is conducted, as noted.
10 minutes	(Slides 8–11) Presentation: Considerations for working together with community members, clarifying roles and responsibilities, agreeing on terms and limits of process, etc.
30–45 minutes	(Slide 12) Exercise: Action Planning. See slide and Notes for instructions. Option for longer session.
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 13–14) • Resources (Slides 15–16) 	

SESSION PLAN:

M2.S9: How to Facilitate Linkages between Formal and Informal Child Protection Systems



Session Length 	<p>Full session:</p> <ul style="list-style-type: none">• 1.75 hours <p>Session without optional section 1:</p> <ul style="list-style-type: none">• 1.5 hours
Aim and Learning Outcomes 	<p>The aim of this session is to reflect on the ways humanitarian child protection actors can play a role in facilitating linkages between the formal and informal child protection systems.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe the importance of formal and informal child protection systems being aligned• Identify key considerations in understanding formal and informal systems in a context analysis• Describe some roles that humanitarian child protection actors can play in facilitating linkages between formal and informal systems
Audience 	This session offers practical methods for field-level child protection practitioners to consider the importance of facilitating linkages between formal and informal child protection systems to contribute to an overall enhanced child protection environment that is responsive, relevant, and appropriate.
Resources Needed 	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack. If using mentimeter.com (optional), a good internet connection is required.
Related Materials 	M2.S9 – Exercise Handout – Reflecting on My Role

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
15 minutes	(Slides 3–8) Optional presentation: What are child protection systems? This session will assume that participants have already completed M1.S3: Framework for Community-level Child Protection Approaches: Child Protection Systems, and have a good understanding of systems approaches. In a full week's workshop, if there has been some lapse of time between M1.S3 and this session, use these slides as a quick review. (This may not be necessary).
60 minutes (15 minutes presentation, 45 minutes discussion)	<p>(Slides 9–12) Presentation and exercise: Previous sessions on mapping community child protection resources and risks as part of a deep context analysis (M2.S3. and M2.S5.). The main emphasis in those sessions is on community-level child protection systems, considerations in planning and implementing mapping exercises, determining who should be involved, and identifying potential risks. This session asks participants to consider how they can learn about elements of the formal system, and how they may be impacted by emergencies.</p> <p>Slide 11 Exercise: What do we want to learn about formal child protection systems? (45 minutes) This exercise asks participants to begin to think about how to plan a mapping of formal systems in their context. Instruct them to respond with the overarching questions they would want answered to help their context analysis. Instructions are located in the slide and Notes.</p>
15 minutes	(Slides 13–19) Presentation: What roles can humanitarian child protection actors play in strengthening linkages between formal and informal systems? This is a brief overview of research into the kinds of activities humanitarian child protection actors have been involved in aimed at facilitating linkages between formal and informal systems and in strengthening the overall protective environment.
15 minutes	(Slides 20) Exercise: Reflecting on my role in strengthening linkages between formal and informal systems as a humanitarian child protection actor. This is an individual exercise to reflect on questions presented in a handout focused on the topics presented in this session, and participants' own experiences, understandings, and goals for enhancing their capacity to strengthen child protection systems. Instructions are in the slide and Notes. Use M2.S9 – Exercise Handout – Reflection on My Role.
Conclusion	
	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 21–22)

SESSION PLAN:

M2.S10: Reflecting on the Quality of our Partnership with Communities



Session Length	Presentation and required exercises:
	<p>Presentation and required exercises:</p> <ul style="list-style-type: none">• 1.5 hours
Aim and Learning Outcomes 	<p>The aim of this session is to provide an overview of, and tools for, designing participatory monitoring and evaluation to improve program quality.</p> <p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none">• Describe 3–4 considerations in developing monitoring and evaluation plans for community action plans• Develop sample monitoring and evaluation processes for one of their community-level programs
Audience 	<p>This session discusses the importance of involving community members to participate in designing and implementing monitoring and evaluation plans for their Action Plans. These processes are led by community members and are not guided by our internal organizational monitoring and evaluation activities.</p>
Resources Needed 	<p>Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack.</p>
Related Materials 	<p>M2.S8 – Handout – Action Planning with Communities (if completed previously) or M2.S10 – Exercise – Handout – Monitoring CCP Programming</p>

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
5 minutes	(Slides 3–6) Presentation: Revisit definitions and discuss why these processes are important for our programming.
5 minutes	(Slides 7–9) Presentation and brainstorm: Understanding participatory monitoring and evaluation with communities implementing Action Plans, and why it is important. Discussion on how to begin designing a participatory monitoring plan.
30 minutes	(Slides 10–11) Exercise: Part 1 - Monitoring an Action Plan: Instructions are on the slide. Refer participants to M2.S8 – Handout – Action Planning with Communities (if completed previously) or M2.S10 – Exercise – Handout – Monitoring CCP Programming. Participants will role-play community and child protection actors to develop a sample monitoring plan.
5 minutes	(Slides 12–15) Presentation: Evaluating community-level actions. This section looks at what is meant by participatory evaluation, why it is valuable, and considerations to begin planning a participatory planning process.
30 minutes	(Slides 16–18) Exercise: Part 2 – Planning Participatory Evaluation Activities: Instructions are on Slide 16. Participants return to their Action and Monitoring plans and discuss how they would develop an evaluation plan. Questions on Slide 17 can be used to debrief the exercise.
10 minutes	(Slides 19–22) Presentation: Mechanisms for Community, Family, and Child Feedback. This section looks at what is a feedback mechanism, and why they are important for our monitoring and accountability to communities. Examples of some common feedback methods.
5 minutes	(Slides 23–25) Presentation: Monitoring tools for external actors. This section briefly presents some tools that child protection actors can use to relate the information from participatory monitoring processes to inform their programmatic monitoring and reporting.
Conclusion	
	<ul style="list-style-type: none"> • Review Aims and Learning Objectives to assess the session (Slides 26–27)

SESSION PLAN:

M2.S11: Community-level Child Protection in Humanitarian Action: The Need for a Shift in Mindset



Session Length	Presentation and required exercises: <ul style="list-style-type: none">• 1.5 hours With optional exercises: <ul style="list-style-type: none">• 2.25 hours
Aim and Learning Outcomes	The aim of this session is to facilitate reflection on adapting approaches to be more community-driven at the practitioner and organizational levels. By the end of this session, participants will be able to: <ul style="list-style-type: none">• Describe 3–4 characteristics of facilitative programmatic approaches• Describe 3–4 considerations for adapting approaches to be more community-driven• Identify some of the potential challenges in adapting programming to be more community led• Develop a draft plan for the next steps they will take as practitioners, and for advocacy within their organizations
Audience	This session asks field-level child protection practitioners to reflect on their community-level child protection programming in light of the principles and evidence-informed approaches presented during this workshop. It is an opportunity to begin to consider if, and how, participants might want to adapt their programming to increase levels of community engagement and decision-making.
Resources Needed	Projector, flip chart, markers, large Post-it® notes or cards with tape/blue tack.
Related Materials	2018 CPHA Competency Framework – I-page brief M3.S1 Exercise – Handout – Adapting M2.S11 – Key Considerations M2.S11 – Optional Exercise – Challenging M2.S11 – Optional Exercise – Volunteers M2.S11 – CRA Toolkit Handouts (folder)

Time	Content
	(Slides 1–2) Presentation: Review session aims and learning objectives.
10 minutes	(Slides 3–6) Presentation and brainstorm: Why would we want to consider transforming our approaches to increase community engagement and ownership? What would be the first steps in doing this?
30 minutes	(Slides 7–8) Exercise (version 1): Individual and small group reflection on questions presented to prompt considerations for adapting approaches
10 minutes	(Slides 9–12) Presentation: Characteristics of facilitative approaches in adapting our programming.
(30 minutes)	(Slides 13) Optional Exercise: This exercise uses the same handout as the one on Slide 8, though the instructions are on the slides. This version of the exercise is in the form of a “debate,” and can be done in addition to the individual reflection in the previous exercise.
5 minutes	(Slides 14–16) Presentation: Engaging volunteers in our community programming—benefits and challenges.
(15 minutes)	Slide 17 Optional Exercise: Engaging volunteers. Question prompts and instructions are on the slide.
10 minutes	Slides 18–20 Presentation: Transforming our organizations. Considerations for the kinds of institutional adaptations that may need to be made to implement more community-led programming.
30 minutes	Slide 21 – Exercise: Personal planning for adapting our programming. Refer to the Slide, Notes, and M3.S1 – Handout – Plans for Adapting My Programming.
Conclusion	
<ul style="list-style-type: none"> • Review Aims and Learning Objectives to Assess Session (Slides 22–23) • Resources (Slide 24) 	

