 

CHILD PROTECTION IN EMERGENCIES

FACE TO FACE TRAINING PACKAGE

Version 2014

ACKNOWLEDGMENTS

OVERALL OBJECTIVES

* To provide an overview of the key issues relating to child protection in emergency situations
* Outline principles and approaches to good practice in programming
* Provide an opportunity for sharing of experiences and developing relevant plans of action

GENERAL OVERVIEW

This training package is designed to ensure the overall goal of increasing the capacity of child protection practitioners in humanitarian settings by using and applying the most up to date and best practice when it comes to CPIE Programming. The training is based around the CPMS. The sessions presented in this package are suggestions for how such training can be designed and can be tweaked based the context in which it is going to be used. There are a number of optional sessions available based on context and need. All sessions could be used as one off sessions in meetings and when time is limited.

RECOMMENDED AUDIENCE

This training package should only be used by trainers who have already been trained on the new CPIE package and the CPMS. It is targeted at the general population of child protection practitioners in humanitarian settings at all levels and can be adjusted depending on the audience level and long term vision of roll out.

TIMING

Training is designed for a MINIMUM OF FIVE FULL DAYS. However, if more time is available, 6 or 7 days will be preferred. If dedicating five days to this training is not feasible in your context, contact the CPWG for advice on how to revise the sessions to accommodate your needs.

While the modules have been numbered in sequential order, this should be adjusted depending on local needs, requests and time allocated for entire training.

Agenda examples are part of this package and should be adapted accordingly.

LEARNING OUTCOMES

* Understand risk factors that make children vulnerable during emergencies
* Develop knowledge of best practices in prevention, preparedness and response to protecting children in emergencies
* Develop skills to protect children
* Understand the minimum standards for protecting children in humanitarian settings
* Improve the prevention and response programming of the child protection in emergencies sector
* Develop plans on which the CPWG can action
* Draft an action plan

OUTLINE OF THE TRAINING

The training has been developed in module and session order but depending on the priorities of the specific training you are delivering you can easily adapt and change the order.

**SESSION 1 – INTRODUCTION TO TRAINING** – Welcomes and introduces participants to each other. This session also sets a foundation of safety within the training room.

**MODULE 1 – PRINCIPLES AND APPROACHES TO CPIE**

**M1 – SESSION 1 – OVERRIDING PRINCIPLES** – This session is gives an overview of all principles related to CPIE programming including the overarching principles of the CRC.

**M1 – SESSION 2 – STRENGTHEN CHILD PROTECTION SYSTEMS** – This session is focuses in on principle 5 of the CPMS, CP Systems Strengthening.

**M1 – SESSION 3 – CHILD PROTECTION AND DISEASTER RISK REDUCTION** – How does CPIE fit with DRR? This session covers the basics of DRR and the possible application of this within CPIE.

**M1 – OPTIONAL – CHILD PROTECTION MINIMUM STANDARDS IN HUMANITARIAN ACTION** – An optional session for those new to the CPMS. This session gives a quick overview of the CPMS.

**MODULE 2 – ENSURING A QUALITY CHILD PROTECTION RESPONSE**

**M2 – SESSION 1 – COORDINATION** – This session is gives an overview of coordination in humanitarian settings focusing on the role of the child protection sub-cluster.

**M2 – SESSION 2 – HUMAN RESOURCES** – This session gives an overview of standard 2 within the CPMS. It also has three optional sessions:

**M2 – S2 – OPTIONAL SESSION – 1 – CODE OF CONDUCT –** looking at the SG Bulletins and prevention of SEA. This session includes planning in training context.

 **M2 – S2 – OPTIONAL SESSION – 2 – SELF CARE –** Recognising the needs of our workforce, this session challenges participants to take care of themselves and colleagues, includes tools and resources.

 **M2 – S2 – OPTIONAL SESSION – 3 – CAPACITY BUILDING –** This session gives an overview of how to develop and assess capacity building needs and the CPWG pedagogy.

**M2 – SESSION 3 – COMMUNICATION AND ADVOCACY** – How to approach communication and advocacy in humanitarian contexts. Participants get to apply the theory.

**M2 – SESSION 4 – PROGRAMME CYCLE MANAGEMENT** – Participants discover what is the PCM and how this applies throughout everyday CPIE work. This session also includes a pre-course learning activity.

**M2 – SESSION 5 – INFORMATION MANAGEMENT** – There are two sessions available for use here. One is for very basic level of IM in CPIE, the other is for a more in-depth use of the IM tools, they include the CPRA.

 **M2 – S5 – OPTIONAL SESSION – 1 – CPIMS –** Gives an overview of the CPIMS.

**M2 – SESSION 6 – CHILD PROTECTION MONITORING** – This session gives an overview of standard 6 and participants get an opportunity to develop SMART indicators.

**MODULE 3 – ADDRESSING CHILD PROTECTION NEEDS**

**NB –** When developing an agenda not all module 3 sessions should be delivered. Priority needs to be given to at least 5 of these within a 5 day agenda.

**M3 – SESSION 1 – DANGERS AND INJURIES** – Suggest this is optional depending on context. This session gives an overview of standard 7 and participants get an opportunity to apply to their context.

**M3 – SESSION 2 – PHYSICAL VIOLENCE AND OTHER HARMFUL PRACTICES** – This session gives an overview of standard 8 and participants get an opportunity to apply to their context.

**M3 – SESSION 3 – GBV AND SEXUAL VIOLENCE** – This session gives an overview of standard 9 and inter-agency guidance on GBV. Participants get an opportunity to apply to their context.

**M3 – SESSION 4 – MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT** – This session gives an overview of standard 10 and participants get an opportunity to apply to their context.

**M3 – S4 – OPTIONAL SESSION – 1 – DEVELOPMENT, ATTACHMENT AND TOXIC STRESS –** This optional session gives a further in-depth look into child development, the importance of attachment and the impact of toxic stress on brain development.

**M3 – SESSION 5 – CHILDREN ASSOCIATED WITH ARMED FORCES AND GROUPS** – Suggest this is optional depending on context. This session gives an overview of standard 11 and participants get an opportunity to apply to their context.

**M3 – S5 – OPTIONAL SESSION – 1 – MRM GCRV –** This optional session gives an overview of MRM GCRV including covering the history and context of MRM.

**M3 – SESSION 6 – CHILD LABOUR** – Suggest this is optional depending on context. This session gives an overview of standard 12 and participants get an opportunity to apply to their context. It covers WFCL and has two sessions; a 90 min session; and a 3 to 4 hour session.

**M3 – SESSION 7 – UNACCOMPANIED AND SEPARATED CHILDREN** – This session gives an overview of standard 13, the new UASC guidelines and participants get an opportunity to apply to their context.

**M3 – SESSION 8 – JUSTICE FOR CHILDREN** – Suggest this is optional depending on context. This session gives an overview of standard 14 and participants get an opportunity to apply to their context.

**MODULE 4 – DEVELOPING CHILD PROTECTION STRATEGIES**

**M4 – SESSION 1 – CASE MANAGEMENT** – This session gives an overview of standard 15 and participants get an opportunity to apply to their context.

**M4 – SESSION 2 – COMMUNITY BASED MECHANISMS** – This session gives an overview of standard 16 and participants get an opportunity to apply to their context.

**M4 – SESSION 3 – CHILD FRIENDLY SPACES** – This session gives an overview of standard 17 and participants get an opportunity to apply to their context.

**M4 – SESSION 4 – PROTECTING EXCLUDED CHILDREN** – This session gives an overview of standard 18 and participants get an opportunity to apply to their context.

**M4 –** **OPTIONAL –** **INTERVIEWING CHILDREN –** This session covers the theories and practice behind forensic interviews. Ideally this session would be done over a period of 1.5days with assessment and practice built in. All tools needed are included in session.

**MODULE 5 – MAINSTREAMING CHILD PROTECTION**

**NB –** These sessions would be optional. One suggestion is to conduct the bonus session only which gives a full overview of mainstreaming. If there are context specific cluster partners, more in-depth sessions can be conducted. These sessions may also be useful for bilateral meetings and discussions, separate to training.

**M5 – BONUS – OVERVIEW OF CHILD PROTECTION MAINSTREAMING –** This gives an overview of the concept and potential application of mainstreaming in child protection. It looks at all major clusters.

**M5 – SESSION 1 – ECONOMIC RECOVERY AND CHILD PROTECTION** – Suggest this is optional depending on context. This session gives an overview of standard 19 and participants get an opportunity to apply to their context.

**M5 – SESSION 2 – EDUCATION AND CHILD PROTECTION** – This session gives an overview of standard 20 and participants get an opportunity to apply to their context.

**M5 – SESSION 3 – HEALTH AND CHILD PROTECTION** – This session gives an overview of standard 21 and participants get an opportunity to apply to their context.

**M5 – SESSION 4 – NUTRITION AND CHILD PROTECTION** – Suggest this is optional depending on context. This session gives an overview of standard 22 and participants get an opportunity to apply to their context.

**M5 – SESSION 5 – WASH AND CHILD PROTECTION** – This session gives an overview of standard 23 and participants get an opportunity to apply to their context.

**M5 – SESSION 6 – SHELTER AND CHILD PROTECTION** – Suggest this is optional depending on context. This session gives an overview of standard 24 and participants get an opportunity to apply to their context.

**M5 – SESSION 7 – CAMP MANAGEMENT AND CHILD PROTECTION** – Suggest this is optional depending on context. This session gives an overview of standard 25 and participants get an opportunity to apply to their context.

**M5 – SESSION 8 – DISTRIBUTION AND CHILD PROTECTION** – Suggest this is optional depending on context. This session gives an overview of standard 26 and participants get an opportunity to apply to their context.

**MODULE 6 – PLANNING AND NEXT STEPS**

**M6 – SESSION 1 – RESPONSE PLANNING** – These sessions are for overall planning in country and regional contexts. Participants will review all the learning across the week and in small groups develop a 90 day response plan.

 **M6 – SESSION 2 – NEXT STEPS** – This session will assist in the application of learning from across the week into a time bound action plan, agreed to by participants.

 **M6 – OPTIONAL – CONTINGENCY PLANNING** – This session is optional and looks further into the process of developing contingency plans.

**OPTIONAL – ONE DAY – SIMULATION**

**SIMULATION 1 QUICK ONSET – THE ISALNDS OF ABARI –** Focuses on applying learning and soft skills.

**SIMULATION 2 CHRONIC / CONFLICT AFFECTED – BANGALLA –** Focuses on applying learning and soft skills.

CPIE F2F TRAINING – PREPARATION FOR TRAINING

General for trainer / organiser:

* Training direction signs to training room
* Registration list and table name tags / signs
* Training notes for trainers / organiser only
* USB (with up-to-date power points)
* Lolly tin and / or sweets supplied by hotel or venue
* Tissues
* Pens
* Blu Tac and Sellotape
* Butcher’s paper / flip charts
* Post-it notes for use in activities
* Rubber bands
* Ball of string and packet of balloons
* VIPP / META Cards in various styles and colours for use in activities
* Trainers pack incl: whiteboard markers, pens, tags, blu tac etc
* IEC posters and materials from local area / country re: CPIE
* Training rapporteur (optional)
* Training room – LCD, screen, whiteboard, flip charts (enough for 5 small groups), wireless internet, speakers, Wi-Fi, printing station set-up near or in room, café style room set-up, break out room for day 1 (stands)

For Participants:

* Power point handouts for each day (given out each day with 3 slides per page)
* Notebooks
* Tabs for key documents and resources
* Session Handouts
* Folder for each participant to put resources in preferably with daily dividers
* Hole puncher and stapler
* USB for each participant with resources saved on it including PP
* Pre-learning sent out two weeks prior to training
* Enough copies of the CPMS for each participant

Trainer to:

* Draft suggested agenda is adjusted and designed, in advance, with the organisers of training
* All PowerPoint’s are saved on thumb drive in line with new agenda, in day folders, for easy use and saving for participants
* Trainer needs to have read and understand all materials in the training package including all activity handouts and key resources
* Ensure you have your own training folder with all resources tabbed
* Make sure all technology is working in the room ie: internet, speakers and projector – prior to start of training.
* All materials and resources are placed on the tables prior to participant arrival
* Name tags or table locations are adjusted so that participants, where possible, sit next to someone they don’t know.
* Create posters using flip chart paper and place on wall for: ‘parking lot’; acronyms; and learning agreement.