

SESSION – 10 – PLAN FACE SHEET

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| TRAINING COURSE: An Introduction to the CPMS | | | SESSION 10: CPMS Follow-up Workshop |
| TIMING: 1 day | | VERSION: 1 | DEVELOPER: CPMS Task Force |
| WORKSHOP AimS:   * To increase understanding on CPMS indicators and encourage use of the CPMS indicators; * To identify successes and systems that support and challenge CPMS implementation; * To reflect on the experiences of attempting to use the CPMS to date, towards recognizing lessons learned and shifts needing to be made for future work.   WORKSHOP LEARNING OUTCOMES:   * Shared lessons learned on use of the CPMS to date; * Develop revised plans and indicators for programming based on lessons learned   WORKSHOP ActivitIES:   * Group discussion * Small group work * Group presentations   child protection Minimum STandardS: ALL STandards  CPIE COMPETENCY FRAMEWORK: achieving results | | | |
| REFERENCE(S): Minimum Standards for Child Protection in Humanitarian Action | | | |
| RESOURCE(S): | * Copies of the CPMS for each participant (each participant should bring their own copy) * Flip chart and markers * Projector and computer (optional) * Copies of the evaluation forms for each participant | | |

SESSION 10 – LESSON PLAN –CPMS Follow-Up Workshop

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| TIME | 1 day | | |
| **\* RESOURCES REMINDER \*** | | | |
|  | * When sending out invitations and reminders for this workshop, remind participants to individually prepare a case study on their CPMS use. They do not need to write it out formally but should have the basic elements and thoughts written down. * Each participant should have a copy of the CPMS with them during the workshop. * Have a flip chart posted in the room with the preparatory case study questions as well as copies of the case study questions hand-out for each participant. * Have the objectives of the workshop on a flip chart or powerpoint to review together. * Have a flip chart or powerpoint prepared on the questions for small group work under the session “Indicators Revisited”. * Have copies of the evaluation form available for each participant. | | |
| **INTRODUCTION** | | | |
| 10 min | * Welcome all of the participants | | |
| **BODY** | | | |
| 20 min | Review group norms and brainstorm expectations | |  |
| 60 min | Group discussion on indicators | |  |
| *15 min* | *Break* | |  |
| 90 min | Case study reflections in small group | |  |
| *60 min* | *Lunch* | |  |
| 90 min | Group presentations of case studies | |  |
| *15 min* | *Break* | |  |
| 45 min | Indicators revisited | |  |
| 30 min | Check-out activity | |  |
| 10 min | Evaluation of the workshop | |  |
| **CONCLUSION** | | | |
| 5 min | O | Thank the participants. | |
| F | Summarise how the case studies will be used within programme and shared nationally and/or globally. | |
| F | Have a guest speaker provide the official closure as appropriate. | |

**SESSION 10 – NOTES FOR TRAINER – CPMS FOLLOW UP WORKSHOP**

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| LEARNING OUTCOMES   * Shared lessons learned on use of the CPMS to date; * Develop revised plans and indicators for programming based on lessons learned |

As part of the commitment to meaningful ongoing implementation of the CPMS, the initial 2 day workshop is followed by additional 1 day workshops to be conducted at times convenient to Child Protection Managers and their field staff.

These workshops utilize field-based program experiences as a basis for discussing overall questions about the CPMS as well as highlighting the successes and challenges of CPMS implementation in a given context. Ideally participants would decide on a date for a 1 day Follow-up Workshop that is at least 2-4 weeks in advance so that they have time to prepare for the workshop through recording their thoughts, observations and programmatic experiences specific to CPMS implementation.

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| **Part One: Participant Welcome (10 min)**  **PURPOSE OF ACTIVITY:** To welcome participants and start the workshop  **PREPARATION:** Have the preparatory case study questions from the initial workshop posted on a flip chart sheet in the room.  **TRAINER NOTES:**  Welcome the participants. The participants should be the same as in the initial workshop so there is no need for introductions. If there are new participants, be sure to have them present themselves. Make sure any logistical information is given now. |
| **Part Two: Review Group Norms and Brainstorm Expectations** **(20 min)**  **PURPOSE OF ACTIVITY:** To re-establish norms for good communication in group work  **PREPARATION:** Have the Group Norms flip chart sheet re-posted in the roomfrom the initial workshop.  **TRAINER NOTES:**  1. Ask participants to refer to the flip chart sheet that lists their agreed-upon Group Norms and ask if there is anything that needs to be added . Add any new norms as agreed by the participants to the sheet.  2. Ask participants “What their expectations are for this day together?” Ensure that as many people as possible are able to respond. Record new answers and feedback on a flip chart. After answers are provided, give a reminder of the objectives of the follow- up workshop and agenda. |
| **Part Three: Indicators** **(60 min)**  **PURPOSE OF ACTIVITY:** To increase understanding on CPMS indicators  **PREPARATION:** Have a blank flip chart sheet ready to record answers. Prepare a flip chart sheet (or powerpoint slide) with the key aspects of indicators (see below).  **TRAINER NOTES:**  Working_Together_Teamwork_Puzzle_Concept1. Facilitate a discussion that aims to review what Indicators are and what they are intended to achieve. Ask participants:  - What is the purpose of indicators?  - What are the different types of indicators?  - What elements should an good indicator have?  Record the main answers on a flip chart sheet. Review the flip chart or powerpoint with the key aspects of an indicator.  **Key aspects of an indicator:**  Indicators are quantitative or qualitative factors to measure achievement, to reflect the changes connected to an intervention, or to help assess the performance of a humanitarian actor.  Indicators can measure:  Outputs/Actions (e.g. # of social workers trained)  Outcomes – short and medium term (e.g. % of children with access to protection services)  Impact – long-term  Good indicators are SMART   * *Specific* – target a specific area for improvement * *Measurable* – quantify an indicator of progress * *Attainable* – can realistically be achieved given available resources and context * *Relevant* – addresses the identified need * *Time-bound* – specify when the result can be achieved   2. Ask participants to suggest a Standard from the “Standards to Address Child Protection Needs” category that they have been using in their program. Record the answer on a flip chart sheet. Ask what key actions have been taken to meet this standard in their program. Record all answers given.  Ask participants to look at the Measurement Section for this Standard and ask them:   * Have they used the indicators listed in this section of the CPMS book in their program/work? * If so, how has it worked? and if not, have they used other indicators? * What is the difference between Outcome Indicators and Action Indicators?   Be sure to emphasize the point that doing the key actions is one aspect of the work involved in their program but demonstrating that they have done the work and being able to report on it is equally essential.  The intent here is to increase understanding about indicators and the usefulness of the CPMS book to guide program staff towards indicators. As the indicators in the CPMS are not exhaustive, they may not be always be the key indicators for a specific type of program. However, the indicators in the CPMS provide a selection of the main indicators to cover under the Standard topic and should be used/adapted when appropriate.  The discussion aims to help participants see the links between, for example, recording the numbers of community members spoken to about a particular CP Need to be Addressed (Outcome Indicator) and how they can measure the impact of these conversations in a reduction of whatever CP Need is to be addressed (Action Indicator)  This discussion is meant to increase the understanding in preparation for the reflection activity for all participants and Indicators will be brought back in at the end of the day to reinforce their importance in future work. |
| **Break (15 min)** |
| **Part Four : Case Study Reflections** **(90 min)**  **PURPOSE OF ACTIVITY:**  To reflect on practical experiences of implementing CPMS in context to-date. To identify successes and systems that support and challenge CPMS implementation.  **PREPARATION:** Participants are expected to bring a Case Study or Field Example with them to the follow-up workshop as discussed during Day 2 of the initial workshop. Participants should be reminded of this when invitations and reminders for this workshop are made. Time is given here to work through the answers to the questions and begin to prepare presentation that outlines responses to the key questions with colleagues. This will ensure all participants fully participate even if they did not do the preparatory work and allows those who did to share their experiences, improve their case study and have feedback from a small group.  **TRAINER NOTES:**  Divide participants into groups according to those who have been working together on particular projects or using the same Standards. If there a groups that are too large (over 5) split them into two groups. If there are Standards are which only one participant worked, partner them with another participant in this situation to review each other’s case studies.    Ask them to prepare brief case studies or examples that answer the questions they were left with from the first CPMS workshop:   * What Standards do you find yourself working with? * How have you been using the CPMS in your work? * What successes have you had using the CPMS? * What challenges have you found using the CPMS? * What key learning has taken place? * Have you used indicators from the CPMS in your work? If so, from the book or if not, which indicators and how have they helped?   Participants are given time in this section to answer the guiding questions and generate presentations of key learning since the initial CPMS workshop.  Note: The last question regarding Indicators is optional. The intent is to ensure participants are thinking about Indicators, even if that means recognizing that they haven’t been thinking about indicators in their CPMS work to date. If it is better placed in the last section then leave it out of this activity. |
| **Lunch (60 min)** |
| **Part Five : Group Presentations on Case Studies** **(90 min)**  **PURPOSE OF ACTIVITY:**  To reflect on the experiences of attempting to use the CPMS to date, towards recognizing lessons learned and shifts needing to be made for future work.  **PREPARATION:** Depending on the number of groups, calculate ahead of the session how much time each group can have to present within the 90 minutes.  **TRAINER NOTES:**  Working_Together_Teamwork_Puzzle_ConceptAsk participants to share their presentations of the answers to the questions in the Case Study Reflections session. In the presentations, groups should be asked to highlight common points they found between each other while discussing their work on each Standard as well as individual differences in their responses Allow enough time for each group to present and ensure that all individual voices within the groups have a chance to contribute.  The facilitators should ask questions, request clarification and examples where it will help group members to be as detailed as possible about what they have been doing and their future plans.  This session will yield a lot of valuable information. It will highlight areas requiring further emphasis to maximize understanding and any changes that may need to be made.  **Spend enough time on this to ensure that each group really has a sense of what they’ve achieved, what has worked, what needs to be improved and what they need to better understand the CPMS** |
| **Break (15 min)** |
| **Part Six : Indicators Revisited** **(45 min)**  **PURPOSE OF ACTIVITY:**  To share and reflect on indicators and make adjustments to indicators as needed in line with re-worked strategies from the previous session.  **PREPARATION:** Have the questions for small group discussion questions provided below written on a flip chart or powerpoint slide.  **TRAINER NOTES:**  Explain to participants that now that there is an understanding of how the CPMS is being used and the ways it is helpful and the ways it can be improved, we need to further consider the role of indicators in measuring the work.  Divide participants into their same working groups and ask participants to use the CPMS book to consider and answer the following questions based on the work they have been doing on the particular Standard:   * What is the change are you seeking to initiate with this Standard? * What and who are involved in making this change? * How will you know when you have succeeded? * What indicators in the measurement section of the CPMS will you use? Will you need to adapt the indicator and how?   Explain to the participants that the importance here is about making the CPMS useful to your program. Make adjustments and modifications to the indicators in the CPMS based on what will generate the information and feedback you need to guide your activities and approaches towards implementation of the CPMS.  If appropriate, participants can be asked to submit their revised indicators to be used in a work plan or for further follow-up. This information can feed into sub-national and to the national level so it may also be used to help other CPMS implementation approaches worldwide. You can send documentation of case studies to be shared globally to the global CPMS Task Force of the CPWG at [cpmstaskforce@gmail.com](mailto:cpmstaskforce@gmail.com) . All case studies are encouraged and welcome whether reflecting good practice and/or needed learning. |
| **Part Seven: Check out Activity**  **(30 min)**  **PURPOSE OF ACTIVITY:**  To gain insight into the level of understanding that has taken place during the workshop. To provide participants with an opportunity to share crucial learning  **PREPARATION:** Have a blank flip chart ready to record answers.  **TRAINER NOTES:**  Ask each participant to take turns stating one piece of new learning related to how they will now use the CPMS in their work. Record answers on a flip chart.  There is vital learning in this section as well as the responses can highlight areas that have been well covered and those that need further emphasis in subsequent workshops.    Use these reflections on key learning to provide feedback to training package development team on ways training package could be enhanced ([cpmstaskforce@gmail.com](mailto:cpmstaskforce@gmail.com)) . |
| **Part Eight: Evaluation**  **(10 min)**  **PURPOSE OF ACTIVITY:**  To evaluate the workshop to identify what worked and what can be improved upon  **PREPARATION:** Have prepared copies of the evaluation form for each participant.  **TRAINER NOTES:**  Distribute and collect evaluation forms. Summarize evaluations for the workshop report and provide feedback to training package development team ([cpmstaskforce@gmail.com](mailto:cpmstaskforce@gmail.com)). |

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