Child Protection in Humanitarian Action Frontliners' Getting Started Learning Package

Facilitator Guide

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.alliancecpha.org or contact us directly: info@alliancecpha.org

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Acknowledgements

Acronyms

CPHA - Child Protection in Humanitarian Action
CPMS - Child Protection Minimum Standards
CAAFAG - Children Associated with Armed Forces and Groups
IDP - Internally Displaced Person
LGBTQI+ - Lesbian Gay Bisexual Transgender Queer Intersex and other non-binary
L&DWG - Learning & Development Working Group
SGBV - Sexual and Gender-Based Violence
UNCRC - United Nations Convention on the Right of the Child

Summary

The CPHA Frontliner Getting Started Learning Package has been developed by the Learning & Development Working Group of the Alliance for Child Protection in Humanitarian Action and replaces the CPMS Working Group's 2014 Frontline Workers package.

The package has been designed to rapidly onboard new team members in the wake of a new emergency or crisis and aims to ensure that frontline workers are introduced to the minimum competencies to work in a safe, effective, accountable, and professional way with children, families, and communities.

A typical frontline worker is a person who has been locally recruited, with some or little experience and/or training in child protection in humanitarian settings. They may or may not have completed secondary school education and will have differing levels of literacy and expertise. The learning package has been designed to cater for this varied audience.

The main learning objectives are for participants at the end of the course to be able to:
- Recognise stages of child development as well as risk and protective factors within a Socio-Ecological Model framework

- Define Child Protection in Humanitarian Action and its grounding in children's rights

- Demonstrate how to communicate appropriately with children and communities

- Recall purpose and structure of Child Protection Minimum Standards

- Explain the organisational systems that support accountability to children and communities

The learning package has been designed to be delivered in modules through both face-to-face and remote facilitation. In face-to-face settings you may decide to cover the content in 3 consecutive days or split the modules over more weeks depending on your team's availability. In remotely facilitated settings, we recommend delivering the course in a series of half-day sessions.

This learning package has been developed primarily for team managers/coordinators to be able to facilitate a learning process with their frontline teams. External facilitators might also deliver this training if they are adequately familiar with the organisation's systems and programmes. It is envisioned for the learning package to go through a contextualisation process prior to its use.

If you intend to use the CPHA Frontliner Getting Started Learning Package please let the L&DWG of the Alliance know, as we are keen to hear about your experience. Should you also need support we are also available to help. Please write to: learning@alliancecpha.org

Part 1 - Facilitator's Guide

Introduction

The CPHA Frontliner Getting Started Learning Package has been designed by the Alliance for Child Protection in Humanitarian Action (the Alliance) for workers who are new to child protection in humanitarian settings. The package has been designed to rapidly onboard new team members in the wake of a new emergency and aims to ensure that frontline workers are introduced to the minimum competencies to work in a safe, effective, accountable, and professional way with children, families, and communities affected by a crisis.

This learning package has been developed by the Learning & Development Working Group of the Alliance for Child Protection in Humanitarian Action and replaces the CPMS Working Group's 2014 Frontline Workers package.

The decision to deliver this learning package should be based on an analysis of current capacities and identification of learning needs. Where the identified learning needs align with the learning outcomes of this training package, delivery of this training should be incorporated into your capacity strengthening plan.
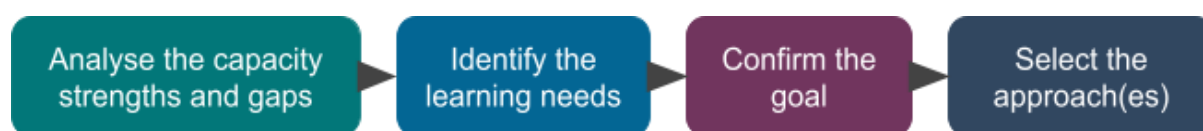
While the use of this learning package can support the development of some competencies at the first level of the CPHA competency framework, its use should form one part of a broader approach to developing and strengthening the required knowledge, skills, and attitudes of your team.

The L&D Working Group at The Alliance has developed a suite of L&D tools to support CPHA practitioners involved in the above steps, and in developing, delivering, and evaluating learning interventions. You can access these resources here.

We acknowledge that those using this package are doing so in humanitarian settings, where time and resources may be limited. We encourage flexibility within the framework and learning outcomes set out in these materials.

Learning package aim and objectives

The aim of this learning package is to ensure that frontline workers can work in a safe, effective, accountable, and professional way with children, families, and communities affected by a crisis. The training is designed for a single agency to train their frontline child protection teams.

By the end of the course, participants will be able to:
- Recognise stages of child development as well as risk and protective factors within a Socio-Ecological Model framework
- Define Child Protection in Humanitarian Action and its grounding in children's rights
- Demonstrate how to communicate appropriately with children and communities
- Recall purpose and structure of Child Protection Minimum Standards
- Explain the organisational systems that support accountability to children and communities

Learning package structure

The learning package has been designed to be delivered in modules. In face-to-face settings you may decide to cover the content in 3 consecutive days or split the modules over more weeks, depending on your team's availability. In remotely facilitated settings, we recommend delivering the course in a series of half-day sessions. Regular short breaks will need to be added within sessions for remotely facilitated training, at a minimum 5 minutes 45-60 minutes, interspersed with longer breaks.

Sample agenda face-to-face:

	Day 1	Day 2	Day 3
AM	Welcome and introductions (45 minutes) The Child (175 minutes)	Day 1 recap (30 minutes) Communicating with children and communities (145 minutes)	Day 2 recap (30 minutes) My role and the organisation (180 minutes)
PM	Child Protection in Humanitarian Action and its Guiding Principles (210 minutes)	CPHA Strategies and the CPMS, a closer look (155 minutes)	Reflective practice (including evaluation and close) (180 minutes)

Sample agenda remotely facilitated:

Session 1 3.5 hours	Welcome and introductions The Child (175 minutes)
Session 2 4 hours	Child Protection in Humanitarian Action and its Guiding Principles (200 minutes)
Session 3 3 hours	Communicating with children and communities (145 minutes)
Session 4 3 hours	CPHA Strategies and the CPMS, a closer look (155 minutes)
Session 5 3.5 hours	My role and the organisation (180 minutes)
Session 6 3.5 hours	Reflective practice (including evaluation and close) (180 minutes)

Audience Profile

A typical frontline worker is a person who has been locally recruited, with some or little experience and/or training in child protection in humanitarian settings. Frontline workers may or may not have completed secondary school education and will have differing levels of literacy and expertise. The learning package has been designed to be used with this varied audience.

Frontline workers may work in a children's safe space or within a community/camp setting. They may perform duties such as: supervise activities in a children's safe space or conduct group activities for children in other formats; community outreach to children and families, including visiting households; and community mobilisation activities, amongst others. Frontline workers are considered critical actors who have deep local knowledge, diverse skills, and are critical in strengthening service delivery and programmes during a humanitarian response.

Facilitator's Profile

This learning package has been developed primarily for team managers/coordinators to be able to facilitate a learning process with their frontline teams. External facilitators might also deliver this training if they are adequately familiar with the organisation's systems and programmes. It is important for the facilitator to be able to:
- create a safe space in which everyone in the team feels able to reflect openly and honestly
- facilitate inclusive dialogue and deal with differences of opinion in a constructive and respectful way
- facilitate in a way which respects participants' own knowledge and skills
- be receptive to ideas, input, and suggestions regarding the way the team and the organisation works

Practitioners using the CPHA Frontliner Getting Started Learning Package as facilitator would ideally need to have at least 3-5 years of experience in Child Protection in Humanitarian Action, and a full understanding of the sector and how it works within the broader humanitarian architecture as well as a full understanding of the Child Protection Minimum Standards and their use. The facilitator is expected to adapt the learning package to the context of their teams' work. For guidance on contextualising a learning package, please refer to the Alliance's L&D Toolkit.

Learning Modalities

This learning package has been conceptualised considering 2 main modalities of delivering the training:

1. *Face-to-Face* – where training sessions take place in a venue, with the facilitator and participants all present.

2. *Remote* – where the training sessions are delivered remotely. This may take different forms, including:

- Participants are together in a venue with a remote facilitator delivering the sessions

- Participants and facilitators are all taking part in the sessions via a remote video conferencing platform on computers or other devices

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

You may, however, take a "blended approach" to delivering this learning package and decide to deliver some sessions online and other face-to-face. This may help if your time availability face-to-face with your team is limited. Careful consideration should be given to which sessions are delivered remotely and which ones are delivered face-to-face.

Face-to-face guidance

Being together with participants helps us establish rapport, provide clarification to people, and gauge group dynamics and energy levels. There are fewer potential distractions for participants in this context.

The training sessions will work best in an open room, away from others. The facilitator will need to make sure it is a space where people feel comfortable and safe to express themselves openly and honestly. For many of the activities you will need wall space to stick notes and to hang up flip chart sheets. You could sit on mats, in groups around a set of tables, or place chairs in a circle; what is important is that everyone is seen as equal in power during the process. You will also need enough space for the group to get up and move around safely.

The recommended group size for face-to-face learning sessions is of a maximum of 15 participants.

Remote guidance

This training context can be challenging for first-time remote facilitators. If you have not previously facilitated a training remotely, we recommend taking part in the Alliance's *Delivering Training Remotely* course or completing the online *Radically Remote* course to learn more about this modality.

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

This setup should follow the instructions provided below for face-to-face training, but with some key considerations.

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

Consider using a technical assistant – It is worth identifying an additional technical person who can assist with camera positioning and any other technical issues. For instance, the facilitator's image and the module's visual slides will need to be projected, and an audio set up will also be required.

Timing – It may be possible to run full-day training using this modality but being online is tiring for the facilitator. Activities might take longer, so facilitators might want to think about adapting the length of the training day or the number of sessions that can be achieved in a day.

Size of group – Group size can be the same as face-to-face training sessions: maximum 15 participants.

Facilitator set up – As a facilitator, it is helpful to have 2 screens: one for the session plan and one for the video call. Should you not have access to 2 screens, you can resort to split screen functions or printing out session plans.

Participants and facilitators are taking part in the training via a video conferencing platform

Remote trainings require careful preparation, testing, and practice. Below are some key considerations.

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

unable to find a technical producer, you can ask anyone to help out, but make sure you practice the online platform that you use, e.g., practice creating breakout rooms, sharing screen, adding audio, etc. together. Instructions for both roles are included in the session plans within this package.

Devices – It should be made clear that accessing the sessions via phone is not recommended for this training, as this prohibits full participation. In other cases, participants may be sharing computers. It is important to know in advance how participants will be accessing the training so that activities can be prepared accordingly.

Size of group – The recommended group size for remote training is 12-16 participants.

Timing – The recommended duration of remote sessions is maximum 4 hours per day, with a short break of 5-10 minutes per hour, and longer breaks and energisers at regular intervals. It is important to be realistic about what is feasible in a remote setting: as a general rule, expect activities to take 15% longer in remote settings, compared to face-to-face. Adjust your agenda accordingly.

Facilitator set up – As a facilitator, it is helpful to have 2 screens: one for the session plan and one for the video call. Should you not have access to 2 screens, you can resort to split screen functions or printing session plans on recycled paper.

Video Conferencing Platform – you can choose the remote video conferencing platform that is most commonly used and known in your settings but at a minimum you will need to have a chat function, breakout rooms, and if possible, reaction buttons. A short video from the L&D Working Group on safely using video calling platforms can be found here. You will also need a virtual whiteboard (i.e., Miro, Google Doc, Jamboard) to capture notes throughout the sessions.

For more guidance on delivering training remotely, you may access the Alliance for Child Protection in Humanitarian Action Delivering Training Remotely Tip sheet here.

Learning methodologies

This package emphasises the acquisition of practical skills and knowledge. To this end, the learning package uses a participatory methodology, including activities that encourage everyone in the group to interact, discuss, and listen to each other. Many of the activities ask participants to explore ideas in concrete ways through referring to their own experiences or asking them to think through a scenario or role-play related to their work.

Creating a safe space
The learning package invites participants to volunteer ideas to the group, discuss a range of topics (some of which might be considered sensitive), critique their own and the organisation's work, and to be introspective. For this reason, it is important the facilitator creates a trusting, safe atmosphere where participants feel comfortable to express their thoughts and ideas without criticism or consequences, in relation to participants or managers/facilitators alike. Additionally, it should not be assumed that teams always have a positive working dynamic, or conflict may occur during the training.

Ground rules should be agreed upon with participants at the beginning of the learning journey and may need to be revisited from time to time as the learning experience progresses. These of course should be considered within the cultural context where you are working and chosen or adapted accordingly. I.e.: I will respect confidentiality, I will be present in the moment, I will actively listen, etc.

Do no harm

The facilitator should ensure that no risks or harms are created as a result of this learning experience.

- It is reasonable to assume that some of the participants may have experienced challenges in their own lives related to abuse and other harms. For this reason, it is important to flag the content of the learning package. For example, "We are going to talk about some difficult issues, which might relate to things you have experienced. If you feel upset or uncomfortable you can step out of the room, let me know, and/or utilise your support systems (insert context-specific examples)."
- Mutual respect for keeping personal issues confidential and within the group (see Section 2).
- Ensuring that children or families who might be mentioned during the training sessions or assignments are kept anonymous and personal details never shared.
- Be prepared for any new cases which may come to light as a result of the training, and make sure there is a reporting system in place to follow up on children and families where there is concern.
- The facilitator must ensure they are receptive to suggestions regarding the team's work and the organisation as a whole, if they arise. Clear next steps to address suggestions should be identified, to be addressed directly if the facilitator is also the team's manager, or to be referred to the team's manager to action within a set time frame. A failure to do so could send a message to frontline workers that their input is not taken seriously.

Managing group dynamics and conflicts

The learning package invites participants to share ideas and opinions and it is therefore important to create a safe and supportive learning environment in which the participants feel comfortable doing this. If the group does not know each other well, spend time on "getting to know you" activities and use icebreakers to bring participants into the learning space at the start of each day or session.

At times, opinions and ideas may differ and this may lead to disagreements or conflicts within the group. As the facilitator, it is good to be prepared for this and have a plan to handle group conflict.

Some tips to handle conflict are:

- Acknowledge the conflict in a simple way

- Establish the cause of the conflict

- If it is related to the topic being discussed, help the participants to focus on areas of agreement

- Encourage mutual respect, reminding people of the ground rules

- If unrelated to the topic and only involves some members, encourage them to resolve the disagreement outside of the group setting

- If it helps, take a break; conflict is often diffused by physically moving to somewhere else

(Source: RedR UK Training of Trainers for the Humanitarian Sector workbook).

How should the facilitator prepare for the workshop?

To prepare for the workshop, please consider:

- Gauging level of skills and knowledge and behaviours. It is helpful to get a sense of who the course participants will be, their professional backgrounds and roles, and the types and levels of knowledge and skills. It is also important to establish if there are any participants who need specific support to be able to access the training. See Annex I for a self-assessment tool to be used before and after the learning package is used to also measure the learning outcomes achieved.

- Reviewing module materials and prepare for delivery. The facilitator will need to review all the materials in the module and familiarise themselves sufficiently with the content and methodologies to deliver the session; provide clear instructions; manage activities, support discussions, and provide technical feedback; and prepare for any participant observations or questions which may arise, as well as prepare for any potential challenges or problems.

- Note that the **"Say"** section of every learning module does not need to be followed word for word and can be adapted to best fit your context.

- Reading through all the sessions and suggested examples and preparing examples for each session from your own experience. Using contextually relevant examples from your own and participants' experience will enhance this learning experience.

- Deciding where and how to adapt sessions to fit your team and the context. Suggestions and guidance are included alongside sessions and module instructions. This includes adapting some of the materials into the language being used for the training.

- Referring to the *Technical Support* and *Guidance* section in this guide to help you with concepts and extra resources in relation to each module.

How can I include participants with disabilities?

All modules have been designed to be as inclusive as possible. Some participants may require reasonable adjustments to support their participation, which can be easily done (such as a larger print copy of the participant handbook and larger writing on whiteboard). Others may require more planning, such as finding a space to run the workshop that has wheelchair access.

Some disabilities are not visible so it is worth checking with all participants individually if they have any disabilities or additional needs that they would like the trainer to know about before the programme begins. It is also important to check whether they would like this information shared with the other participants.

Course overview table

Module	Learning objectives	Module duration
Welcome and Intros	By the end of the session, you will be able to: ● Recall the structure and objectives of the course ● Introduce the facilitators and their fellow participants ● Use key features of the video conferencing platform(s) [Applicable to remotely facilitated only]	60'
The Child	By the end of the session, you will be able to: ● Recall the definition of a child and developmental stages ● Describe some of children's varying protection risks and protective factors using a Socio-Ecological Model and a developmental lens ● Describe how other factors, such as gender, can make an impact on children's protection risks and protective factors	175'
Child Protection in Humanitarian Action and its Guiding Principles	By the end of the session, you will be able to: ● Recall the definition of Child Protection in Humanitarian Action ● Explain the relevance of child rights in Child Protection in Humanitarian Action programming ● Explain CPMS purpose and linkages with UNCRC ● Give examples of the relevance of guiding principles in child protection programming	210'
Communicating with children and communities	By the end of the session, you will be able to: ● Demonstrate appropriate communication skills when working with children ● Demonstrate appropriate communication	145'

	skills when working with communities	
CPHA Strategies and the CPMS - a closer look (optional session)	By the end of the session, you will be able to: ● Describe prevention and response strategies in Child Protection in Humanitarian Action ● Explain the linkage between the Socio-Ecological Model and child protection strategies ● Explain CPMS importance in humanitarian action and recall pillars and structure of each standard	155'
My role and the organisation	By the end of the session, you will be able to: ● Reflect on own professional motivation ● Recognise the importance of accountability to children and young people ● Explain key organisational systems important in own professional practice – when to use them, where to find them, and how to get support ● Describe 4 different kinds of power and how these may manifest in practice ● Reflect on power dynamics and on taking care of oneself	180'
Reflective Practice	By the end of the session, you will be able to: ● Explain how being a reflective practitioner can improve the work we do for children ● Reflect on own and others' experiences and practices, to identify possible changes to make	180'

Part 2 - Detailed Session Plans

Welcome and introductions

Session length: 45 minutes f2f / 60 minutes remote (to include introduction to technology)

Session aim: Participants familiarise with the course structure, other participants, and the facilitation team.

Session objectives: By the end of the session, participants will be able to:

- Recall the structure and objectives of the course

- Introduce the facilitators and their fellow participants

- Use key features of the remote video conferencing platform [Applicable to remotely facilitated sessions only]

Preparation required for face-to-face training: n/a

Preparation required for remotely-facilitated training:

- The *Welcome and introductions* section contains 15 minutes in which to introduce participants to the key features of your chosen video conferencing platform and other online tools to be used during the course. The technical producer should design this section of the course once the platforms have been confirmed.

- You will need an online whiteboard for the learning environment section – no preparation or access for participants is required.

Time	Facilitator notes	Remote delivery/producer notes
5'	**Welcome** Introduce yourself and welcome participants to the course. Outline the course objectives and structure. You may have this on a pre-populated flipchart.	Start the call 15 minutes early. Welcome participants by name as they join the call. Introduce the producer and explain they are available to support with any technology questions.
10'	**Icebreaker** Put the participants into groups of 4 or less and explain that they have 3 minutes to come up with a list of 5 things they have in common. Time 3 minutes, then bring the group back together and ask each group to share 1 or 2 of their examples. If they have worked together for some time, stress that there is always more to learn and appreciate about each other.	Randomly assign participants to breakout rooms. Open breakout rooms. Time 3 minutes. Close breakout rooms.
15'	**Introductions** Invite each participant, and any co-facilitators, to briefly introduce themself to the group, giving their name, role, and how long they have been with the organisation.	
5'	**Reflecting on learning and own practice** Say: This course has been designed to help you think about and improve	

your own practice as a child protection worker. To help you take the learning from the course into your work, we are encouraging you to use a reflective learning journal. At the end of each module, there will be an activity to think about how you will apply what you have learned to your work, and a chance to make a note of this in your journal. However, we also encourage you to use the journal between sessions and while you are working.

Introduce the key reflection questions we will be using:

- What have I learned?

- How am I going to use what I have learned in my professional practice?

- How can I improve my own practice considering what I have learned?

- What questions or support do I need help with?

Check for questions on the reflective journals.

15'	**Technical introduction** Applicable to remotely-facilitated version only	*NB: This section needs to be developed by the technical producer based on the platforms and tools you will use in the course. The aim is to familiarise participants with the key features to enable them to quickly and easily engage with activities later in the course.*

10'	**The learning environment**	
	In plenary, ask: How do we want to work together? What behaviours do we commit to, to make the most of our time together?	Use the built-in whiteboard function or another online whiteboard. Producer to annotate suggestions on whiteboard.
	Facilitate the discussion and make a note of the commitments on a flipchart, then display this on the wall of the training room.	
5'	**Wrap up** Wrap up this session, checking for any questions.	For remote, use this time for a 5-minute screen break.

The Child

Session length: 175 minutes

Session aim: Participants understand the unique nature of childhood and can recognise stages of child development and risk as well as protective factors children may be exposed to.

Session objectives: By the end of the session, participants will be able to:

- Recall the definition of a child and developmental stages

- Describe some of children's varying protection risks and protective factors using a Socio-Ecological Model and a developmental lens

- Describe how other factors, such as gender, can impact on children's protection risks and protective factors

Key learning points:

- The terms child and children refer to all children and young people from birth to 18 years of age, as specified in the UN Convention on the Rights of the Child.

- Child Development is the process of individual growth and maturation from birth to adulthood. It concerns the physical, cognitive, emotional, and social changes that occur in all children and young people as they grow older. (See supporting information for more details.)

- As children develop from infants to adolescence, they go through different developmental stages and achieve developmental milestones; abilities that most of the children achieve by a certain age. While age groups can vary according to context and culture, developmental stages are often organised into:

    o Early Childhood: 0 to 6 years of age and, within this, infancy from 0 to 12 months, 1 to 3 years of toddlerhood age, 4 to 6 years pre-school age

    o Middle Childhood: 7 to 12 years of age

    o Adolescence: 13 to 17 years of age

- It is important to learn about children's development in order to:

    o understand children's needs, reactions, and coping strategies

    o understand how children face crises

    o support caregivers to respond appropriately to children's reactions according to their developmental needs

    o understand the basic needs of boys and girls

- Many factors influence children's development and well-being. Some of these factors are internal to the child and some are external. The external factors represent the child's world, which is like a spider web. The child sits at the centre but feels what happens in any parts of the web and plays an active role in their own development, depending on personality and temperament. When we talk about a child's environment we talk about the child's social web. The child's environment/spider web can be represented with a diagram with the child at the centre, surrounded by a number of rings that represent things that can affect their life. This is called the Socio-Ecological Model, which is an approach that helps illustrate the interaction between internal and external factors. That is to say, the interaction between internal (psychological) and the outer (social) world of the child.

    o The closest ring to the child represents the immediate family, which has the biggest influence on children's physical, cognitive, emotional, and social development
    o The next ring would be represented by the extended family and the closest social networks: This includes family members, neighbours, cultural groups, and other groups interacting with children
    o After this circle there is the community with school, community, playgrounds, child social and health services, and other community services (cultural groups, neighbours, etc.)
    o Society involves the broader economic, political, cultural, and social context, including: the financial situation, conflict, poverty as well as the legal framework and policies

- The Socio-Ecological Model also illustrates that risks and protective factors exist at all levels of children's safety and well-being. Protective factors are those factors in children's lives that

enhance their healthy and positive development. Risk factors are those factors in children's lives that interfere with their development and make them more vulnerable. All of our efforts when working with children and young people should aim to reduce risk factors and strengthen protective factors. Adults who have positive interactions with children represent a protective factor. Risk and protective factors are different at different stages of children's development, and these may also change when there is a change in the context. During the time of crisis, most of the components of a child's environment are negatively impacted.

- There are universal protective factors, such as caregiving in early life by at least one consistent and responsive caregiver, ability to regulate emotions, and access to effective formal and non-formal education. There are also universal risk factors, such as lack of caregiving by consistent and responsive caregiver during early life, unmet basic needs, and family separation. (See supporting information for more details.)

- The severity of exposure to adversity is a key element that must be considered when identifying risk and protective factors. This is due to there being a positive relationship of the severity of exposure –either to one extremely traumatic event or to multiple adverse events– and the ability of an individual to cope or adapt. The severity of exposure to harmful outcomes may also be influenced by individual –or compounding– factors, such as: age, gender, disability, and legal status (refugee, internally displaced, migrant, or stateless).

- Learning how to cope with adversity is an important part of healthy development. While moderate, short-lived stress responses in the body can promote growth, toxic stress is the strong, unrelieved activation of the body's stress management system in the absence of protective adult support. Without caring adults to buffer children, the unrelenting stress caused by extreme poverty, neglect, abuse, or severe maternal depression can weaken the architecture of the developing brain, with long-term consequences for learning, behaviour, and both physical and mental health.

General preparation

Taking into account that you may be running this training in a language other than English, you may need to take time to note that the way we name different children's age stages may differ depending on language and culture. If this seems relevant to your group, or comes up during training, you can spend some time discussing various words and/or differences. What is important to remember is that although we may use different names or stages in various languages and cultures, evidence has identified that children do share common developmental (you can mention physical, cognitive, emotional [and social, although this may be affected by the context and culture]) stages regardless of where they grow up.

Preparation required for face-to-face training:

- Print and cut out the stages of child development and age ranges on flashcards, one copy per 3-4 participants.

- Print and cut out examples of physical, cognitive, emotional, and social development on flashcards, one copy 3-4 participants.

- Write the role titles onto sticky labels.

- Prepare a large drawing of the Socio-Ecological Model to display on the wall of the training room.

Preparation required for remotely-facilitated training:

- Prepare a virtual whiteboard with stages of child development. Have the age range for each stage of child development ready to paste in the chat.

- Copy the child development table into a shared document spreadsheet, then remove and mix up the content of the cells, placing these elsewhere on the worksheet. Duplicate a copy of the document per 3-4 participants.

- Prepare a virtual whiteboard with each role written on a separate, moveable sticky note.

- Prepare a blank copy of the Socio-Ecological Model on the virtual whiteboard.

- Prepare PPT slide of Abdel and Johan's case studies.

Time	Facilitator notes	Remote delivery/producer notes
5'	**Introduction** Welcome the participants to the session and share the session aim and objectives. As participants join, ask them to take their learning journal and go through the learning they have noted down during previous sessions. If time allows, ask a few volunteers to recall their main takeaways in plenary.	

10'	**Who is a Child?**	21
	Say[1]: There is no universal definition of children or of childhood. Childhood is a cultural and social construction, and not simply a universal stage in the human being's physical and psychological development. The UN CRC uses the term "child" to refer to all children and young people from birth to 18 years of age.	
	Instructions: Confirm whether this is the definition used by your own organisation or if another applies. If the UNCRC convention's definition is used, ask participants whether they have any concern with it and discuss any issues that may arise. If another definition applies, confirm what this is and ask participants if they have any questions or concerns about the definition.	Monitor the chat for questions or concerns

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[1] Don't feel compelled to use the text in the "Say" section word for word. Adapt to your context wherever feasible.

30'	**Children's development**	
	Ask: What is child development?	Monitor the chat and flag any examples shared there.
	Instructions: Take a few examples and then say:	
	Child Development is the process of individual growth and maturation from birth to adulthood. It concerns the physical, cognitive, emotional, and social changes that occur in all children and young people as they grow older.	
	Ask: Could you please give a few examples of physical changes that happen in child development?	
	Instructions: Take a few examples and then say that physical changes are about body growth and maturation.	
	Ask: Could you come up with some examples of cognitive changes?	
	Instructions: Take a few examples and then say that emotional changes are about learning to identify emotions in self and others and ask plenary to give a few examples.	
	Ask: Could you come up with some examples of social changes that happen in child development?	
	Instructions: Take a few examples and then say that social changes are about learning verbal and non-verbal skills and ask plenary to come up with a few examples.	Prepare breakout rooms of 3-4 participants.
	Instructions: In small groups, give flash cards to participants with the 5 stages of child development (infancy, toddlerhood, pre-school, middle childhood, adolescence). Ask participants to sort them in the right order and stick them horizontally on the wall. Ask whichever group is done first to present. Ask other groups to correct if necessary. Now distribute flash cards with the age range for every stage of development. Ask participants in the same groups to associate the right age range to the corresponding developmental stage. Ask the first group to finish presenting. Ask other groups to correct if necessary and stick the right age range under each stage of development.	Prepare virtual whiteboard for each group with the 5 stages of development. Ask each group to order the 5 stages of development and to feature them on the whiteboard horizontally. Bring people back after 5 minutes and review right order in plenary. Copy-paste the age range for every stage of development in the chat. Ask participants to join the same breakout rooms and to associate each stage of development with the correct age range. After 5

Say: It is important to highlight that age groups can vary according to context and culture. Now let's explore together the different aspects of growth for each stage of development.

Instructions: Share the row title cards and ask participants to add these on the wall, to form a blank table. Then share cards with the inputs for physical, cognitive, emotional, and social development on flash cards (see supporting information section). Give one example and ask each group to sort the cards out appropriately and stick them in the right space on the table. Review inputs with information in the table in the supporting information section and correct appropriately.

Say: Ask in plenary why they think it's important to learn about child development?

Instructions: take a few examples and complement with information below:

- understand children's needs, reactions, and coping strategies

- understanding how children face crisis

- supporting caregivers to respond appropriately to children's reactions according to their developmental needs

- understanding the basic needs of boys and girls

minutes bring everyone back and review in plenary.

In plenary, ask participants what is the order of the 5 stages of child development?

Copy and paste the list into the chat, then monitor responses:

Toddlerhood, middle childhood, pre-school, adolescence, infancy.

In plenary, ask participants to identify the age range for each stage.

Prepare breakout rooms of 3-4 participants.

Allocate a number to each group and share links to the relevant shared docs.

Launch the breakout rooms. Time 15 minutes.

Close the breakout rooms.

15'	**Children's environments and the Socio-Ecological Model**	
	Give each participant a pre-prepared sticky note or label with one of the following roles shown on it in writing or image. • Child • Mother • Sibling • Teacher • Religious leader • Social worker • Doctor • Minister of social welfare • Government representative • Auntie • Neighbour • Shopkeeper • Camp manager • Nurse • Community health worker • Friend • Mentor • President	Create a template on a virtual whiteboard with different roles on sticky notes. Ask each participant to claim one role by selecting the sticky note on the virtual whiteboard. Ensure only one person has each note or allocate one to each person. Instead of moving their bodies, explain that they can move their sticky notes around the whiteboard. Ask the participants with the child sticky notes to move at the centre of the whiteboard.
	Ask them to read this and then stick it to themselves. Invite the participant with the "child" sticker to stand in the centre of the training space. Explain that everyone else should position themselves around the child, based on how close their relationship is to the child. Provide some examples if needed (e.g., Mother will stand close, while a hospital will be further away). Note that they may need to move again in relation to other roles. Allow a few minutes to do this.	Explain that everyone else should position themselves around the child, based on how close their relationship is to the child. Provide some examples if needed (e.g., Mother will stand close, while a hospital will be further away). Note that they may need to move again in relation to other roles.
	Explain that each participant represents a person, people, or institution that has a relationship to the child in the centre. Give the end of the string to the "child." Ask them to keep hold of one end of the string and choose someone else. Carry the ball of string to this person and have them hold onto the string to create a line from the child to themself. This person should then read out their own role and briefly explain why they have chosen to stand in that position. This person should then keep hold of the string as you take and loop the string back to the child or on to another participant. (Ideally the participants would throw the ball of string between one another, but due to COVID-19 only the facilitator should handle the ball of string, with	Use the pen or drawing tool on the virtual whiteboard to create the lines between the child and other roles. Each participant should be reading their role and why they have chosen to stand in that particular position. Continue to connect all roles to the child.

participants just holding a specific piece of the string to form a web.)

Continue until each participant has named their role and explained their position, then explain: A child's word is like a spider web. The child sits at the centre, but it feels what happens in any parts of his web. When we talk about a child's environment we talk about the child's social web. Like the spider, the child is at the centre of their web.

Put up or reveal a large drawing of the Socio-Ecological Model on the wall of the training room and explain: The child's environment/spider web can be represented by a diagram with the child at the centre, surrounded by a number of rings which represent things that can affect their life. The ring closest to the child represents the things and the people closest to them, such as their family. The rings further away are about people and things in the community or in the society that can also affect children's lives.

Ask each participant to attach their role sticker to the relevant part of the diagram and then return to their seats.

Share the link and screen share the Socio-Ecological Model on the virtual whiteboard.

30'	**Risk and Protective Factors** **Say:** The Socio-Ecological Model also illustrates that risks and protective factors exist at all levels of children's safety and well-being. Protective factors are those factors in children's lives that enhance their healthy and positive development. Risk factors are those factors in children's lives that interfere with their development and make them more vulnerable. **Instructions:** Divide participants in small groups and ask them to populate a list of protective and risk factors across the different layers of the Socio-Ecological Model. You may give some examples from the table in the *Key Learning Points* to get them started. After 20 minutes ask one group to present protective factors and one group to present risk factors and all to complement.	Prepare breakout rooms of around 4 pax. Provide a link to a virtual whiteboard on which the lists can be prepared. Launch the breakout rooms. Circulate between the groups to support as needed. Close the breakout rooms. Share screen as required during plenary feedback and ask one group to present protective factors and one group to present risk factors and all to complement.
35'	**Factors influencing response to adverse events** **Say:** Some factors may influence how negatively someone is impacted by a traumatic/adverse event, including: • Age • Gender • Disability •Legal status (refugee, internally displaced, migrant, or stateless) •Ethnic belonging, amongst others **Read the case study:** Abdel, 15, and his sister Lila, 16, live with their parents in a region that has been affected by conflict for many years. Sometimes the fighting is little, and other times it is much more. Although they are similar in age, during the most recent increase in fighting, their parents are treating Lila and Abdel differently. Lila is not permitted to leave the house on her own: she must be accompanied on the way to school and is not allowed to socialise with her friends after school, or to go out in the evening. She is not allowed to go to the shops for her parents as she usually would. Abdel, meanwhile, is spending more time outside of the house. With	Read the case study and show it on PowerPoint slide or through chat function

encouragement from his parents, he has started taking part in the conflict, and is often out most of the night.

Ask: What is the impact of gender in this example?

Instructions: Take as many examples as possible from participants and explain that gender and other factors impact how children experience events as well as how they interpret them.

For instance, findings from a study in Gaza suggest that parents in extreme threat situations tended to protect and restrict girls whereas they tolerated or encouraged boys to actively participate in the conflict, resulting in different exposure to risk factors and harmful outcomes as a function of gender, even within the same household.

Similarly, in studies related to Children Associated with Armed Forces and Groups (CAAFAG), it was found that females experienced higher levels of Sexual and Gender-Based Violence (SGBV).

Generally, females experience greater risk of Sexual and Gender-Based Violence in political conflicts or war, whereas males have greater risk for exposure to nonsexual violence in armed conflict.

LGBTQI+ children may be exposed to a greater risk of prejudice, stigma, violence, or difficulties accessing humanitarian services.[2]

Read the case study:
Johan is 9 years old, Ken is 7 years old, and Tina is 3 years old. Johan has cerebral palsy, which affects his movement and coordination. Before Covid-19, he had extra support and care, which helped him to get to school and participate in lessons. Since the outbreak started, he has not had any access to this extra care due to imposed movement restrictions. Johan and Ken's school is running online classes, Ken attends regularly but Johan finds it difficult to use the mouse and the keyboard of the family computer, so he has trouble participating and he is getting demotivated. Johan's mother is busy working from home, managing the household, taking care of Tina, whose nursery is closed, so she does not have much time to spend with Johan. She often takes her children downstairs into the communal garden, but she cannot manage to help Johan downstairs

Read the case study and show it on PowerPoint slide or through chat function

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[2] Please consider whether appropriate depending on the cultural and legal context to address this last point on LGBTQI+ children.

while looking after the others. Johan's father's work routine has not been affected and he comes back home late at night.

Ask: What is the impact of disability in this example?

Instructions: Take as many examples as possible and in small groups ask participants to come up with an example of how these types of factors impact children in their own context. Allow 10 minutes for discussion and ask each group to present back the example they have come up with. | Prepare breakout rooms of around 4 pax.

Launch the breakout rooms.

Circulate between the groups to support as needed.

Close the breakout rooms. Ask each group to present in plenary. |
| **15'**   **Exposure to Risks**

Say: When does being exposed to a risk become dangerous for children?

When identifying risk and protective factors, you should also consider the level and frequency of exposure to a traumatic/adverse event. The more often someone is exposed to traumatic/adverse events, and the more severe the event, the bigger the negative impact. While moderate, short-lived stress responses in the body can promote growth, toxic stress is the strong, unrelieved activation of the body's stress management system in the absence of protective adult support. Without caring adults to buffer children, the unrelenting stress caused by extreme poverty, neglect, abuse, or severe maternal depression can weaken the architecture of the developing brain, with long-term consequences for learning, behaviour, and both physical and mental health.

Instructions: Show video "Toxic Stress derails healthy Development": https://www.youtube.com/watch?v=rVwFkcOZHJw

Ask: In plenary:
- Why is support from caring adults important for a child experiencing stress?
- What can happen if stress is constant for a long period? | Share screen and sound to show the video. |

	● How can we avoid toxic stress in children?
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30'	**Instructions:** Ask participants to use their learning journal to answer the below questions in relation to their own context. Consider whether it would be most appropriate for participants to do this alone or in pairs. Avoid larger groups to allow everyone to be working on their own reflection. ● Why do you think taking developmental stages of the child into account is going to be important in the work you are going to be doing? ● What could the main risk factors be in your context? ● What could the main protective factors be in your context? ● Who in your community, or the context in which you will be working, is most exposed to the risk factors you have thought of? ● Can you think of something that you will do in your daily practice because of the discussions we had through this session? **Optional:** at the end of each module, you can propose 1 or 2 online learning opportunities to further explore the content of the session. Do not share too many resources as it may feel overwhelming. On child development you can suggest: Promoting children's development and well-being.

Supporting information:

Summary of categories of child development:

- Physical changes are about body growth and maturation: growing taller, gaining weight, hand-eye coordination, fine motor skills (grabbing, holding a pen), muscle development, gross motor skills such as crawling and walking, and physical changes linked to puberty.

- Cognitive changes are about learning language, remembering facts, solving problems, curiosity, imagination, processing information, and abstract thinking.

- Emotional changes are about learning to identify emotions in self and others, learning to express and regulate emotions, expressing self-confidence, and developing a sense of self.

- Social Changes are about learning verbal and non-verbal skills and the ability to express needs, opinions, and motives, learning to cooperate and take turns, and developing empathy and consideration for others.

	Infancy (0 to 12 months of age)	Toddlerhood (12 months to 3 years of age)	Pre-School Children (4 to 6 years of age)	Middle Childhood	Adolescence
Physical	• Vision, hearing, taste, and touch develops • Begins to lift own head • Stretches out the legs and kicks when lying on stomach or back • Opens and closes the hands, is able to grab around other people's fingers • Gradual hand-eye coordination	• 12 months: most children sit up without support and possibly crawl • 18 months: moves up stairs and can manipulate smaller objects such as crayons • 24 months: able to walk and climb/descend stairs correctly • 24 months: develops bladder control although this depends on the specific child	• Able to manipulate devices such as scissors • Bends over without falling • Able to dress oneself • Able to run	• Able to play basic sports; control and coordination is improved • Is more aware of own body as puberty approaches towards the age of 11 or 12	• Puberty and changes in hormones • Changes in vocal cords • Changes related to own sex • Sexual development

Cognitive	• Watches other faces • Follows moving objects • Recognises familiar objects • Begins to babble	• Learns to point to objects or pictures when named for him or her • 15-18 months: says several single words • 18-24 months: uses simple phrases and repeats words overheard in conversation • 24 months: recognises names of familiar people, objects, and body parts • Begins to make-believe play (role-plays where children pretend to do things or be someone else, e.g., a mother or a father)	• Complete puzzles with 3 or 4 pieces • Sort objects with shapes and colours • Understand concepts of "two" "same" and "different" • Masters some basic rules of grammar • Basic understanding of the concept of time • Speaks in sentences of 5 to 6 words • Tells stories	• Interested in facts • Begins to understand different perspectives and begins to use logic in order to solve problems • Inductive reasoning is developed: i.e., the ability to use specific information or observations and then draw conclusions (For example: all the cats that I have observed purr—therefore, all cats purr)	• Able to think abstractly and logically • Deductive reasoning developed, i.e., the ability to use general information or observations and then reduce the general to a particular example
Emotional	• Attachment: a strong and enduring emotional connection to his/her/their caregiver • Separation anxiety is normal	• Throughout the second year, the child will swing back and forth between independence and clinging • From 18 months: the child likes to assert him/herself and the favourite word is often "no"	• Show affection for familiar playmates • Interested in experiences • Starts to develop the view of self as a whole person involving body, mind, and feelings • Shows more independence and may even visit a next-door neighbour alone	• Gradually gains emotional control • Social development • Peer group identity is gradually more important • Fear of social exclusion • Understands some cultural and social norms	• Begins to see their future and can feel both excited and apprehensive about it • Strong conflicts with caregivers usually decline around adulthood but mood swings and behaviour changes are often part of the process

Social					
	• Begins to smile • Enjoys playing with other people after a few months • Becomes more communicative and expressive with face and body • Imitates movements and facial expression of others	• Imitates behaviour of others • 3 years: increasingly aware of self as separate from others • 3 years: increasingly enthusiastic by the company of other children	• Imitates adults and playmates • Can take turns in games • Understands "mine" and "his" or "hers" • Many children enjoy songs and rhymes • 5-6 years: wants to please friends • 5-6 years: cooperates with others and negotiates solutions to conflict	• Social development • Peer group identity is gradually more important • Fear of social exclusion • Understands some cultural and social norms	• Strong identification with heroes, role models, and peers • 13 to 16 years: may think they are immune from anything happening to them • May engage in risky behaviours

Universal Protective Factors include:

- Caregiving in early life by at least one consistent and responsive caregiver

- Ability to form and sustain meaningful connections to at least one other person throughout life

- Ability to regulate emotions

- Opportunities to develop the capacity for problem solving, learning, and adaptation

- Opportunities to acquire sequentially growing skills and knowledge according to the requirements of culture

- Access to effective formal and non-formal education

- Age-appropriate opportunities to contribute to family and community well-being

- A sense of self-esteem and self-efficacy

- Ability to make/find meaning in life

- Opportunities to exercise a growing capacity for agency and judgement in the cultural context

- Participation in culture, ritual, and communal systems of belief, leading to a sense of belonging

- Hope, faith, and optimism

Universal Risk Factors include:

- Premature birth, birth anomalies, low birth weight, or pre- or post-natal exposure to environmental toxins

- Lack of caregiving by consistent and responsive caregivers during early life

- Loss or lack of opportunities to develop the capacity for problem solving, learning, and adaptation

- Loss or lack of opportunities to acquire sequentially growing skills and knowledge according to the requirements of culture

- Unmet basic needs (such as limited access to adequate nutrition, shelter, clean drinking water, clothing appropriate to climate, and medical care)

- Family separation, either temporary or permanent, due to death or inability to continue care on the part of one or more parents or main caregivers (for instance, as a result of forced removal, incarceration, deportation, armed conflict, extreme deprivation or persecution, injury, or physical or mental illness)

- Exposure to structural, social, or interpersonal violence (including racism, caste or ethnic discrimination and marginalisation, gender discrimination, state sponsored violence, community violence, family, or intimate partner violence, or physical, sexual or emotional abuse)

- Lack or loss of access to effective formal and non-formal education

- Loss of community connections

- Harmful social or gender norms

- Absence or non-enforcement of legal and normative frameworks that are meant to protect children from abuse, neglect, exploitation, and violence

- Displacement resulting from forced migration or loss of home

Additional Resources

Understanding Risk and Protective Factors in Humanitarian Crises: Towards a Preventive Approach to Child Protection in Humanitarian Action, Alliance for Child Protection in Humanitarian Action, 2020

Promoting Children's well-being and development, Disaster Ready/Save the Children, 2019

Child Protection in Humanitarian Action and its Guiding Principles

Session length: 210'

Session aim: Participants revisit Child Protection in Humanitarian Action definition and consider motivations and principles that inform their own work in Child Protection in Humanitarian Action.

Session objectives: By the end of the session, participants will be able to:

- Recall the definition of Child Protection in Humanitarian Action

- Explain the relevance of child rights in Child Protection in Humanitarian Action programming

- Explain CPMS purpose and linkages with UNCRC

- Give examples of guiding principles' relevance in child protection programming

Key Learning Points:

- Humanitarian crises can be caused by humans, such as conflict or civil unrest; they can result from disasters, such as floods and earthquakes; or they can be a combination of both. Child protection actors and interventions seek to prevent and respond to all forms of abuse, neglect, exploitation, and violence in these humanitarian contexts.

- Humanitarian crises can have a significant impact on children's formative years, affecting their survival, growth, and development: the systems working to keep children safe –in their homes, schools, and communities– may be undermined or damaged. Boys and girls may be separated from their families, trafficked, recruited, or used by armed forces and armed groups, be detained, face economic exploitation, be forced into slave-like conditions, and suffer physical abuse and sexual violence.

- Child protection in humanitarian settings is a professional sector which is guided by a number of international, regional, national, and organisational conventions, commitments, and legal and policy frameworks and guidance. It is important to recall:

    o The 1989 United Nations Convention on the Rights of the Child which is the most universally ratified of all international human rights treaties. It provides a comprehensive framework for all states to develop the mechanisms that allow for the delivery of services required for the holistic development of children. The UNCRC recognises the fundamental right of children to be protected from abuse and exploitation, including harmful work (Article 32).

    o The Minimum Standards for Child Protection in Humanitarian Action: in 2010 the members of the global Child Protection Working Group agreed on the need for child protection standards in humanitarian settings. The *Minimum Standards for Child Protection in Humanitarian Action* (CPMS, or Child Protection Minimum Standards) were finalised in September 2012 and then updated in 2019. These standards set out a common agreement with regards to what adequate quality child protection

interventions in humanitarian settings are.

- The principles listed in the CPMS are key to fully applying and achieving the standards. They should be used and presented alongside the standards at all times. Principles 1-4 are the key principles set out by the *Convention on the Rights of the Child (UNCRC)* and are applicable to all humanitarian action. Principles 5-8 are the protection principles from the 2018 *Sphere Handbook*, restated here with specific references for the protection of children. Principles 9-10 are specific to the *Minimum Standards for Child Protection in Humanitarian Action*.

See supporting information for key messages on each principle.

Preparation required for remotely-facilitated training:

- Prepare the online quiz through tools such as Mentimeter, a built-in polling tool in your platform, or others for the section: The UNCRC.

- Prepare pre-defined puzzle pieces to assemble on a virtual whiteboard or share handout of puzzle pieces for participants to cut ahead of the session.

Time	Facilitator notes	Remote delivery/producer notes
5'	**Introduction** Welcome the participants to the session and share the session aim and objectives. As participants join, ask them to take their learning journal and go through the learning that they have noted down during previous sessions. If time allows, ask a few volunteers to recall their main takeaways in plenary.	

35' **Let's define Child Protection in Humanitarian Action** **Say:** Humanitarian crises can be caused by humans, such as conflict or civil unrest; they can result from disasters, such as floods and earthquakes; or they can be a combination of both. These crises can impact the child's environment and increase risks and deplete protective factors that we explored in Module 1, hence the need for Child Protection in Humanitarian Action interventions and actors. **Instructions:** In plenary, ask participants how children's environment is affected by crisis. Use the Socio-Ecological Model on a flipchart to note down the examples that are being suggested. **Say:** Humanitarian crises can have a significant impact on children's formative years, affecting their survival, growth, and development: the systems working to keep children safe –in their homes, schools, and communities– may be undermined or damaged. Boys and girls may be separated from their families, trafficked, recruited, or used by armed forces and armed groups, be detained, face economic exploitation, be forced into slave-like conditions, and suffer physical abuse and sexual violence. **Instructions:** Play video "Child Protection." Working in groups of 3, ask participants to come up with a definition of Child Protection in Humanitarian Action in their own words, reflecting on what they have seen in the video.[3] Allow 10 minutes for discussion. Ask a few volunteers to read the definitions. **Say:** Child protection actors and interventions seek to prevent and respond to all forms of abuse, neglect, exploitation, and violence. These may pre-date the crisis or be created or exacerbated by the new situation.	Have a socio-ecological blank model on a virtual whiteboard and note participants suggestions on it. Share screen and audio for video. Prepare breakout rooms with groups of 3. Launch the breakout rooms. Time 10 minutes. Close rooms.

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[3] This activity can be done by asking participants to reflect on the video or just trying to come up with a definition.

10'	**What guides and frames our child protection work?**	
	Ask: What guides the work that we do to protect children in our current jobs?	
	Instructions: Let the group brainstorm the answers to this question.	
	Write the answers from the brainstorm on the board: They might mention a lot of different things, such as the UN CRC, the African Charter on the Rights and Welfare of the Child (if in Africa), refugee conventions, Sustainable Development Goals, organisation's code of conduct, guidance tools, national laws, Child Protection in Humanitarian Action minimum standards. If people are really lacking in ideas, you can give a few with simple explanations.	Write notes from the brainstorm on a virtual whiteboard.
	You should probe to see if anyone is aware of the specific laws that can help protect children in the country where you are working.	
	Highlight that you are going to be exploring the UNCRC and the CPMS in more detail.	

30'	**The UNCRC**	
	Say: The UNCRC is the most universally ratified of all international human rights treaties: All states –with the exception of the United States— have ratified the UNCRC, and it is the binding human rights treaty with the most member states on board.	
	Instructions: Read the following statements and ask participants to say whether the statements are true or false, then reveal the answer:	Launch and manage the quiz via your chosen platform.
	● The 1989 Convention on the Rights of the Child sets out the human rights which apply to all children, from birth to age 18 (True).	
	● It's a treaty and useful only for practitioners that work at policy level. (False). Read instead: It's a fantastic tool, not only for advocacy and programming, but also for guiding our everyday behaviour with children.	
	● Some rights are more important than others. (False). Read: All human rights, including child rights, are indivisible and interdependent: you can't consider them in isolation. Fulfilling one right helps to fulfil others.	
	● Children's rights are also inalienable: you can't take them away. Having rights doesn't depend on fulfilling responsibilities. Rights can't be used as a reward or a punishment. (True).	
	● The State is the main duty bearer, including everyone who works for the State, like police officers, lawyers, teachers, and social workers. (True).	
	● The international community does not have obligations to support states to meet the rights in the CRC. (False). Read: The international community also has obligations to support the State in fulfilling its child rights responsibilities. Parents and other caregivers may be described as secondary duty bearers.	

Instructions: Distribute "A summary of the UN Convention of the Rights of the Child" and allow 10 minutes for familiarising with it.

Ask: if there are any articles that stand out to them and take as many questions as time allows. Say that they can continue reading through and noting questions in their learning journals to ask in future sessions or ask their line managers.

Say: Particularly important to our work as CP practitioners is Article 32, which recognises the fundamental right of children to be protected from abuse and exploitation, including harmful work (Article 32). There are however many articles that intersect and are grounding for our work as CPHA practitioners.

Ask: But why are child rights so important in Child Protection in Humanitarian Action?

Say: Child rights provide a common international, legally binding, and comprehensive framework for advocacy and programming. It is a universal, secular framework that applies to all children, not just the most visible, vocal, or sympathetic. A child rights approach emphasises what children from different countries, backgrounds and circumstances have in common, not what sets them apart. It helps to break down barriers, locally and globally, promoting solidarity and mutual respect for each other's rights.

Share link to "A summary of the UN Convention of the Rights of the Child" through chat function

15'	**Introducing Child Protection Minimum Standards** **Say:** The *CPMS* are grounded in an international legal framework that outlines States' obligations towards their citizens and other persons within their territories. This framework includes international human rights law, humanitarian law, and refugee law. The *Convention on the Rights of the Child (UNCRC)* is the primary international legal human rights instrument upon which the *CPMS* are based. All children in humanitarian settings are entitled to full protection and enjoyment of their human rights without discrimination. **Instructions:** In pairs, discuss what a Child Protection Minimum Standard is in your opinion. Allow 5 minutes for discussion. **Instructions:** play video "Introducing 2019 edition of the Child Protection Minimum Standards" **Ask:** If there are any questions so far. **Say:** These standards set out a common agreement with regards to what adequate quality child protection interventions in humanitarian settings are. The degree to which the standards can be met in practice will depend on a range of factors including: - The accessibility of the affected population; - The level of cooperation from the relevant authorities; - The level of insecurity in the local context; and - The systems in place prior to the crisis.	Prepare breakout rooms for pairs. Launch the breakout rooms. Time 5 minutes. Close rooms. Share screen and sound to show the video.

25'	**CPHA Guiding Principles**	
	Say: the CPMS lists 10 principles that are essential to fully applying and achieving the standards. Let's explore what a principle is first.	
	Instructions: Tell the group the short story in the supporting information section. You can adapt the story to fit the context and your personal preference.	Prepare breakout rooms of 2 participants. Paste the instructions into the chat:
	Organise the group into pairs. Ask the participants to think of a principle which is important in their own lives. It can be anything that they use to guide their actions. It does not have to be the same one as the one you gave (your personal example) –there is no right or wrong answer.	*Think of a principle which is important in your own life. It can be anything that you use to guide your actions –there is no right or wrong answer.*
	They will then tell the story of their principle to a partner. When partners have finished telling their stories to each other they should decide together what to name the stories. For instance, "be kind" or "be generous," "always listen," etc.	*Tell the story of your principle to your partner. After you have both done this, come up with a name for your stories. For instance, "be kind" or "be generous," "always listen," etc.*
	When ready, people should quickly tell the group what the name of their story is.	Launch the breakouts. Close the breakouts and ask participants to share their story names in the chat.
	Tell participants that we've all had a chance to describe a principle which informs the way we live our lives. As humanitarian workers who are helping to protect families and children, we also need principles that guide how we work.	
	Ask the group: Does anyone's principle also apply to our work? Ask individuals to explain how their principles are also applicable to our work.	

60'	**CPHA guiding principles** **Say:** Child Protection in Humanitarian Action interventions are guided by 10 principles listed in the Child Protection Minimum Standards. **Instructions:** Organise the participants into groups or 3-4 pax. Give each group a puzzle of the guiding principles as per image on CPMS and supporting information section. Ask participants to compose the puzzle and to read the principles and definitions. Check for questions. **Instructions:** In the same groups, hand out copies of the children's testimonies. For each example, ask participants to discuss: ● whether the guiding principles were taken into account ● if not, which ones were not considered in the interventions described and why? ● what could have been done differently to align to guiding principles Allow 30 minutes for discussion within the groups. Circulate between the groups to support as required. Ask each group to present on a child's testimony and explain which guiding principles were not fulfilled and why. Ask other groups to complement as necessary. Elicit or correct as required (see supporting information). **Optional:** If the participants have a fair understanding of humanitarian work, ask them to stay in the same groups to now reflect and come up with one example of how one of the guiding principles is relevant to the context they are working in.	Prepare pre-defined puzzle pieces to assemble on a virtual whiteboard, whiteboards for all the groups, and breakout rooms.[4] Open breakout rooms and share link to virtual whiteboard. Close breakout rooms Open the same breakout rooms Send children's testimonies in a document through chat function. Close breakout rooms.

20'	**Child Safeguarding Spotlight** **Say:** Principle 5 (Enhance people's safety, dignity and rights and avoid exposing them to further harm: Humanitarian assistance must be provided in ways that reduce the risks that people may face and meet their needs with dignity. Poor design and implementation can lead to unintended, negative risks such as child recruitment, abduction, or family separation.) encompasses child safeguarding considerations and we would like to take a minute to further reflect on this. As CPHA practitioners, it is our role to ensure children's safety, but while most NGO workers act compassionately and professionally –and would never abuse or harm children in the communities in which we work— there are some staff, partners, and volunteers who might, intentionally or unintentionally, do so. **Instructions:** Watch the Video on <u>Child Safeguarding.</u> **Ask:** If there are any comments and facilitate a discussion. Ask if they are aware of the reporting process within their own organisation. If not, explain how it works in simple steps. Explain that we will be looking at our own organisation systems later in the sessions but that you need to be able to report cases if you come across them in your practice. The welfare of children and vulnerable adults is the priority, not the reputation of your NGO.	Share video and audio to play video.
15'	**Improving practice** 1) Read the summary of the UNCRC. Choose one article and write down in your journal why you think this article is of relevance in your own work. 2) Ask to think about the principles we discussed today, and individually select one that they can incorporate into their work more and explain why. **Say:** Discuss with a partner what this would look like in practice and add notes to your own reflective journal. **Optional:** suggested additional e-course "<u>Child Rights and why they matter.</u>"	Prepare breakout rooms of 2 people. Copy and paste the instructions into the chat. Share link.

Optional: Suggested on-the-job learning: Ask a colleague to be your accountability buddy. Tell them which principle you committed to incorporating into your work and discuss your progress with them.

Supporting information:

- Principle 1 – Survival and Development: Humanitarian actors must consider the effects of both the emergency and the response on (a) the fulfilment of children's right to life and (b) children's physical, psychological, emotional, social, and spiritual development.

- Principle 2 – Non-Discrimination and Inclusion: Children shall not be discriminated against on the basis of gender, sexual orientation, age, disabilities, nationality, immigration status, or any other reason. The causes and methods of direct or indirect discrimination and exclusion need to be proactively identified and addressed. Humanitarian workers must be aware of their own values, beliefs, and unconscious biases about childhood and the roles of the child and the family.

- Principle 3 – Child Participation: Humanitarian workers must provide children with the time and space to meaningfully participate in all decisions that affect children, including during emergency preparedness and response.

- Principle 4 – Best Interest of the Child: Children have the right to have their best interests assessed and taken into account as a primary consideration in all actions or decisions that concern them, both in the public and private spheres.

- Principle 5 – Enhance people's safety, dignity, and rights and avoid exposing them to further harm: Humanitarian assistance must be provided in ways that reduce the risks that people may face and meet their needs with dignity. Poor design and implementation can lead to unintended, negative risks such as child recruitment, abduction, or family separation.

- Principle 6 – Ensure people's access to impartial assistance according to need and without discrimination: Humanitarian actors identify obstacles to accessing assistance and take steps to ensure it is provided in proportion to need and without discrimination.

- Principle 7 – Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion, or deliberate deprivation: This principle includes (a) taking all reasonable steps to ensure that the affected population is not subject to further violence, coercion, or deprivation and (b) supporting children's own efforts to recover their safety, dignity, and rights within their communities.

- Principle 8 – Help people to claim their rights: Humanitarian actors help affected communities claim their rights through information and documentation, and support efforts to strengthen respect for rights.

- Principle 9 – Strengthen Child Protection Systems: Children are rarely exposed to only one protection risk. Vulnerability to one risk can make a child more vulnerable to others. In humanitarian settings, the people, processes, laws, institutions, capacities, and behaviours

that normally protect children –the Child Protection Systems– may have become weak or ineffective. The response phase can provide an opportunity to build on and strengthen the many levels and parts of Child Protection Systems.

- Principle 10 – Strengthen children's resilience in humanitarian action: One of the goals of humanitarian actors is to build children's own strengths by eliminating or reducing risk factors and by strengthening the protective factors that support and encourage resilience. Participation is key to building resilience.

A story – Don't be judgemental

I once had a job in a company where there was a woman on my team who I didn't like much. I always thought she was so unfriendly and arrogant. She made me feel uncomfortable, and I thought she must really dislike me for some unknown reason.

This woman lived very near to me and one day I saw her ahead of me, getting on the bus. I had to get on the same bus, but I tried to avoid sitting near her. Unfortunately, there was only one free seat, and it was next to her. The ride to work was 45 minutes.

The woman was eating some cookies and to my surprise she offered some to me. I accepted, actually they were my favourite kind, and we got chatting. I asked her how she liked working at our company. I was curious. She said she did like her job, but she always felt so out of place. Everyone else seemed to get on so well and laugh and joke together, but because she was so shy, she never knew what to say and just kept quiet and worked.

This was a revelation to me. All this time I'd been thinking she was just unfriendly, when in fact she was just too scared to talk to anyone. We became good work friends in the end!

From that time on I've used this experience to guide the way I think about other people in my work and my personal life. For me, it's very important that we don't form instant opinions of people without knowing some of their story. It's not always easy to do this, but I would say it's now a fundamental principle for the way I live my life.

CPMS principles activity:

Facilitator notes	Children's testimonies (for participants)
Principle 3 – Child Participation: Humanitarian workers must provide children with the time and space to meaningfully participate in all decisions that affect children, including during emergency preparedness and response. *Were Jean-Claude and Emile consulted on the decision of being placed with a family? Was the process explained to them?* Principle 4 – Best Interest of the Child: Children have the right to have their best interests assessed and taken into account as a primary consideration in all actions or decisions that concern them, both in the public and private spheres. *Was the decision to separate the 2 children in the best interest of the child?*	My name is Jean-Claude, and I am 8 years old. Before the war I lived with my parents, my 2 sisters, and 2 little brothers up on a hillside. On a clear day you could see the mountains in the far distance from our house. One day there was fighting all around our house. I didn't know what was happening. I was afraid and I couldn't see my parents. I managed to pick up my 3-year-old brother Emile, who was on the ground crying. I also grabbed one blanket, a mat, a pot, a plate, and a few heads of corn. We headed in the direction that I thought the rest of the village would have taken, but we found ourselves on our own. We didn't know where our parents, sisters, or brother were. We were particularly worried about our brother Pascal, who was only 2 years old and might be lost. Eventually we arrived at a camp managed by an organisation. When I got there, I was so exhausted that I just found a corner and went to sleep. Early the next morning, I found out that my brother Emile and I were assigned to 2 different families. I was not given any explanation about the decision, and I was rushed to this new family.

Principle 2 - Non-Discrimination and Inclusion: Children shall not be discriminated against on the basis of gender, sexual orientation, age, disabilities, nationality, immigration status, or any other reason. The causes and methods of direct or indirect discrimination and exclusion need to be proactively identified and addressed. Humanitarian workers must be aware of their own values, beliefs and unconscious biases about childhood and the roles of the child and the family.

Has Sara been discriminated because she is not of the refugees or IDPs?

Principle 6 – Ensure people's access to impartial assistance according to need and without discrimination: Humanitarian actors identify obstacles to accessing assistance and take steps to ensure it is provided in proportion to need and without discrimination.

It sounds like Sarah is part of a host community who has received an influx of people from another country. Should she have been granted access to the items and the activities?

Principle 8 – Help people to claim their rights: Humanitarian actors help affected communities claim their rights through information and documentation, and support efforts to strengthen respect for rights.

My name is Sarah, I am 14 years old. The town where I live is fairly small and not much happens normally. I am not able to go to school as I have to help my parents with household chores and minding my younger siblings. Lately, many families have arrived from a neighbouring country. They are staying in camps around our town and my father said he is earning even less than before. He says because the new people are offering their services for less money. I see girls from this crowd being invited to attend activities. They dance, they write and draw, I also saw they were working on some sewing machines. I was never offered to participate even though we are not better off than these people. I also saw that they were distributing sanitary items and thought I could at least get that help. I approached one of the people that work there, and I was trying to explain that it could help me to receive the items, but I was too shy and spoke slowly and he rushed somewhere else. I feel very lonely and with little opportunities for myself and my siblings.

Was Sara heard when she was trying to claim her right to sanitary items?

Principle 10 – Strengthen Children Resilience in Humanitarian Action: One of the goals of humanitarian actors is to build children's own strengths by eliminating or reducing risk factors and by strengthening the protective factors that support and encourage resilience. Participation is key to building resilience.

Has an opportunity been given to Sara to strengthen her resilience?

Principle 1 – Survival and Development: Humanitarian actors must consider the effects of both the emergency and the response on (a) the fulfilment of children's right to life and (b) children's physical, psychological, emotional, social, and spiritual development.

Are Xanti's developmental needs met in this type of school settings?

Principle 5 – Enhance people's safety, dignity, and rights and avoid exposing them to further harm: Humanitarian assistance must be provided in ways that reduce the risks that people may face and meet their needs with dignity. Poor design and implementation can lead to unintended, negative risks such as child recruitment, abduction, or family separation.

Is Xanti exposed to further harm?

Principle 7 – Assist people to recover from the physical and psychological effects of threatened or actual violence, coercion, or deliberate deprivation: This principle includes (a) taking all reasonable steps to ensure that the affected population is not subject to further violence, coercion, or deprivation and (b) supporting children's own efforts to recover their safety, dignity, and rights within their communities.

Has Xanti been helped to recover from the traumatic event of fleeing her village?

My name is Xanti and I am 7 years old. I like to draw and sing. I used to live in a nice village with my family. We had to run away. We arrived in a new place. My parents told me that with the help of some organisation they might be able to get me in school and I started primary school with other children my age. I was happy. Having run away from our village I thought I would never be able to go to school. Teachers started asking myself and other girls to stay longer and clean the room and the latrines at the end of each class. It was tiring because the school was far away from our tents, and we also have to help others in our families. There were also strange men coming to see us after class. The other children started to call us names I don't want to repeat. I am scared but I continue to go to school because I really would like to learn to read and write.

Principle 9 – Strengthen Child Protection Systems: Children are rarely exposed to only one protection risk. Vulnerability to one risk can make a child more vulnerable to others. In humanitarian settings, the people, processes, laws, institutions, capacities, and behaviours that normally protect children –the Child Protection Systems– may have become weak or ineffective. The response phase can provide an opportunity to build on and strengthen the many levels and parts of Child Protection Systems.

Ahmed is exposed to many risks as he is living alone, with no documents, and begging on the street. Do you think his needs were considered holistically and through a Child Protection System strengthening lens? Is there room to advocate for a better system to cater for these children through the judicial system?

My name is Ahmed. I am 13 years old. I don't go to school. There is no place for me as I don't have the right paperwork. I sell tissues and cigarettes on the streets to get by. I no longer see my parents either. I have been approached by some youth group that has offered me the opportunity of learning to read and write but I don't see the point as a person like me who has no documents it's not going to be able to do much in life. I have sometimes been detained by the police for begging on the street. It's illegal. I am scared that I will face harsher punishment, but I don't see how else I can get by.

Additional Resources

Minimum Standards for Child Protection in Humanitarian Action, Alliance for Child Protection in Humanitarian Action, 2019.

United Nations Convention on the Rights of the Child, 1989.

Communicating with Children and Communities

Session length: 145 minutes

Session aim: Participants explore key concepts and skills required to communicate appropriate with children and communities and comprehend own role as facilitators.

Session objectives: By the end of the session, participants will be able to:

- Demonstrate appropriate communication skills when working with children

- Demonstrate appropriate communication skills when working with communities

Key learning points:

- Children need and have a right to clear and interesting child-centred (not adult-centred) communication. Children at different stages have very different needs and interests and learn in different ways.

- It is important that we do not position ourselves as experts when we approach communities, but rather as facilitators of shared efforts to protect their children, and open to learning from communities being experts in their own lives. Acting as a catalyst or facilitator can enable shared discussion, decision making, and consensual actions.

- Effective facilitators are:

    o Learners: humble, open to new ideas, flexible to new ways of doing things, willing to build on existing knowledge with new information, do not judge the community they are working with, etc.

    o Listeners: attentive, engaged, curious, patient, emphasising dialogue and not lectures

    o Negotiators: open to tension, can understand and manage power dynamics, willing to see different sides of issues, gently persuasive, comfortable not controlling the discussion, and committed to positive outcomes for all participants with a specific focus on age, gender, and inclusion dimensions

    o Observers: sensitive to non-verbal cues/body language, interpersonal dynamics with a specific focus on age, gender, and inclusion dimensions

- Genuine collaboration is built on respect and trusting relationships. There are values, attitudes, and behaviours that can promote facilitative, collaborative approaches. Consider some behavioural competencies that can foster effective community engagement:

    o Listening to community members in a deep and engaged manner to understand

their concerns, hopes, and fears; helping to guide discussions towards group problem solving without injecting personal or organisational bias, but providing options

- o Working to build trust among community members and with humanitarian actors through patience and time spent together; relationship-building is a long-term investment

- o Appreciating community members' local understandings of risks to children, the resources they have at hand, and the supports they require

- o Being able to understand within the local culture the power dynamics related to gender and age, to create opportunities to change harmful social norms, and to make space for marginalised voices

- o Adaptable to different styles of participant engagement

- o Having the skills to mobilise communities, energise individuals, and create teamwork around shared goals

- o Being flexible and adaptable to new ideas and ways of working

Preparation required for face-to-face training:

- Print sufficient copies of the list of statements so that each participant can see a copy.

- Think of a topic that you can talk about for 2 minutes for the active listening exercise. It is useful to choose something that you have some emotional attachment to, to see whether participants can pick up on this while they listen. If possible, do a practice run of speaking for 2 minutes on your chosen topic.

Preparation required for remotely-facilitated training:

- Think of a topic that you can talk about for 2 minutes for the active listening exercise. It is useful to choose something that you have some emotional attachment to, to see whether participants can pick up on this while they listen. If possible, do a practice run of speaking for 2 minutes on your chosen topic.

Time	Facilitator notes	Remote delivery/producer notes
5'	**Introduction** Welcome the participants to the session and share the session aim and objectives. As participants join, ask them to take their learning journal and go through the learning that	

they have noted down during previous sessions. If time allows, ask a few volunteers to recall their main takeaways in plenary.

20'	**Say:** We are going to start by thinking about our own experiences as a child or teenager. As I ask some questions, try to think of a specific time – perhaps in school or another place where you did activities led by an adult (e.g., traditional or religious schooling, scouts, youth club leader, etc.) and think about how the adults spoke to you. You can choose a good experience or a not so good experience. Close your eyes and try to go back to those years. ● Where are you and what age are you? ● What is the atmosphere of the place? ● How do the adults communicate with you? (Are they friendly, formal, calm, angry, loud, quiet, etc.?) ● How do you feel? ● Would you describe the experience as positive or negative? **Say:** Now, turn to the person next to you and tell them about the experience you were remembering. Together, try and identify some of the ways in which the adults acted to make it either a positive or negative experience. For example, the teacher always listened to us, and praised us when we did something well. **Instructions:** Put a picture of 2 people talking or 2 speech bubbles on the wall. On one side put a DO SAY sign or happy face sign. On the other side put a DON'T SAY sign or a sad face sign. Bring the group back together and ask each pair to share one example from their discussion. Add these to the relevant side of the wall. **Say:** We all would like our childhood experiences to be positive, especially in places like school, where a positive experience and supportive atmosphere can help us learn and have adults we trust. As child protection workers, we need to try and create a positive experience for children who we are working with –and a lot of this is about how we communicate with children.	Prepare breakout rooms of 2 participants. Launch the breakout rooms. Prepare a virtual whiteboard with 2 sections. Close the breakout rooms. Add notes to the virtual whiteboard.

40'	**Implications for talking to children according to developmental stage**	Prepare breakout rooms of around 4 participants. Provide each group with a virtual whiteboard to capture their notes.
	Instructions: In small groups, ask participants to discuss recommendations on communicating with children in early childhood, middle childhood, and adolescence. Allow 20 minutes for discussion and for noting suggestions on flipcharts. Ask one group to present recommendations for a specific age group and others to complement, continue until all the age stages have been covered. Complement with some examples in the supporting information dedicated table.	Launch breakout rooms. Time 20 minutes. Monitor groups and whiteboard.

Close breakouts and screen share whiteboard as needed during feedback. |
	Say: We are going to practice now.	
	Instructions: Distribute the list of sentences below and, in plenary, ask the participants to come up with an appropriate way to convey the message to a 9-year-old boy. Give an example by using the first sentence "You aren't making sense" and suggest that it could be turned into something like: "I don't understand. Can you explain it again, please?" A table in the support information section provides examples for each of the sentences.	Copy and paste the list of sentences into the chat.
	- You aren't making sense. - I can't understand what you're talking about. - Pack away the toys! I've already asked you twice! - You naughty boy/girl, I told you that would break if you played with it outside. - You are so messy; you need to tidy up the play area now. - If you do that again, you'll get spanked. - Everyone knows elephants are grey, why did you make it a silly colour like green? - Don't be such a baby. - There's no need to be upset over such a small thing. - We can't go outside now because I say so!	

- Stop interrupting me!
- Why are you crying like a girl? Big boys don't cry.
- (To a teenager) What's wrong? /You should cheer up.
- Keep your mask on or you'll get in big trouble.
- Don't go outside, it's cold!
- Don't hit your brother/friend!
- Don't use paint on the floor!
- You're so much trouble, stop bugging me.
- Sara is in a wheelchair so she can't do the things we do.

40'	**Let's Reflect on Body Language**	
	Ask: Are words the only way we communicate with others? **Instructions:** Elicit from the group that words are not the only way we communicate; there is also body language, facial expressions, gestures, tone, loudness of voice, and other signals. **Ask:** What might portray positive feelings? What might portray negative feelings? Take some examples, then ask for volunteers to act in some role-plays to demonstrate different body language and words they would use with children. (4-6 volunteers is enough.) Before reading out each scenario, allocate the "facilitator" role and confirm how many children are needed. Read out the short scenario and have the "facilitator" act out good body language and words. The "children" should respond to the "facilitator." (Note, do not give them time to prepare or rehearse, this should be a quick exercise.) After each scenario, the rest of the group can have a short discussion and decide if the body language and words are appropriate. If relevant, after the discussion, another person can then quickly repeat the scenario using more appropriate body language and words. You may also add your own context-specific examples which relate to real scenarios, or let the group suggest the ones they have found hard to deal with. ● Two 11 years old boys are arguing in the children's safe space tent. The facilitator needs to intervene. ● A facilitator needs to tell a 6-year-old girl that her mother can't collect her from the safe space today. Her mother is not feeling well and has been taken to the hospital, but her uncle is coming to get the girl a bit later. ● A 10-year-old girl purposefully ruins her friend's picture while they are painting.	Acknowledge that this activity is more difficult in a remote training. Encourage volunteers to stand up, turn on their video, and arrange their camera so they are visible from the waist up.

- You always notice a group of youth (boys) hanging around the camp, but they never get involved in organised activities. You decide to talk to them.

- A 7-year-old child is telling you a very long story about what their family did last night. You are late for a meeting.

- You need a very rowdy, loud group of pre-teen children to be quiet and sit down.

25'	**Facilitator or Expert?**	
	Ask: What do you think of when you think of a facilitator and an expert?	
	Say: How we engage with children, adolescents, youth, parents, community leaders, and others is as important as our technical expertise in child protection.	
	Instructions: Ask participants to brainstorm characteristics of a facilitator of community engagement on post-its and add these to a flip chart. Summarise throughout and elicit anything that is missing: disposition, how they interact with groups, skills they demonstrate, how information flows, etc. Review and reflect on the differences. Present features of active listening (see supporting information). **Instructions:** This is an exercise that focuses on strategies to understand content when it may not always be apparent. Explain that you will talk for 2 minutes, without telling the group the topic before you start. The group should listen, using active listening skills –listening attentively to what is being said and what is not quite being said, and demonstrating their listening to the talker through their behaviour. Talk for 2 minutes on your chosen topic, then ask: • What did I say? • What was I talking about? • How did I feel about this topic? • What else did you notice? Explore any differences of opinion between the listeners, then provide some feedback on what you were talking about and how it made you feel.	Use the chat function, annotate function, virtual whiteboard, or Mentimeter to collect inputs. Monitor the chat for inputs and feed this in as appropriate.

15'	**Improving my practice**	
	Instructions: In this activity, people should spend 5 minutes thinking about how they communicate with children and communities in their work. Based on what we have all been learning so far, is there **one thing** they can identify which they could change in order to improve their communication skills with children and communities? Once they are ready, they can discuss this for 5-10 minutes with another team member of the group. Tell the group that they should commit to trying out their communications skill's changes in their work. **Optional:** Suggested additional e-course: [Psychosocial First Aid for Children.](#) **Optional:** Suggested on-the-job learning: Ask a colleague to be your accountability buddy. Tell them what action you committed to in this session and discuss your progress with them.	Prepare breakout rooms of 2 people.

Supporting information:

Implications for Communicating with Children According to Developmental Stage	
Early Childhood (0 to 6 years of age)	● Use loving tones and simple language ● Use lots of repetition, rhythm, and song ● Keep a varied, but not too fast, pace ● Use everyday experiences, e.g., stories of other children, families, animals, and typical daily activities and routines ● Use "pretend" and imaginative play ● Show and reinforce daily healthy self-care habits ● Show or describe examples of children, similar and different to themselves, working together ● Show or describe loving and caring adults and secure relationships ● Encourage activities: singing, clapping, dancing, movement ● Use "question and answer" interactions and encourage talk ● Portray genders in a range of situations and roles and avoid stereotypes ● Show simple examples of children, with the help of loving adults, expressing a wide range of emotions, mastering their fears, and dealing with difficult issues in healthy ways, making choices and expressing opinions ● Include examples of confident and resilient children who are fair and who stand up for themselves and for others

Middle Childhood (7 to 10 years of age)	- Present longer and more dramatic stories - Offer child-centred stories and characters - Portray learning and school achievement as an opportunity to develop new, interesting skills and talents - Provide cognitive challenges such as brain teasers, riddles, tongue twisters, etc. - Include interactive problem solving and critical thinking - Model actions such as kindness, conflict resolution, and caring about others - Offer strong, positive adult and child role models with high moral standards - Introduce sensitive topics that show other children dealing with social justice or difficult issues like death, anger, abuse, disability, etc., in creative and healthy ways - Show children making a difference in their own and other's lives, even in difficult circumstances (realistic heroines and heroes) - Present stories about friendship, loyalty, and "doing the right thing"
Adolescence (11 to 18 years of age)	- Present positive peer-group behaviours and other adolescents who are resilient and positive - Present different points of view, opinions, and perspectives - While presenting growing independence, continue to portray positive parent-child relationships/nurturing adult-child relationships - Portray characters with high self-esteem, especially for girls, children from disadvantaged groups and ethnic minorities, and children with disabilities - Portray adolescents and adults of all genders in a range of situations and roles, and avoid stereotypes - Talk about issues of concern to their particular age group (substance abuse, unprotected sex, violence, romantic relationships, bullying and discrimination, friendships) - Talk respectfully and do not "talk down" - Present challenging stories with creative ideas, difficulties, and solutions - Use a lot of humour and creativity

Characteristics of Active Listening	
Asking Open Questions	Questions that cannot be answered with just a yes, no, or one-word answer. For example, "What are your main concerns for your child's well-being?"
Avoiding Closed Questions	Questions that can be answered with a one-word answer should be avoided, although they can be useful to clarify situations. For example, "Did you eat today?"
Reflecting Back	Showing that what was said was heard by repeating what was said. For example, "I am so busy I never have time." Respond: "So there is never any time?"
Summarising	Showing that what was said was heard by repeating what was said. For example, "I am so busy I never have time." Respond: "So there is never any time?"

Clarifying Questions	Questions that help people clarify what they think or feel and to check the understanding. For example, "So were you angry because of X or Y?"
Considering "Why" Questions	Questions that start with "why" get at important information; however, in some contexts they may seem to show judgement or blame and could make people defensive. They can also be complex for young children. "Why" questions may be useful to probe responses, such as "Why do you think this happened?"

DO SAY	DON'T SAY
I don't understand. Can you explain it again?	You aren't making sense. I can't understand what you're talking about.
I need you to pack away the toys on the table now please. It's important because there is no space to eat on the table.	Pack away the toys! I've already asked you twice!
Let's get the broom and clean it up. Accidents happen.	You naughty boy/girl, I told you that would break if you played with it outside.
You did a good job of getting the play area clean. Thank you for helping tidy up.	You are so messy; you need to tidy up the play area now.
Why don't you go over there and play quietly and then come back here when you are feeling calmer?	If you do that again, you'll get spanked.
Wow, that's a wonderful green elephant drawing!	Everyone knows elephants are grey, why did you make it a silly colour like green?
I can understand why you might feel like that.	Don't be such a baby. There's no need to be upset over such a small thing.
We can't go outside now because it's getting dark.	We can't go outside now because I say so!
I'm speaking now but when I've finished you can have your turn.	Stop interrupting me!
Do you want to talk to me about why you seem so upset?	Why are you crying like a girl? Big boys don't cry.

You look upset. If you want to talk to someone about this, I am happy to listen.	What's wrong? /You should cheer up.
The reason we are all wearing masks is so we don't spread disease between our friends and family. We are all trying to look after ourselves and also make sure other people don't get sick.	Keep your mask on or you'll get in big trouble.
Stay inside please. It's too cold to play outside.	Don't go outside, it's cold!
Play gently with your brother/friend.	Don't hit your brother/friend!
Please do your painting on the table.	Don't use paint on the floor!
I don't feel like playing because I'm tired, we'll play next time.	You're so much trouble, stop bugging me.
Sara will be the leader of this activity.	Sara is in a wheelchair so she can't do the things we do.

Additional Resources

Communicating with children: Principles and Practices to Nurture, Inspire, Excite, Educate and Heal, UNICEF, 2015.

Community Level Approaches to Child Protection in Humanitarian Action: A Reflective Guide, Alliance for Child Protection in Humanitarian Action, 2020.

CPHA Strategies and the CPMS a closer look

Session length: 155'

Session aim: Participants explore child protection prevention and response strategies and their relevance to the Socio-Ecological Model and get a closer look into the CPMS.

Session objectives: By the end of the session, participants will be able to:

- Describe prevention and response strategies in Child Protection in Humanitarian Action

- Explain the linkage between the Socio-Ecological Model and child protection strategies

- Explain CPMS importance in humanitarian action and recall pillars and structure of each standard

Key Learning Points:

- Preventive actions are primarily designed to prevent harm to children. Responsive actions address the needs of children who have already been harmed. Both types of actions complement each other in programming. Preventive actions can and should take place in both the preparedness and response phases of humanitarian action. Some actions address both prevention and response at the same time (such as parenting skills support). Prevention reduces or eliminates risk factors; promotes protective factors at individual, family, community, and society levels; and reduces abuse, neglect, exploitation, and violence.

- The Socio-Ecological Model helps identify the ways that factors at interconnected levels influence child development and well-being:

  o Children actively participate in the protection and well-being of *themselves* and their peers

  o Children are mostly raised in *families*, but sometimes this layer includes other close relations

  o Families are nested in *communities*

  o Communities form the wider *societies*

- The Socio-Ecological Model provides a concrete framework that supports systems thinking for child protection programming. The Socio-Ecological Model looks at an entire situation to (a) identify all the different elements and factors and (b) understand how they relate to and interact with each other. Rather than looking at a single protection issue or a specific service on its own, systems thinking considers the full range of problems facing the child, their root causes, and the solutions available at all levels.

- CPMS form the backbone for all work we do as a sector and help us achieve quality programming and accountability to children, their families, and communities.

- The CPMS cover the principles that we have already explored in previous modules and is organised in 4 Pillars:

- o Standards to ensure a qualitative child protection response

- o Standards on child protection risks

- o Standards to develop adequate child protection strategies

- o Standards to work across sectors

- Each standard follows the same structure:

  - o Introduction: General information on the topic

  - o The standard: One sentence summarising how that area can protect children in humanitarian action

  - o Key actions: Suggested preparedness, prevention, and response activities to help meet each standard

  - o Measurement: Indicators, targets, and guidance notes for measuring progress against the standard

  - o Guidance notes: Priority issues, ethical considerations, or knowledge gaps related to the standard

  - o References: Guidance documents and tools for implementing the key actions

  - o Icons: Symbols highlighting key topics such as displacement and prevention

Preparation required for remotely-facilitated training:

- Prepare a virtual whiteboard with 2 columns for the first activity.

- Prepare a virtual whiteboard space for group work in the section: *Child Protection interventions within the Socio-Ecological Model*, and the section: *CPMS in your context*.

- Prepare a Mentimeter poll to vote for the most common CP risk in the section: *CPMS in your context.*

Time	Facilitator notes	Remote delivery/producer notes
5'	**Introduction** Welcome the participants to the session and share the session aim and objectives. As participants join, ask them to take their learning journal and go through the learning that they have noted down during previous sessions. If time allows,	

	ask a few volunteers to recall their main takeaways in plenary.	
10'	**Child Protection in Humanitarian Action prevention and response interventions** **Instructions:** Draw 2 columns on the board. Brainstorm together regarding the kinds of actions that the team/organisation is taking to protect children. There will be many if the team has worked extensively with the organisation. They might not be aware of some of the actions if they are less experienced, so be prepared to prompt or give organisational examples too. Participants may also identify examples from other sectors. Make sure you flag this while you stress that we should be working with other sectors to address children's needs holistically. This part of the exercise needs adequate time as people need to think about and explain the actions. If there are any interesting programme actions you know of that were not mentioned, you can prompt or add. Some examples may include: • **Prevention:** During an infectious disease outbreak, the community was supported to plan in advance how children who have a sick or dead caregiver will be looked after. Many families, including extended families, agreed to take in children if needed. • **Response:** Many children need alternative accommodations during an infectious disease outbreak because their caregiver becomes ill or dies. A local NGO contacts a social worker who opens a case for each child affected and tries to find alternative accommodation for	Screen share a virtual whiteboard and add notes during the discussion. (Use one column for preventive actions and one column for response actions but do not label these or reveal this is the reason.)

	them. Some are local care homes, and some are far away from the community. **Prevention/Response:** With the support of an NGO, women and children map the places that are unsafe in and around their camp. They identify the latrines where they are often sexually harassed, especially at night. The camp management moves the latrines to a more public area suggested by the women and children, and also separates the men's and women's latrines far away from each other. Future latrines are always located in the same consultative way. **Response:** A girl is attacked while using the latrines during the night. The camp's local leader organises an investigation to identify and punish the culprit. The NGO offers medical and psychosocial support to the girl. Write all the mainly prevention actions in one column and mainly response actions in another. Once everyone has contributed, ask: "Can anyone tell us why I've written these actions in 2 separate columns?" Let the group eventually identify that you've written primarily actions that help prevent risks to children in one column, and actions that respond to a risk that already exists/has happened. Write "Prevention" and "Response" at the top of the relevant column.	Add the titles "Prevention" and "Response" at the top of the columns.
30'	**Child Protection interventions within the Socio-Ecological Model** **Instructions:** Organise the participants into groups of 3-4 pax. Ask each group to draw on a flipchart the ecological model with the child at the centre and concentric rings of family, community, and society. Ask for the flipchart to be	Prepare breakout rooms of 3-4 pax. Share a link to a virtual whiteboard.

	hung on the wall or to be put on a flipchart stand. Hand out flashcards with Child Protection in Humanitarian Action interventions. Below is a list of examples that you may think of including, but feel free to contextualise to specific context:	Copy and paste the list of CPHA interventions into the chat.
	- Child Friendly Spaces - Life skills sessions for adolescents - Positive Parenting programmes - Group activities for children - Awareness raising in the community - Case Management services - Advocacy with government actors to improve child protection policies - Community Risk Mapping - Training of police officers on child friendly approaches - Advocate to release children from detention centres - Support youth groups - Support community groups - Identify and refer vulnerable children - Training of other humanitarian actors on how to identify and refer vulnerable children - Support reintegration of CAAFAG in own family/community	Launch the breakout rooms and monitor the whiteboards/visit the groups to check on progress. Close the breakout rooms.
	Compare the results, address incorrect answers, and summarise by saying: The Socio-Ecological Model provides a concrete framework that supports systems thinking for child protection programming. The Socio-Ecological Model looks at an entire situation to (a) identify all the different elements and factors and (b) understand how they relate to and interact with each other. Rather than looking at a single protection issue or a specific service on its own, systems thinking considers the full range of problems facing the child, their root causes, and the solutions available at all levels.	

45'	**CPMS a closer look**	
	Say: We have talked about the Child Protection Minimum Standards, and we are now going to further explore them.	
	CPMS Group Work	
	Divide participants in 4 groups corresponding to the 4 pillars of the CPMS: 1) Standards to develop a quality CP response 2) Standards to address CP risks 3) Standards on CP strategies 4) Standards to work across sectors	Share screen and sound to show the video.
	Ask each group to answer the following questions related to their group of standards:	Prepare 4 breakout rooms and allocate a CPMS pillar to each group. You can also suggest to download the relevant CPMS app on their phones.
	● What is the main purpose of this set of standards? What are they really meant to do? ● What might be some of the challenges to implementing them?	Copy and paste the questions into the chat.
	Ask each group to present back.	Launch the breakout rooms.
	Instructions: Now that participants have been introduced to the CPMS, facilitate a discussion using the following guiding questions (you do not need to use them all, choose the ones that work best for you).	Close the breakout rooms.
	● What do you think about the CPMS? ● Do you see opportunities to use it? ● Will it support you in your work? ● What might be some of the challenges?	Monitor the participants for raised hands or unmuting and monitor any contributions in the chat.

25'	**CPMS in your context**
	
	Instructions: Ask participants to vote on a flipchart for the most common child protection risks in their community. Put up a flipchart and ask participants to put a "tick" sign close to the most common risks, prioritising 2. Decide which top 2 risks they will be working on and ask to recall which of the CPMS standards tackle these 2 risks.
	
	Explain: For the next part of the exercise, we will use the lens of the programme in which they work and the community around them with its existing beliefs and values about children.
	Specifically, the groups will:
	
	    ● Identify existing mechanisms that support the standards linked to the selected CP risks
	    ● Identify challenges to implementing the standards linked to the selected CP risks
	    ● Identify what they need/what needs to happen to meet the selected standards
	
	Each group will be assigned a different standard to explore and will need to record each of their answers on flip charts and be prepared to present them to the large group at the end of the activity.
		Set up a Mentimeter poll to vote for the 2 most common CP risks. Share the voting instructions in the chat.
		
		Share links to virtual whiteboards. Copy and paste the instructions into the chat. Re-launch the breakout rooms.

40'	**Instructions:** Bring the group back together and ask each group to present in turn, ensuring that information is complemented not duplicated. After each point has been addressed in the feedback, ask each participant to choose one thing from what they have heard and discussed, which they will try to implement in their own work. Invite them to share these examples and to make a	

	note of them in their own learning journal. **Optional:** Optional online e-course: [CPMS E-course.](#) **Optional:** Suggested on-the-job learning: Ask a colleague to be your accountability buddy. Tell them what action you committed to in this session and discuss your progress with them.	71

Supporting information and additional resources:

Minimum Standards for Child Protection in Humanitarian Action, Alliance for Child Protection in Humanitarian Action, 2019.

My role and the organisation

Session length: 180'

Session aim: Participants are reminded of the importance of organisational systems and to consider power dynamics in own practice.

Session objectives: By the end of the session, participants will be able to:

- Reflect on their own professional motivation

- Recognise the importance of accountability to children and young people

- Explain key organisational systems important in their own professional practice –when to use them, where to find them, and how to get support

- Describe 4 different kinds of power and how these may manifest in practice

- Reflect on power dynamics and on taking care of oneself

Key Learning Points:

- Many people have a role to play in protecting children. People often naturally protect children because they are a parent or neighbour, for instance, but they might also protect children as part of their work too. This reminds us that even though it is our chosen profession to protect children, it's important that we acknowledge how many other people also have natural and important child protection roles. We need to make sure we work with all these different people/groups to strengthen our collective ability to keep children safe.

- There are many different reasons why we can be motivated to work as child protection professionals. Most of us hold important values, which motivate us to work for children's well-being and protection and have not chosen to work with children purely because it's a paid job. As professional workers, however, we are bound by the professional guidelines, standards, and legal frameworks which guide child protection work in humanitarian settings. Importantly, we are also all accountable for our actions.

- There are many competing people and groups that child protection workers can be accountable to. This can include their managers, their organisations, the donors, the communities, families, and the children themselves. As child protection workers, we are accountable to different people in different ways. Competing accountabilities can sometimes conflict with each other. How we deal with these competing priorities will depend on the context but should always be guided by the need to be ultimately accountable to children.

- There are key organisational systems, such as child safeguarding or reporting procedures, which most organisations have in place to ensure that children are kept safe and that we are accountable. In order for these to be effective, it's important that frontline workers know

about the systems that are relevant to their work, when to use them, and how to access them, including how to get support to implement them in their work contexts.

- Power is often considered to be an "essentially contested" concept, so there is no agreed upon definition or theory of power. Rather, there are many different ways of seeing and explaining power, and processes of empowerment. We can think about 4 different types of power: Power Over: This type of power is built on force, coercion, domination, and control and motivates largely through fear; Power With: This type of power is built on respect, mutual support, shared power, solidarity, influence, empowerment, and collaborative decision making; Power To: This type of power is built on the unique potential of every person to shape his or her life and world; Power Within: This type of power involves people having a sense of their own capacity and self-worth. It allows people to recognise their "Power To" and "Power With," and believe they can make a difference.

- With direct access to goods and services comes the additional risk of abuse and exploitation by some staff, who take advantage of the unequal power dynamics to carry out various forms of abuse. Given this reality, it is essential that as aid workers we constantly remind ourselves of this power imbalance and exercise our duty of care –noticing when something doesn't seem right and acting upon it immediately. As an aid worker, a woman or a man, you are perceived by those you are going to be working with (team members, communities, and children) to have a certain level of power and authority. You need to grow awareness of this as well as being cautious to not be impacted by other existing or crisis-generated power dynamics and conflicts.

- Taking care of oneself is paramount to be able to help others.

General preparation required:

- Add a list of critical resources for your organisation in the *Key Learning Points*. This might include many things: codes of conduct, child safeguarding policy, prevention of sexual exploitation and abuse guidelines/posters, whistle-blowing policy and mandatory reporting policy and procedures (of staff), reporting a child protection concern, complaints mechanisms, an organisation's vision and mission statement, police clearance and other national database checks for staff, staff training, staff performance reviews, programme reviews, recruitment policies, working closely with communities and families, using participatory or child-led approaches, posters with dos and don'ts, information videos, etc.

Time	Facilitator notes	Remote delivery/producer notes
5'	**Introduction** Welcome the participants to the session and share the session aim and objectives. As participants join, ask them to take their learning journal and go through the learning that they have noted down during previous sessions. If time allows, ask a few volunteers to recall their main takeaways in plenary.	
15'	**Professional Motivation** **Ask:** What are our personal motivations (beyond financial ones) to protect children? What drives you in your professional role? **Instructions:** Use a beanbag or small ball. Have the group stand in a circle and take turns throwing the bag/ball to each other. Whoever has the bean bag has to provide an answer to the question in one sentence. Write down the answers on the board. Once everyone has had a turn you can ask the group to reflect together on all the different answers. **Say:** There are many different reasons why we can be motivated to work as child protection professionals. It is rarely just for one reason. We may be committed to social justice, or to helping our country or community cope with a crisis, we may be natural helpers, but we may also be motivated by other reasons, such as it's a paid profession. It's important to acknowledge that we can all be motivated for different reasons but that we have all chosen to work in a professional capacity. As professional workers, therefore, we are bound by the professional guidelines, standards, and legal frameworks that guide child protection work in humanitarian settings. This makes us accountable	Use the wheel of names, or simply call on different participants in turn.

	in what we do, and we are going to explore this concept now.	
30'	**Accountability** **Instructions:** Distribute sticky notes to participants. Ask the group to think about who we, as child protection workers, are accountable to? You may need to explain this concept. You can give an example in another context if it helps (for instance, a company must declare its profits and pay any tax due to the national tax collection office or risk a penalty. The company is accountable to the national tax collection office in this regard). **Ask:** Each person to think on their own and write down one person or thing (who or what) that we are accountable to as child protection workers on sticky notes in large letters and then stick it onto the front of their jacket or the equivalent to that so everyone can read it. Tell them there are no right or wrong answers. When everyone has finished writing, ask people to get up and walk around and spend a minute reading all the different ideas. Once everyone has had a chance to see all the different ideas, group those that are similar or the same. Ask the group why they have chosen that particular person or thing and explore some of the answers. **Say:** Accountability priorities will depend on a person's context and their particular perspective. However, regardless of who we are *required* to be accountable to, children are ultimately always the most important group we are accountable to.	Share a link to the virtual whiteboard. Ask each person to write their idea on a sticky note. Ask everyone to look at the other ideas on the board. Add "Most Important" and "Least Important" on either side of the whiteboard. Have the participants take turns to place their idea, discussing as outlined in the main instructions.

30'	**How [organisation's name] enables us to be "safe and accountable" to children**	
	Say: But we are all staff who work within an organisation. How much do we know about how the organisation is set up to enable us to do our jobs in a safe and accountable way? Do we use these systems effectively?	
	Instructions: As a group, brainstorm some systems, processes, or other ways [organisation's name] ensures that we work in a way which is "**safe and accountable**" at all times. If people are not sure what to say you can prompt by asking, for instance, "What kinds of documents, leaflets or presentations did you receive when you started working here?" "Have you seen anything around the workplace which is designed to make [the organisation] safe and accountable to children?" "What do you do if you are concerned for a child's safety?" Write the things people tell you on the board.	During the brainstorm, make notes on the virtual whiteboard.
	You can finish the brainstorm by saying "We have identified a lot of things, so we are going to look at those which are the most relevant to us all here - the frontline workers." You could circle the ones that you have chosen if they have come up in the brainstorm. You will need to be clear in advance which of your organisation's systems are the most important for frontline workers.	Highlight or circle the pre-identified systems that are most important for your organisation.
	Then, divide the group into smaller groups (3-4 people). Distribute to each group: An A4 sheet of paper with a key organisational system (use the actual name used by your organisation) that you have selected as one of the most important. Ask the groups to discuss the following questions:	Prepare breakout rooms of 3-4 pax. Allocate a key organisational system to each group.
	• We might use this when… (When would you use it? E.g., we are worried about a child, concerned by a co-worker's actions, I want to check if a personal/work action is appropriate, etc.)	Copy and paste the questions into the chat.
	• We can find this… (How can I access this document? E.g., on posters, in our contracts, on our websites, etc.)	Provide links to a virtual whiteboard where the groups can work.

	• If we want to learn more about this or get support, we can… (How can you get support? E.g., ask HR department or focal point, attend a training, follow and online learning series, etc.) Tell participants that if the groups are not sure of the answer or have no idea, they can choose to make a suggestion or just leave it blank. It is ok not to know everything, as we'll be asking the whole group to add missing information. Give 15 minutes for the discussions. Ask each group to present and others to complement. At the end of the discussion on every system, ask whether they see any shortfalls or constraints.	Launch the breakout rooms. Allow 15 minutes for the discussions. Circulate between the groups to support as required. Close the breakout rooms. Share screen the whiteboards as required during feedback.
60'	**Consider Power Dynamics** **Say:** We have seen principles and systems that uphold our work as CPHA practitioners. We have seen how participation of children and communities is key to the success of our interventions, but underlying power dynamics and relations are often not addressed and therefore participation is not always a success. We are not going to be able to talk about power and power dynamics extensively through this learning experience, but we would like to ensure that you start considering power dynamics in your practice. There is no agreed definition of power so let us start exploring it together. **Instructions:** Hang 4 flipcharts with the 4 types of Power (Power Over, Power With, Power To, Power Within) and give each participant the various definitions on flash cards to read. In small groups ask participants to agree on which definition is associated with each type of power: 1. Power Over: This type of power is built on force, coercion, domination, and control and motivates largely through fear. 2. Power With: This type of power is built on respect, mutual support, shared power, solidarity, influence, empowerment, and collaborative decision making.	

3. Power To: This type of power is built on the unique potential of every person to shape his or her life and world.
4. Power Within: This type of power involves people having a sense of their own capacity and self-worth. It allows people to recognise their "power to" and "power with," and believe they can make a difference.

Allow 10 minutes for discussion, review in plenary. Back in the same groups, assign each group a scenario in the *Supporting information* section and ask them to discuss together what types of power they notice in this example. Allow 10 minutes for discussion. Review in plenary and stick the sentences that show the different types of power on the flipchart. Read them as you put them up. In the same groups ask each group to come up with their own examples of the different types of power and to write them on sticky notes to put up on the flipchart as they write them. Allow 10 minutes for discussion and review in plenary examples that have been put up.

Say: In humanitarian settings, people at risk come into contact with a range of actors, including adults who might harm them. NGOs may be involved in distributing food, clean water, essential items –or running schools, hospitals, youth clubs— and as such have direct access to people at risk.

With direct access comes the additional risk of abuse and exploitation by some staff, who take advantage of the unequal power dynamics to carry out various forms of abuse. Given this reality, it is essential that as aid workers we constantly remind ourselves of this power imbalance and exercise our duty of care –noticing when something doesn't seem right and acting upon it immediately. As an aid worker, a woman or a man, you are perceived by those you are going to be working (team members, communities, and children) to have a certain level of power and authority. You need to grow awareness of this as well as being cautious to not be impacted by other existing or crisis-generated power dynamics and conflicts.

30'	**Say:** In this complex set up, where you have to think about complex ethical dilemmas, power dynamics, and delivering on activities in line with set standards it might be challenging to take care of yourself. **Instructions:** Play video "Humanitarian Burnout" In small groups discuss the following questions: - Have you been overwhelmed by work or study in the past? What was it like? - What has helped you overcome the stressful situation? Allow 15 minutes for discussion. Back in plenary, ask participants to write down in their journal what they commit to doing on a daily, weekly, and monthly basis to take care of their own well-being.	Share screen and audio to play video.
10'	**Instructions:** Allow 10 more minutes to note down any other learning of the day. **Optional:** Suggested online e-course: Wellness and Resilience for Frontline Workers and Managers **Optional:** Suggested on-the-job learning: Talk to a colleague about the ways you can address power imbalance between you and the children and families you work with.	

Supporting information:

Types of Power Scenario

Sara is 15 years old and she lives in a Dadaab refugee camp in Kenya with her family. They fled Somalia 9 years ago because of conflict and have been in Dadaab since. Sara has 3 younger brothers and 1 older sister. The eldest sister is married and no longer lives with Sara, her parents, and siblings. Sara was enrolled in school till last year and she managed to complete up to middle school level with very good grades and she feels very proud of that (Power Within).
She knows that there are not many high school opportunities for her and that her parents are struggling to make ends meet, but she will not let herself be defeated, and she is reaching out to NGOs in the camp to get a scholarship and some form of support to move ahead with her schooling (Power To). She knows this is possible as she has learned this in a girl support group. Sara's mother and father as well as her siblings are really encouraging her because they know how much Sara would like to become a teacher. Sara's mother and father are lending her their phones to try and reach out to all of the relevant contacts (Power With).

Sara succeeded in getting an appointment with an officer at Child First, a local NGO working the camp. Sara's father takes her to the appointment but cannot stay as he has a job he cannot turn down. Sara's mother is at home with her younger siblings. Sara meets the Child First officer and he receives her in a room alone. There does not seem to be anyone else in the office and Sara is a bit nervous about this. <u>The officer tells Sara that he would be looking into opportunities for her scholarship if she came once a week to clean the office (Power Over)</u>. Sara accepts, as she genuinely thinks that he is looking into potential opportunities. The officer starts to ask Sara for more and more services and Sara also feels more and more uncomfortable around him. <u>Sara tells her parents, and they all go to the office to speak to the director (Power With)</u>. They succeed in telling the director what has been happening. The director reassures Sara and her family that they will take the necessary disciplinary action with the officer, as he has breached several rules on the organisation's code of conduct. <u>The director also refers Sara for secondary education support to an organisation focusing on this (Power To)</u>. Sara has regained more confidence and she is sure with the referral she will get an enrolment in secondary education.

Reflective Practice

Session length: 180'

Session aim: Participants are reminded of the importance of organisational systems and to strengthen knowledge on reflective practice.

Session objectives: By the end of the session, participants will be able to:

- Explain how being a reflective practitioner can improve the work we do for children

- Reflect on own and others' experiences and practices, to identify possible changes to make

Key Learning Points:

- Critical self-reflection is an essential part of any humanitarian worker's approach to improving their practice. By learning skills such as daily reflective journaling or something similar, workers can ask themselves what went well or not so well and identify why this was so. Asking "why" is a crucial aspect of self-reflection. This approach can help us identify what changes we might make in order to improve our work practice.

- Critical Reflection means stepping back from a task and taking stock of how it is going and of what might need adjustment. It is related to self-awareness, yet self-awareness is only part of it. It's also using what is learned to guide improvements in one's work and practice, including improvements in one's own behaviour, demeanour, and professional relationships with colleagues and the communities we work with. In this regard, the aim of reflection is not to tear things down and criticise harshly, but to learn from your mistakes and take steps to work in a more effective manner.

  Adapted from: https://communityledcp.org/toolkit/section-1-facilitation-tools/fac-5-developing-a-reflective-practice

- Self-reflection is an individual activity but is also helpful when participating in group reflection circles. Group members can help each other reflect further and identify areas for change together.

General preparation required:

- Choose a "closing thoughts" activity from the options listed below.

- Prepare the course evaluation form in either the paper or electronic version.

- Prepare the course certificates (if you are issuing these).

Time	Facilitator notes	Remote delivery/producer notes
5'	**Introduction** Welcome the participants to the session and share the session aim and objectives. As participants join, ask them to take their learning journal and go through the learning that they have noted down during previous sessions. If time allows, ask a few volunteers to recall their main takeaways in plenary.	
5'	**Tools for being reflective and improving practice** **Ask:** What is critical reflection? Take some suggestions, then say: Critical Reflection means stepping back from a task and taking stock of how it is going and of what might need adjustment. It is related to self-awareness, yet self-awareness is only part of it. It's also using what is learned to guide improvements in one's work and practice, including improvements in one's own behaviour, demeanour, and professional relationships with colleagues and the communities we work with. In this regard, the aim of reflection is not to tear	

	things down and criticise harshly, but to learn from your mistakes and take steps to work in a more effective manner.	
20'	**Ask** the group: "If someone asked you to describe a typical day, what words would you use to describe it?" You can collect words from the group (you don't need to write them down). Many of the words will allude to how busy and complex our working days are, we are always "doing," with little time for much else.

Then ask: "If we are so busy, how are we able to reflect on what we do and if it's effective?" Collect more ideas. These will vary depending on how strong your organisation's reflective practice culture is. They might say, "through the monitoring and evaluation," "through my performance review," "because we notice people/children are happy," "because I talk about things with a colleague." Make the point that the key to becoming more reflective is "creating space for reflection." In this case, we mean a physical space and also a mental "space" away from everyday activities.

Ask the group: "Sometimes we just need time to think about something and have some "space" to think. Can any of you share what you do when you need to think?" Collect up contributions that might include things like: "I go somewhere quiet," "I lie in bed and think before I sleep," "I go for a walk," "I sit in a chair outside," "I go to my local temple/mosque/church," etc.

Tell them: "Whatever works for you, use this to help you create space for **regular** critical self-reflection on how you are working."

Show the short video "Be reflective." Before you start, ask the group to note what the main message of the film is (always ask "why" and look for reasons).

Ask the group to repeat the message of the video. | Monitor the chat for contributions and feed these in as required.

Share screen and sound to show the video. |

	Reaffirm with the group that: *Being reflective means thinking about how things went and asking **"why"** they went well or not so well and identifying something we can do differently. By committing to do this every day we can all become better at our work. We can make future decisions that are based on reflection and are less "robotic", or because that is how we have always done it.*	
20'	**Your self-reflection journal** At the beginning of this learning journey, we have encouraged you to use a learning journal to annotate actions that you will take in your professional practice to implement the learnings you have acquired. Allow some extra minutes for participants to add notes and review the notes made in the previous days. When the time is up, you can ask (for instance): ● How easy or difficult did you find it to use the journal? ● Which questions were easy, and which were harder? ● For you, when was the best time to fill in your journal? ● What other questions would be useful for you to reflect? Maybe some people couldn't think of anything to write about, or couldn't think of anything good, or it takes them a long time to write, or they could not think of a way to improve next time. If we practice this over time, more issues will emerge, and we will also get better at reflecting more easily.	
60'	**Reflecting as a group** **Participatory method using talking** Ask everyone to revisit their journals/notes/illustrated sheets to remind themselves of what they've been doing.	

		Have the group sit in a circle or around a table. If it's a large group, split into 2 smaller groups. 10 people per group should be the maximum.	Prepare 2 breakout rooms, if required.
		If you think you will need it, decide on how people will take turns talking. Some people use a "talking" stick (or pretend microphone) –the only person who can talk is the person holding the stick. Or members can throw a beanbag or soft ball to a person who will then speak next. For questions and contributions, some people like to use tokens or small sticks (as a currency) and distribute 2-3 to each person –each time a person speaks they have to use a token. This stops some people dominating the discussion. Use whatever system you prefer, or none at all.	Use an alternative that works remotely, such as the raise hand function.
		Each person will share a story about the past day/week/month about: • What went well in your professional practice • What did not go so well • And why (remind everyone of the video [if the group watched it] and that we must always ask why)	
		After each person finishes their story, there can be time for 1-2 questions from group members to the storyteller.	
		Depending on the size of the group this will take a different amount of time. Plan for 5 minutes per person of storytelling and questions. Be aware of time and keep people moving along so that you can get through everybody. When the reflection circle is finished, you can ask people for group feedback on how they think the activity went: What did they gain from it? Would they like to do this again? You can finish the activity by pointing out (or re-emphasising if someone has already suggested it) that you can carry on a reflection circle as colleagues. You could get together over a cup of tea and think back over the month, for instance.	
30'		**Participatory method using drawing and talking** This exercise is a more structured way of getting people to think back over the past few days/weeks/months and to describe challenges, achievements, and reasons why.	

	Each person draws a path on a large piece of paper (e.g., flip chart paper). Put this on the floor. ● Tell the group the path represents the work you are doing. Think of the last month. Where things went easily, draw a fast bicycle or similar. When you had to face challenges, draw rocks and stones and maybe even mountains, or a wide river. You can put them at the beginning, middle, or end of the path to show when they happened. ● Divide into groups of 3-5. ● When they have a path ready, they then talk in their groups and explain the things that went well and the challenges, and why. Make sure they tell the group what they can do differently next time. ● When the reflection is finished, you can ask people for feedback on how they think the activity went: What did they gain from it? Would they like to do this again? You can finish the activity by pointing out (or re-emphasising if someone has already suggested it) that you can carry on a reflection circle as colleagues. They could draw new paths and talk about them every month, or they could get together over a cup of tea and think back over the month. Encourage participants to continue using their reflective log and these practices even after the course is over.	For remote, have each participant draw on paper, and then hold up their image to the screen when the time for sharing comes. Prepare breakout rooms of 3-5 pax. Launch breakout rooms. Close breakout rooms.
30'	**Closing thoughts** To close this session and module, do an activity that invites people to reflect back over the training and what they will take away with them. Choose from the ideas below depending on context and what is appropriate. You can, of course, use your own favourite closing activity. **Strong Circle** This exercise is a quick way to check in with a group at the beginning or end of a training and gives a sense of connectedness. It creates a feeling of solidarity and team effort (it is like a team huddle in sports). ● A Strong Circle is announced.	For the remotely facilitated, ask each participant to turn on their camera.

• The group stands in a tight circle, shoulder to shoulder, everyone in the circle and no one outside the circle. • Ask a key question: "What will you take away with you from this training?" • People speak their answers in turn, around the strong circle. • Any appropriate closing comments are added by group members. **Dark/Light** This is a dramatic and intense sharing activity. • Have all the participants sit in a circle in a **darkened room** with lit candles. • The facilitator shares a dark part (or feeling) of (about) the training and blows out his/her candle. • The next person shares until the room is dark. • The facilitator lights his/her candle and shares a happy or positive moment of the training (or alternatively what they take away with them/something that they would like to improve over a period of time). • S/he lights the candle of the person sitting next to him/her with his/her candle. Slowly the room becomes light. • Allow people to share any final thoughts (not just dark/light). **Web of Connectedness** If you did not do this in Module 2, or you want to do it again. • **You will need a large ball of string.** Everyone stands in a circle. • Give the ball of string to one person. Tell them to hold the end of the string. • The person holding the string should say what they are taking away from this training and then throw the ball to another person. • The next person catches the ball and says what they are taking away from this training. Then they hold onto the section of the string close to them and throw the ball to another person, and so on. Everyone must continue to hold their section of the string.	Have each person answer the question, then nominate the next person to speak until everyone has contributed. See Module 2 for a remotely facilitated version of this activity.

	• At the end you will have a web-like string pattern which links everyone together. You can say: *"Like this string, we are all connected to each other in our work, one person's action affects everyone in the team."* • They can then take turns pulling the string and see who can feel it.	
15'	**Evaluation and close** Congratulate the participants on reaching the end of the learning programme! Explain that it is important for you to collect their feedback on the course to ensure ongoing improvement in how it is designed and run. Distribute the evaluation forms and provide 5 minutes for them to complete these. If providing certificates, distribute these in a fun way. Thank the participants again and note any additional resources or support, as appropriate.	Post a link to the evaluation form in the chat.
	Optional: Suggested online e-course: The Quest: A Children's Guide for child support workers to better your professional practice.	

Annex I - CPHA Frontliner Getting Started Learning Package Self-Assessment
Annex II - Participants Handout