

CPHA

Learner Profiles

What are learner profiles?

Learner Profiles are fictional characters that we create to represent a stakeholder group. Specifically, the Alliance for Child Protection in Humanitarian Action's learner profiles consider the audience of the Alliance's work, from the perspective of learning and development activities. The purpose is to provide a summary of needs, challenges and motivations, which will help us to design learner-centred L&D interventions.

About the CPHA learner profiles

The CPHA learner profiles have been developed by the Alliance's Learning and Development Working Group. The profiles represent five key roles within the CPHA sector, namely:

- CPHA Adviser
- CPHA Manager
- CPHA Case Worker
- CPHA Frontline Worker
- CPHA Volunteer

The photos and names used in the profiles are indicative only. The inclusion of these helps to create a character to relate to and refer to during the learning design process. In practice, all roles will employ a broad range of people with diverse characteristics.

How to use the learner profiles

The learner profiles should be used when developing new learning materials. First, select the learner profile most relevant to the target audience of the new learning materials. Or, if needed, adapt or develop a new learner profile that closely reflects the target audience. Contact the [L&D Working Group](#) for a template.

The learner profile should be used throughout the development of learning materials, to check that the material is learner-centred. To do this, refer back to the learner profile at each stage of the development process, and check that what you are proposing is relevant and appropriate for that character.

Some suggested questions for each stage of the development process are listed on the next page.

Key questions

Identifying learning needs

- What challenges does this character experience in their role?
- What would good look like for this character?
- What is currently preventing them from achieving this?
- Of this, what is related to knowledge and skills?

Selecting the learning modality

- How does this character prefer to learn?
- How much time does this character have for learning?
- What level of support does this learner need from a facilitator?
- What barriers to access and participation does this character have?

Developing aims and objectives

- What does this character need to know and be able to do in relation to this area of CPHA?
- At what level does the character need to engage with the topic? (Remembering, Understanding, Applying, Analysing, Evaluating, Creating)

Prioritising content

- What does this character already know about the topic?
- Is this topic a priority for this character?
- Is this content that the character would need to use in practice?
- Is this content 'need to know' or 'nice to know' for this character?

Developing activities and methodologies

- Would the character find this activity useful?
- Would the character be motivated to do this task or activity?
- How does this activity help the character achieve the learning objectives?
- Does this activity provide a sufficient level of challenge to the learner?
- Does this activity require the learner to generate their own knowledge and understanding?
- Will the character have opportunities to apply this learning in their role?



Professional learning needs

- Placing the concerns of children onto regional and global agenda
- Using and promoting use of new technologies for child protection programming
- Effective fundraising
- Problem solving
- Ability to present complex information in a succinct and compelling manner
- Working across sectors
- Strategy development
- Strategic leadership
- Becoming up to speed with the latest resources and scientific evidence
- L&D and capacity strengthening, training and coaching skills
- Representation, influencing, negotiation and advocacy skills
- Partnership skills
- Staff care and wellbeing

Challenges and frustrations

- Need to continuously update knowledge of local/regional contexts which is time consuming
- Managing excessive workload and managing work life balance
- Limited time for learning
- Being up to speed with all the latest resources and scientific evidence
- Constantly defending and promoting the relevance of child protection interventions, including within your own organisation
- Managing competing expectations between HQ and country needs
- Distance from actual implementation of programming

Learning preferences and motivation

Self-learning online learning opportunities are probably the learning modality of choice. These would need to be balanced with opportunities to exchange with peers remotely and face to face.

Career aspirations

- Challenging existing ways of working and promoting new ones
- Promoting sectoral and cross-sectoral innovation
- Publications
- Development of learning materials, guidances, documenting learning (E.g. case studies, lessons learnt)
- Promotion to higher grade within organisational hierarchy and CPHA sector and with a broader focus
- Later, career shift out of the humanitarian sector



Ahmad
CPHA Manager

Challenges and frustrations

- Managing excessive workload and work life balance
- Handling delays in recruitment
- Working with limited budgets and understaffed projects
- Slow approval cycles and challenging communication between involved parties
- Lack of comprehensive technical background necessary for assigned projects
- Difficult coordination with other sector stakeholders
- Limited time and resources / budget for learning for themselves and their team

Learning preferences and motivation

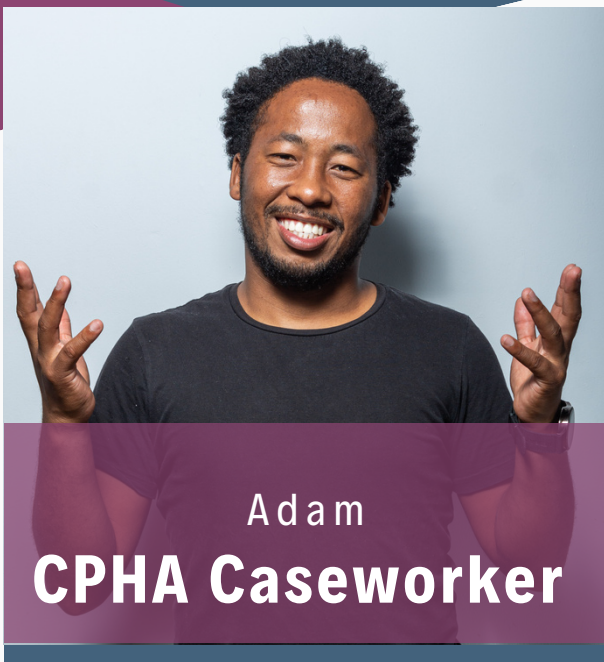
Access to online learning opportunities may be challenging due to lack of internet or unavailability of data packages. Self-taught learning opportunities could be offered but workload may prevent full and active participation. Instructor-led live face to face or remotely delivered events inbuilt within work schedule are probably the preferred modality coupled with opportunities to exchange with peers. On the job coaching and mentoring continues to be important.

Professional learning needs

- Placing concerns of children at the centre of programming
- CPHA technical knowledge in line with international standards
- Programme Cycle Management
- Proposal and report writing
- Resource management
- Human resources management including performance management
- Staff care and wellbeing
- Effective communication and coordinations skills
- Developing collaborative working relationships with governments, implementing partners and other stakeholders
- Capacity assessment, training, and coaching skills
- Monitoring, Evaluation, Accountability and Learning
- Basic advocacy skills and representation skills
- Running and promoting integrated programmes
- Operating safely and securely at all times

Career aspirations

- Being rewarded for professional achievements
- Learning opportunities (around management or child protection depending on background)
- Promotion to higher grade within organisational hierarchy (advisor, coordinator, etc.)
- Managing more complex and bigger programmes
- Career shift out of the humanitarian sector in line with academic background



Professional learning needs

- Holistic understanding of child protection risks and protective factors
- Comprehensive understanding of case management steps and processes, including handling complex cases
- Skills to communicate with children families and communities including using art
- Parenting techniques, including practical tips to offer
- Counselling children and adults
- Coordination skills to connect individuals/families with relevant services
- Awareness raising skills
- Taking care of oneself and establishing boundaries

Challenges and frustrations

- Managing excessive caseloads and work life balance
- Gaps in knowledge and skills to perform as a caseworker
- Dealing with difficult and complex cases
- Complexities associated with working across sectors (Health, Education, etc.)
- Keeping a safe emotional distance from cases (managing anger and frustrations)
- Accepting the limitations associated with the assistance and solutions provided to cases

Learning preferences and motivation

Online learning opportunities might not always be accessible due to internet access or unavailability of data packages. Mobile device learning opportunities in micro formats could be of interest depending on the context and accessibility of mobile services. Self-taught learning opportunities could be offered but might not get much uptake. Instructor-led face to face events inbuilt within work schedule are probably the preferred modality coupled with on the job coaching and mentoring support.

Career aspirations

- Being rewarded for professional achievements
- Developing case management supervision and coaching skills
- Promotion to higher grade within organisational hierarchy (case worker supervisor, case management manager)
- Participating in the delivery of training for new case workers
- Becoming case worker within governmental institutions to have a steadier job



Professional learning needs

- Time management and prioritisation of tasks
- Holistic understanding of child protection risks and protective factors
- Communicating effectively with children families and communities including using art
- Psychosocial first aid
- Child safeguarding
- Safe identification and referral
- Awareness raising
- Working with communities
- Psychosocial support for children and parents/caregivers
- Prevention of burnout/stress.
- Taking care of oneself and establishing boundaries

Challenges and frustrations

- Limited time available for professional development
- Foreign terminologies often used in humanitarian contexts
- Too many objectives to be achieved through project, compromising quality
- Gaps in knowledge and skills to perform assigned tasks
- Working without schedules and under pressure
- Using personal mobile phones sometimes instead of laptops/computers
- Limited access to materials in relevant language
- Lack of internet connection.

Learning preferences and motivation

Online learning opportunities might not always be accessible due to internet access or unavailability of data packages. Mobile device learning opportunities in micro formats could be of interest depending on the context and accessibility of mobile services. Self-taught learning opportunities could be offered but might not get much uptake. Instructor led face to face events inbuilt within work schedule are probably the preferred modality coupled with on the job coaching and mentoring support.

Career aspirations

- Being rewarded for professional achievements
- Learning opportunities
- Promotion to higher grade within organisational hierarchy
- Gradually taking on new responsibilities
- Career shift out of the humanitarian sector in line with academic background



Professional learning needs

- Understanding child protection in humanitarian action and child protection risks and protective factors
- How to communicate with children, families and communities and psychosocial first aid
- Knowing how to do safe identification and referrals
- Safeguarding children
- Technical knowledge on awareness raising, psychosocial support activities and/or case management depending on area of focus
- Taking care of oneself and establishing boundaries

Challenges and frustrations

- Not a fully paid job and position
- Achievements often not rewarded and celebrated
- Gaps in knowledge and skills to perform the role assigned
- Lack of acknowledgments of volunteers' role by practitioners
- Challenges in combining own responsibilities and commitments as a volunteer (sustaining self and family)
- Challenges in accessing internet and relevant learning opportunities online
- Limited understanding of the complexity of humanitarian settings

Learning preferences and motivation

Online learning opportunities might not always be accessible due to internet access or unavailability of data packages. Mobile device learning opportunities in micro formats could be of interest depending on the context and accessibility of mobile services. Short, regular instructor led face to face events are probably the preferred modality coupled with ongoing support.

Career aspirations

- Engaging in child protection work full time
- Engaging in humanitarian work full time
- Working in private sector but with social responsibility
- Develop transferable skills and competencies