

SESSION – 8 – PLAN FACE SHEET

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| TRAINING COURSE: An Introduction to the CPMS | | | SESSION 8: Implementing the CPMS in this Context |
| TIMING: 3 Hours | | VERSION: 1 | DEVELOPER: CPMS Task Force |
| SESSION Aim:   * To introduce the measurement section of the CPMS; * To provide participants with an opportunity to engage practically with the CPMS in a way that fits with their context; * To practically highlight the existing mechanisms and challenges that support CPMS implementation in their community; * To provide an opportunity for participants to present their thinking, understanding of and work towards implementing the CPMS in their program/community   SESSION LEARNING OUTCOMES:   * Increased understanding of how the CPMS can be used on programmatic responses in the context * Initiate foundation for plans to implement the CPMS in the context   SESSION ActivitIES:   * Small group work * Presentations * Group discussion   child protection Minimum STandardS: All Standards  CPIE COMPETENCY FRAMEWORK: Foundations in Child Protection; PRINICPLES AND APPROACHES TO CHILD PROTECTION PROGRAMMING | | | |
| REFERENCE(S): Minimum Standards for Child Protection in Humanitarian Action | | | |
| RESOURCE(S): | * Copies of the CPMS for each participant * Flip chart and markers * Handout with instructions for the small group work for each participant | | |

SESSION 8 – LESSON PLAN –

IMPLEMENTING THE CPMS IN THIS CONTEXT

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| TIME | 3 Hours (split into three parts) | | |
| **\* RESOURCES REMINDER \*** | | | |
|  | * Ensure each participant has a copy of the CPMS handbook with them. * Part One: Have selected a key action mentioned in the previous day and prepare a flip chart paper with the full key action written out next to the name of the Standard it come from. * Part Two: Have the flip charts from the previous day on Child Protection Risks in this Context and the Helpful and Challenging Beliefs flip charts visible in the room so that they can be referred to during this session. * Part Two: Have flip chart paper and different coloured markers available for each small group. * Part Two: Print copy of the hand-out for small group work for each participant * Part Three: Have a recorder appointed to take notes on the small group presentations | | |
| **INTRODUCTION** | | | |
| 2 min | * Introduce the session by explaining that participants will now be taking all of their expertise and knowledge on child protection in their context and seeing how the CPMS can be applied to improve preparedness and response in their own work. | | |
| **BODY** | | | |
| 30 min | Indicators – Measurement and the CPMS | |  |
| 1 hour 45 min | Small Group Work – Developing Practical Plans | |  |
| 45 min | Presentations and Discussion – Practical Plans | |  |
| **CONCLUSION** | | | |
| 3 min | O | This session allowed us to see how we can use the CPMS to develop practical plans to strengthen our child protection work, including indicators to measure our progress. | |
| F | We can already use the plans developed today in our programming and can continue to use the CPMS when developing strategies and work plans. | |
| F | Next we will look at how to follow up on this workshop and ensure that the CPMS are used to strengthen our work. | |

**SESSION 8 – NOTES FOR TRAINER – IMPLEMENTING THE CPMS IN THIS CONTEXT**

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| LEARNING OUTCOMES   * Increased understanding of how the CPMS can be used on programmatic responses in the context * Initiate foundation for plans to implement the CPMS in the context |

This session is long but split into distinct parts that build on each other. Use energisers when needed to ensure participants are fully engaged and provide a break between the different parts to this session.

**Part One: Indicators – Measurement and the CPMS (30 min)**

**PURPOSE OF ACTIVITY / Part One**

* To introduce the topic of indicators and initiate a discussion about their purpose
* To introduce the measurement section of the CPMS

Preparation Part One: Select one key action mentioned during the previous day and prepare a flip chart with the full key action.

Notes Part One:

Ask the group “What are indicators?” and facilitate a brief large group discussion about what indicators are and what they are meant to do. Record Answers on a flipchart Sheet

To make an example, choose one of the key actions that was proposed during the case study exercise the previous day. Refer to the Standard from where the key action was taken. You can show the key action written on a flip chart.

Without using the CPMS, ask the participants to discuss in pairs the following question:

*“How will you know when this action have been taken? What will tell you?”*

Give the pairs a few minutes to discuss. When the pairs have completed the activity, ask for volunteers to share their responses with the larger group and record them on a flip chart sheet.

Once several the answers have been recorded, ask the pairs to turn to the corresponding Standard in their CPMS book, find the Measurement Section and look to see if their answers to the question are reflected in either the Outcome or Action indicators. This will likely facilitate another level of discussion about Indicators, what they are and what they are intended to do.

Ask participants if they can see the link between Key Actions and Indicators and what Indicators are meant to achieve.

**Part Two: Small Group Work – Developing Practical Plans (90 min)**

**PURPOSE OF ACTIVITY / Part Two**

* To provide participants with an opportunity to engage practically with the CPMS in a way that fits with their context;
* To practically highlight the existing mechanisms that support CPMS implementation in their community;
* To practically highlight the challenges to implementing the CPMS in their community

Preparation Part Two: Ensure the Child Protection Risks in this Context flip charts and the Helpful and Challenging Beliefs flip charts from the previous day are visible and can be referred to during this session.

Notes Part Two:

(15 minutes) Ask the participants to recall Session 4 on Day 1 wherein they shared their views on the Child Protection Risks in their community or program and **lead the group in a discussion wherein they will choose the CP Need (one of Standards 7 – 14) that best fits with their identified risk.** This is the Need that the participants will work with for the purposes of their small group work.

Remind participants that for the purposes of the exercise, only one CP Need Standard will be selected even though multiple Standards will apply to this context. This first part of the activity should take no more than 15 minutes, to leave adequate time for the main activity which is to be done in small groups. The aim is to achieve consensus with the whole group about which one Standard they will work with from Standards 7-14.

(90 minutes) Divide the participants into 3 groups. Mix the groups so they are not the same as previous small groups. The groups will work for most of the rest of the day on this activity. Assign the groups to one of the 3 remaining categories of Standards (Quality Child Protection Response, Child Protection Strategies or Mainstreaming Child Protection).

Provide the small group work instructions and distribute a handout with the same instructions to each participant (or have several copies for each group at a minimum). In this session participants are mapping out tentative plans for how they will begin to utilize the CPMS. The plans they create should be practical and useful.

Instructions: Each group will have one hour to discuss and respond to the following questions. The groups will present their results to the larger group and should record their answers on a flip chart. The CPMS handbook will be used to respond to all the questions below.

1. Select 1 or 2 Standards under the given category of Standards that are most important for addressing the selected Child Protection need.

*(For example, if the Need selected is Unaccompanied and Separated Children (UASC), the group looking at the Quality Standards may want to look the Standard on Coordination, regarding how the identification and response to UASC are coordinated among actors. They could look at the Standard on Human Resources, regarding having competent and trained staff on the issues of UASC.)*

1. Choose 1 to 2 plausible Key Actions for each of the above Standards that are applicable in this context and should be implemented.
2. Choose 1 outcome and 1 action indicator to measure the achievement of the Standard and the selected key actions. The indicators may need to be adapted to fit the context.
3. Identify and record some of the contextual beliefs and mechanisms that will support and challenge implementing these Standards.

*(For example, an example of a contextual mechanisms that might support coordination on UASC issues are the existence of a national and subnational CPWG with dedicated Coordinator. An example of a contextual belief that might challenge coordination on UASC issues could be that children separated from their families is seen a normal coping strategy of families and not a priority issue. )*

**Part Three: Presentations –Practical Plans (45 min)**

**PURPOSE OF ACTIVITY / Part Three**

* To provide an opportunity for participants to present their thinking, understanding of and work towards implementing the CPMS in their program/community

Preparation Part Three: Ensure the Child Protection Risks in this Context flip charts and the Helpful and Challenging Beliefs flip charts from the previous day are visible and can be referred to during this session.

Notes Part Three:

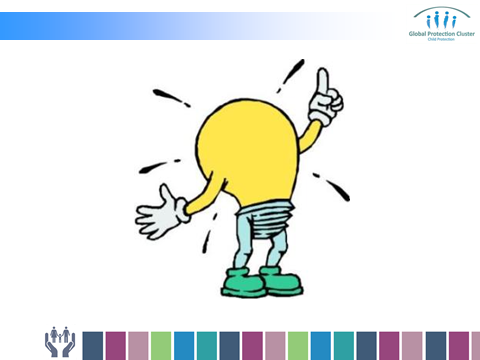
Each group will have 15 minutes for their presentation. This should include 5 minutes to present their work and 10 minutes for questions from other participants.

Small Groups should elect one member of the group to represent them and lead the presentation. The presenter should allow for other participants to jump in if something essential is missed in the presentation.

There will be crucial information provided in this section about real possibilities, barriers and strategies for implementing the CPMS in this context so make sure multiple people are recording what is presented as well as the flip chart sheets that groups use for their presentation.

Ask for clarification, highlight key points, ideas, challenges and strategies on a separate flip chat sheet to ensure nothing is missed in the presentations that could be vital to follow-up programming.

**Conclusion**



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