



MODULE 1 – SESSION 1 – LESSON PLAN – OVERRIDING PRINCIPLES

TIME	OUTLINE – 50 MIN	
	ENSURE INTERNET, SPEAKERS AND SOUND ARE WORKING	
	INTRODUCTION	
5 min	<ul style="list-style-type: none"> ▪ A quick introduction to Module 1 and its connection to the CPMS ▪ Then an introduction into this session and the learning outcomes 	
	BODY	
3 min	QQ. What is CPIE?	
10 min	Activity – What does CPIE look like to you?	
4 min	Video – I am Samira	
30 min	Overriding Principles – theory and activity	
OPTIONAL EXTRA 30 MINS	CP Systems Mapping	
	CONCLUSION	
3 min	O	Now we have the foundations and principles underpinning CPIE programming
	F	Very detailed, but good start to our journey through the CPMS
	F	Next session we will look at the principle of systems based approach in more detail

M1 – S1



Child Protection in Emergencies (CPIE)
Overriding Principles





MODULE 1 – SESSION 1 – NOTES FOR TRAINER – OVERRIDING PRINCIPLES

LEARNING OUTCOMES

- Develop a common understanding of what is CPIE
- Articulate what is CPIE
- Explore the overriding principles of CPIE programming from the CPMS
- Begin to map what CPIE is in their context

Introduce Module 1 and its connection to the first part of the CPMS.

M1 – S1



Child Protection in Emergencies (CPIE)
Overriding Principles



Then go over the learning outcomes for the current session.

Learning Outcomes

- ✓ Develop a common understanding of what is CPIE
- ✓ Articulate what is CPIE
- ✓ Explore the overriding principles of CPIE programming from the CPMS
- ✓ Begin to map what CPIE is in their context



Let's start with the basics and what sounds like an easy question, but is not always so easy to answer.

Click to the first component of the next slide – **QQ. WHAT IS CHILD PROTECTION IN EMERGENCIES?**





WHAT IS CHILD PROTECTION IN EMERGENCIES ?

The definition of child protection, as agreed by the Child Protection Working Group, is “the prevention of and response to abuse, neglect, exploitation and violence against children”. Thus, child protection is not the protection of all children’s rights, but refers instead to a subset of these rights.

Child protection in emergencies includes specific activities by child protection actors, whether national or community-based, and/or by humanitarian staff supporting local capacities. It also includes activities in other humanitarian sectors that have the effect of improving children’s safety, even where this is not their specific purpose.



After a very quick and preliminary discussion, click to the next part of the slide above which is the definition within the CPMS.

QQ. CAN ANYONE FIND THE PAGE IN THE CPMS WHERE THIS IS?



Read all together.



What does CPiE look like to you?

- In small groups discuss what you see when you think of CPiE
- Draw / write these on VIPP cards in one or two words
- In plenary, discuss the responses.



ACTIVITY – WHAT DOES CPIE LOOK LIKE TO YOU?

- ✓ Break up in to small groups.
 - Suggest as generally people would have sat next to who they know to break up the group and count the out for this activity
- ✓ Using VIPP / META cards write using a few key words or draw a picture of what it looks like to them
- ✓ Discuss in small groups and using only 5 cards create picture as a group of what it looks like to you all using words and / or pictures
- ✓ Using a space on the wall ask to groups to display their 5 cards and explain

Note we will come back to these thoughts the training...



What is Child Protection in Emergencies?

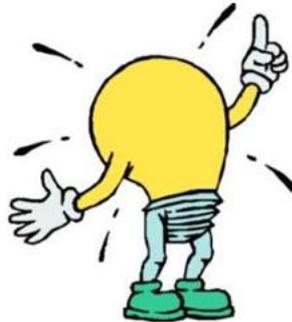


<https://www.youtube.com/watch?v=pEaNwDtQRwI>



PLAY THE 'I AM SAMIRA' VIDEO.

As they watch the video ask participants to write down what comes to mind. Then at the end give a few minutes for the small groups to add to their five cards.



This is a good time to have a 5 minute break or the morning tea break.



After short break begin on the principles underlying programming within CPIE.

The CPMS has 6 principles and includes the 4 overriding principles of the CRC.



QQ. CAN ANYONE REMEMBER WHAT THE FOUR OVERRIDING PRINCIPLES OF THE CRC ARE?



Overriding Principles - CRC

 <p>Survival, Development and Protection Children have the right to be protected and given the chance to develop mentally, emotionally, physically and spiritually</p>	 <p>Non-Discrimination Everybody should be treated equally, regardless of factors such as sex, race, religion, ethnicity or culture</p>
 <p>Participation Children have the right to be heard and make their views known on matters which affect them</p>	 <p>Best interests The best interests of the child is the primary concern, which means think of children first, in any laws or actions</p>



QQ. WHAT DOES THIS MEAN FOR OUR PROGRAMMING?



Overriding Principles – Minimum Standards

**PRINCIPLE 1:
AVOID EXPOSING PEOPLE TO FURTHER HARM
AS A RESULT OF YOUR ACTIONS**

“Those involved in humanitarian response must do all they reasonably can to avoid exposing people affected by disaster or armed conflict to further harm”, in particular the risk of exposing children to increased danger or abuse of their rights.



QQ. WHAT DOES THIS MEAN FOR OUR PROGRAMMING?

QQ. CAN YOU THINK OF AN EXAMPLES WHERE WE HAVE ENSURED THIS PRINCIPLE?



Overriding Principles – Minimum Standards

PRINCIPLE 2: ENSURE PEOPLE’S ACCESS TO IMPARTIAL ASSISTANCE

“Ensure that humanitarian assistance is available to all those in need, particularly those who are most vulnerable or who face exclusion on political or other grounds.” Assistance is provided without discrimination and is not withheld from children in need or their families and caregivers, and access for humanitarian agencies is provided as necessary to meet the standards.



QQ. WHAT DOES THIS MEAN FOR OUR PROGRAMMING?

QQ. CAN YOU THINK OF AN EXAMPLES WHERE WE HAVE ENSURED THIS PRINCIPLE?



Overriding Principles – Minimum Standards

PRINCIPLE 3: PROTECT PEOPLE FROM PHYSICAL AND PSYCHOLOGICAL HARM ARISING FROM VIOLENCE AND COERCION

Children are protected from “violence, from being forced or induced to act against their will,” and from fear of such abuse.



QQ. WHAT DOES THIS MEAN FOR OUR PROGRAMMING?

QQ. HOW CAN WE ENSURE THESE PRINCIPLES?



Overriding Principles – Minimum Standards

PRINCIPLE 4: ASSIST PEOPLE TO CLAIM THEIR RIGHTS, ACCESS AVAILABLE REMEDIES AND RECOVER FROM THE EFFECTS OF ABUSE

Children are assisted to claim their rights, through information, documentation and assistance in seeking remedies. Children are supported appropriately in recovering from the physical, psychological and social effects of violence and other abuses.



Overriding Principles – Minimum Standards

PRINCIPLE 5: STRENGTHEN CHILD PROTECTION SYSTEMS

In humanitarian settings, the people, processes, laws, institutions and behaviours that normally protect children – the child protection systems – may have become weakened or ineffective. However, the response phase may provide an opportunity to develop and strengthen national child protection systems, including community-based systems.





We will look at principle 5 in more detail in the next session.



Overriding Principles – Minimum Standards

PRINCIPLE 6: STRENGTHEN CHILDREN'S RESILIENCE IN HUMANITARIAN ACTION

Although children are often portrayed as passive and dependent, they are naturally active participants in their families and communities. Before a crisis, many children have family responsibilities, take their own decisions, and may be leaders in their schools or peer groups. During crises, children attempt to cope with the added risks and pressures that emergencies bring by problem solving or obtaining support from others, including family members and others such as peers or religious leaders.



**QQ. WHAT DOES THIS MEAN FOR OUR PROGRAMMING?
QQ. HOW CAN WE ENSURE THIS PRINCIPLE?**



**PRINCIPLE 1:
AVOID EXPOSING PEOPLE TO FURTHER HARM
AS A RESULT OF YOUR ACTIONS**

**PRINCIPLE 2:
ENSURE PEOPLE'S ACCESS TO IMPARTIAL ASSISTANCE**

**PRINCIPLE 3:
PROTECT PEOPLE FROM PHYSICAL
AND PSYCHOLOGICAL HARM ARISING
FROM VIOLENCE AND COERCION**

**PRINCIPLE 4:
ASSIST PEOPLE TO CLAIM THEIR RIGHTS,
ACCESS AVAILABLE REMEDIES AND RECOVER
FROM THE EFFECTS OF ABUSE**

**PRINCIPLE 5:
STRENGTHEN CHILD PROTECTION SYSTEMS**

**PRINCIPLE 6:
STRENGTHEN CHILDREN'S RESILIENCE
IN HUMANITARIAN ACTION**

What does this mean for CPIE Programming?



ACTIVITY – PRIORITISING THE PRINCIPLES

Looking at all 6 principles plus the overriding 4 from the CRC ask the participants in small groups to prioritise the 10 principles.

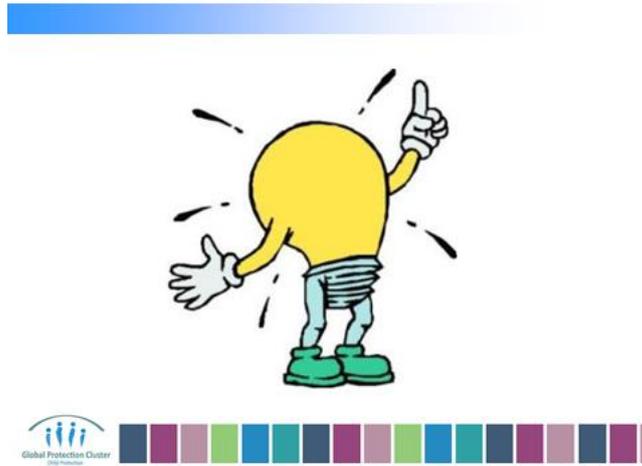
WHAT IS THE LOGIC BEHIND THEIR DECISIONS?

Ask participants in gallery style to go around to each group and the facilitator to facilitate a robust discussion.

The intent of this activity is to assist participants in remembering and applying all principles. It is important to note that no principles are more important than another.



Time for a short break.



**** OPTIONAL – THIS IS THE BEGINNING OF A MAPPING SESSION. ****

Good to have Systems session after this and link them.



Let's look at CPiE within the (insert) context...



- Past emergencies... Strengths and Challenges
- Likely emergencies...
- Ready to respond? How? Structures in place...

- Child Protection System as you see it...
- Coordination mechanisms...



*** Think about numbers affected, results, positives, negatives, room for improvements***



ACTIVITY – MAPPING CPiE IN CONTEXT

- ✓ In small groups – depending on how the past groups have gone you can change them up at this time. Remember day 1 we are creating safety in the room.
- ✓ Each group is given a task –
 - Group one – Past Emergencies – Strengths and challenges
 - Group two – Likely Emergencies – Where? Readiness to respond
 - Group three – Mapping Child Protection Systems – National, Regional, Local
 - Group four – Current Coordination Mechanisms – Strengths and Challenges
- ✓ Give 30 minutes for the activity and display findings of each group in a location for gallery style discussion and display.
- ✓ If possible include a UNDP / OCHA map with risks and data etc



This activity will be built on and referred to across the week.

