CHILD PROTECTION RAPID ASSESSMENT (CPRA)

TRAINING PACKAGE –

OVERALL OBJECTIVE

To enable, strengthen and improve the skills and capacity of child protection coordinators and managers in the use of the Child Protection Rapid Assessment (CPRA) toolkit and/or other design of other context specific child protection assessments.

GENERAL OVERVIEW

This training package is designed to support any training of CP coordinators, managers, technical advisors, program staff, etc who may be involved in either planning and rolling out a CPRA or training assessment teams to prepare them for data collection. The sessions presented in this package are suggestions for how such training can be designed and can be tweaked based the context in which it is going to be used. Parts (but not all) of this material will also be useful for training assessors. For example the part related to sampling techniques or the planning sessions are not going to be useful for the assessors. Therefore, the assessor's training should be modified from this material to fit the needs of the assessor. A separate, package is also available that can be used as the basis for assessors' training material. To access that package, contact the CPWG.

RECOMMENDED AUDIENCE

This training package should only be used by trainers who have already been trained on the CPRA and/or have been actively involved in the role out of the CPRA in a country context. For additional support, contact the global child protection working group (CPWG).

TIMING

Training is designed for a MINIMUM OF FOUR FULL DAYS. However, if more time is available, 4.5 or 5 days will be preferred. If dedicating four days to this training is not feasible in your context, contact the CPWG for advice on how to revise the sessions to accommodate your needs.

While the modules have been numbered in sequential order, this should be adjusted depending on local needs, requests and time allocated for entire training.

Agenda examples are part of this package and should be adapted accordingly.

LEARNING OUTCOMES

- ✓ Develop a clear understanding of the CPRA;
- ✓ Demonstrate how to adapt and use key tools within the CPRA toolkit;
- ✓ Have increased capacity to lead a CPRA; and
- ✓ Train and support enumerators in use of the CPRA

OUTLINE OF THE TRAINING

The training has been developed in module and session order but depending on the priorities of the specific training you are delivering you can easily adapt and change the order.

SESSION 1 –   **INTRODUCTION TO TRAINING –**

Welcomes and introduces participants to each other. This session also sets a foundation of safety within the training room.

SESSION 2 –   **INTRODUCTION TO CPIE**

This session is meant to be a review session for participants on child protection in emergencies. Based on the level of knowledge of the participants, this session may be adapted to cover more or less complex issues.

SESSION 3 –   **INTRODUCTION TO THE CPRA**

This session provides a very general overview of rapid assessments and the CPRA toolkit in particular. It talks about the reasons behind the development of the CPRA and where and when it should be used.

SESSION 4 –   **INTRODUCTION TO THE TOOLKIT**

Different components of the toolkit will be introduced here. Again, this session is more of an overview and more details will be provided about all these components later during the training.

SESSION 5 –   **WHAT WE NEED TO KNOW (WWNK)**

This session provides a relatively detailed account of how the process of adaptation and use of the CPRA starts. It is a very important session and as such, if the training is being done in more than 4 days, this session should move to the beginning of day 2 so that participants are fresh and more absorptive. The time dedicated to this session can be extended to 2.5 hours if time allows.

SESSION 6 –   **ETHICS**

General ethical considerations will be covered during this session.

SESSION 7 –   **URGENT ACTION**

Urgent action, which is part of the ethical approach to assessment, will be covered here. The reason it is separated from the rest of ethics is its importance. This is the only part of the ethical considerations that actually requires action on the part of the assessment organizers.

SESSION 8 –   **SAMPLING METHODOLOGY**

This session introduces the participants to the basic components of the sampling methodology used in the CPRA. Since this is relatively heavy session, it should remain one of the sessions during the morning. Also, the time allocated to this session can be extended to 3 hours or more if the training is being done in more than 4 days.

SESSION 9 –   INTERVIEWINING TECHNIQUES

During this session, participants will get a brief review of basic interviewing techniques and then go into groups to practice interviewing a Key Informant (KI). KIs should be identified for the role play in advance and they should be given their roles. KIs can be from NGO or UN staff; some of the facilitation team members; and even some of the participants. Ensure that at least one of the facilitators is free to roam around into different groups to observe and take note and also trouble shoot if necessary.

SESSION 10 –   DESK REVIEW, DIRECT OBSERVATION & SITE REPORT

This session pick up the conversation from day one on different components of the toolkit. This session is relatively flexible in the sense that it can be placed in many different parts of the training to balance the timing of the day. It is nonetheless an important session.

SESSION 11 –   PLANNING AND LOGISTICS

This session covers issue related to planning a CPRA. It also touches upon some of the logistical issues the needs to be taken into account when planning a CPRA. There is an optional module placed in the relevant folder that covers logistical issues that are important for assessors to know. This module should be covered if time allows, but participants should be reminded that the content is relevant to assessors and team leaders and should be covered in an assessors' training.

SESSION 12 –   DATA MANAGEMENT

The use and adaptation of the data management tool (excel file) will be covered during this session. Depending on how advanced participants are, the level of details presented in this session can change. Ensure that someone with advanced excel skills is identified to teach this session.

SESSION 13 –   ADAPTATION (SIMULATION)

This session presents an opportunity for participants to practice the things that they have learned during the training. Participants should be grouped based on the country in which their work. However, if some countries only have 1 or 2 representatives in the training, they can be grouped with other countries that have comparable CP and emergency landscape.

Note: If this package is being used for a global level training where participants do not necessarily have a country focus, the adaptation session can be an opportunity for the participants to go through the adaptation of the toolkit base on a hypothetical scenario (such as the Canada-Australia scenario).

SESSION 14 –   REFRESHER ON TRAINING (ToT ONLY)

This session is designed to give the participants a refreshed on their training skills. They should be able to use the skills presented in this session to prepare and present the session they are assigned to for the teach-back session.

SESSION 15 –   TEACH BACK

During this session, participants will be presenting their respective sessions as if they are teaching a group of assessors. This can be done in two separate groups so that all participants get a chance to present something (only when there is more than 1 facilitator present). Each group should not take more than 45 minutes presenting their material. At the end of each presentation, the facilitators present in the session should provide feedback on adaptation and presentation. The rest of the participants should also be given a chance to provide feedback to the presenting team.

Note: participants should be assigned to their groups the night before the exercise. To do so, facilitators should decide which sessions will be covered during teach-back and randomly assign 2-3 participants to each session. If two teach-back groups are planned, each session will be given to two groups of 2-3.

SESSION 16 –   ACTION PLANNING

This session is in a way the continuation of the adaptation session. The difference is that during this session participants will draw up a timed action plan on what they will be doing to utilize the knowledge they acquired during this training once they get back to their respective countries.

SESSION 17 –   WRAP UP AND FINAL EVALUATION

If a speaker is selected for this session, s/he should close the training, encouraging participants to take their learnings and apply it in their respective contexts. Ensure that a final evaluation is filled out by everyone. A CD or a flash drive containing training material should also be given out to participants at this point. Ensure the CDs/flash drives are prepared in advance.

ICONS / PROMPTS USED ACROSS TRAINING –

These icons / prompts will be used throughout training notes and are also on the presentation slides as reminders for you and participants of what is to come and actions needed.

Guest Speaker

Handout to be given

Activity Time

Tag key document and / or course book

Group Reflection / Break Point

Large and Small group discussions

Work in pairs

Reading Activity

DVD / Video link

Butchers Paper exercise

Case Study

Reference or key document

Question to the group

Flashback / Reminder to other parts of the training

CPRA – PREPARATION PRIOR TO TRAINING – SET-UP CHECKLIST

General for trainer / organiser:

- Training direction signs to training room
- Registration list and table name tags / signs
- Training notes for trainers / organiser only
- USB (with up-to-date power points)
- Lolly tin and / or sweets supplied by hotel or venue
- Tissues
- Pens
- Blu Tac
- Butcher's paper / flip charts
- Post-it notes for use in activities
- Sellotape
- Rubber bands
- Ball of string and packet of balloons
- VIPP Cards in various styles and colours for use in activities
- Trainers pack incl: whiteboard markers, pens, tags, blu tac etc
- IEC posters and materials from local area / country re: CPIE
- Training rapporteur (optional)
- Training room – LCD, screen, whiteboard, flip charts (enough for 5 small groups), wireless internet, speakers, Wi-Fi, printing station set-up near or in room, café style room set-up

For Participants:

- Power point handouts for each day (given out each day with 3 slides per page)
- Notebooks
- Tabs for key documents and resources
- Session Handouts
- Folder for each participant to put resources in preferably with daily dividers
- Hole puncher and stapler
- USB for each participant with resources saved on it including PP
- Pre-learning sent out two weeks prior to training
- Enough copies of the CPMS for each participant

Trainer to:

- Draft suggested agenda is adjusted and designed, in advance, with the organisers of training
- All PowerPoint's are saved on thumb drive in line with new agenda, in day folders, for easy use and saving for participants
- Trainer needs to have read and understand all materials in the training package including all activity handouts and key resources
- Ensure you have your own training folder with all resources tabbed
- Make sure all technology is working in the room ie: internet and projector – prior to start of training.
- All materials and resources are placed on the tables prior to participant arrival
- Name tags or table locations are adjusted so that participants, where possible, sit next to someone they don't know.
- Create posters using flip chart paper and place on wall for: 'parking lot'; acronyms; and learning agreement.