



CHILD PROTECTION IN EMERGENCIES

Professional Development Programme

East and Southern Africa
Application Pack Cycle 3– 2020



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Introduction

Save the Children is delighted to announce the 3rd cycle of the Child Protection in Emergencies Professional Development Programme (CPIE PDP) for the East and Southern Africa region, which will run from August 2020 to April 2021.

This programme is designed to enhance the skills, knowledge and behaviours required of child protection in emergencies response staff (coordinators, technical advisors and programme managers) working in East and Southern Africa.

Application deadline is Monday 27th July, 2020

Who is the CPIE PDP for?

The programme, conducted in **English**, is designed for child protection & child protection in emergencies practitioners from countries within SCI's ESA region which are:

CP practitioners from the following countries will be prioritised: Sudan, South Sudan, Rwanda, Ethiopia, Kenya, Uganda, Somalia, Tanzania, Malawi, Zambia, Mozambique, Zimbabwe, Namibia, Botswana, Madagascar, Lesotho, South Africa, Swaziland and Burundi. CPIE practitioners from other Anglophone African countries will be considered on an availability basis. Eligible applicants from Save the Children Country Offices, other International Non-Governmental Organisations, UN agencies and National NGOs in the highlighted countries are invited to apply.

National NGO staff are strongly encouraged to apply.

Applications are now open until **midnight Monday 27th July, 2020**.

Selection criteria

- Over 2 years' relevant professional experience in child protection or child protection in emergencies preparedness / response work at a national or regional level
- Committed to continue working within INGOs, National NGOs & governmental partners on child protection
- Passionate about strengthening child protection in emergencies capacity in the East and Southern

Africa region

- Committed to the humanitarian sector and willing & able to deploy to national or regional responses
- Demonstrated commitment to developing professionally
- Available to commit to the full duration of the programme - including a virtual residential to be held between November and December, and a 2 to 3 week job placement or case study Documentation between January and March 2021
- Applicants should be contracted for the duration of the programme
- All applicants must have the support of their line manager / organisation to apply
- Applicants should be able to work, present and communicate fluently in English

If you meet the above criteria and are keen to develop your knowledge and skills in order to positively impact the future of the sector, then we would encourage you to apply.

Places on the programme are limited and therefore we will only select participants who are suited to the level of this programme and who are from (and based in) the eligible locations.

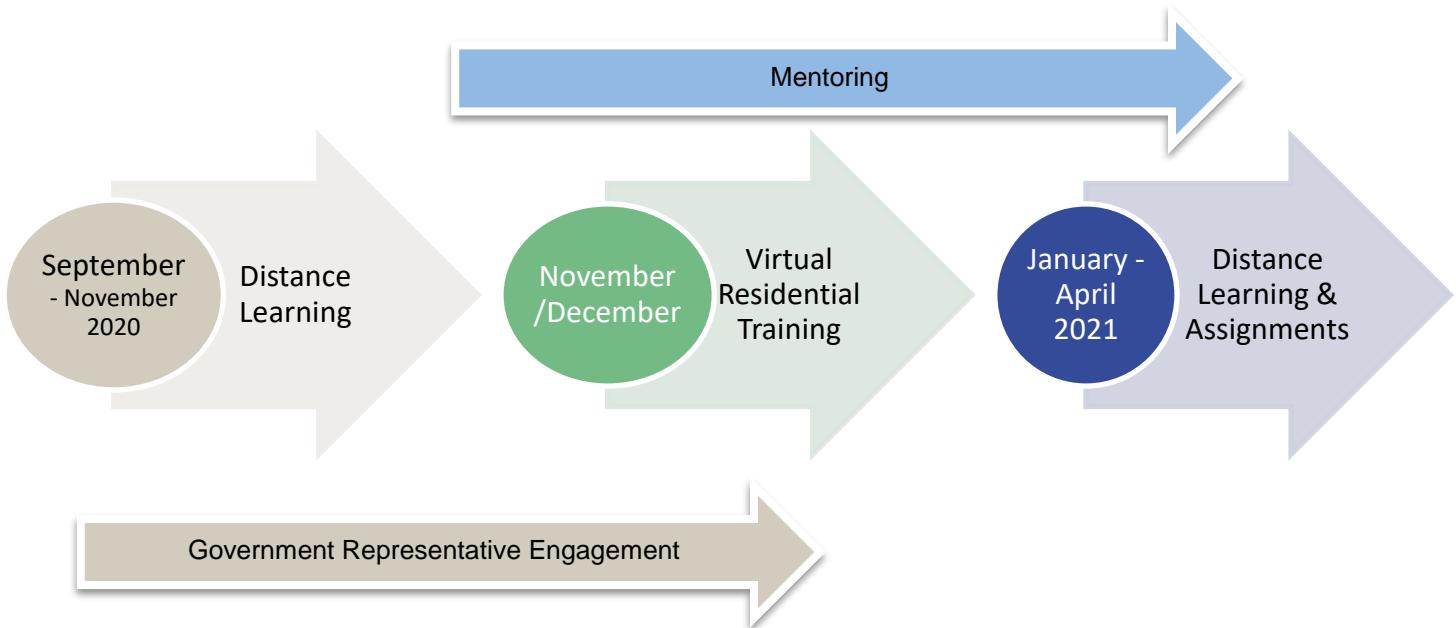
Outline of the Programme

The programme's learning outcomes have been determined by a comprehensive Capacity Gap Analysis conducted in East and Southern Africa region and further updated with a Rapid Capacity Gaps Analysis designed around the new CPMS 2019. It will build specific competencies in the following areas:

- Core child protection Principles
- Relevant areas affecting the quality of CPiE responses
- Child Protection in Emergencies Risks
- Child protection Strategies and Working Across Sectors
- Relevant cross-cutting themes
- Child Protection in Emergencies Capacity Strengthening
- Child Protection in Emergencies in various Operating Contexts

What does the CPiE PDP involve?

It is an 8-month programme comprising of:



Assignments

Participants will be required to complete the following assignments:

- **Group presentation** – all participants
- **Action Plan** – government participants and only if opting out of the full course
- **Reflective Report** - all participants
- **Training Plan** – all NGO participants and Government participants who opt in
- **Training Report** – all NGO participants and Government participants who opt in
- **Case Study Documentation Plan or Job Placement Business Case** - NGO participants and Government participants who opt in
- **Case Study Documentation or Job Placement Report**- NGO participants and Government participants who opt in

Time Commitment

Please see below for an overview of the time commitment we expect from participants across the different phases of the programme.

Activity	Time Commitment
Preparatory Phase (August 2020)	10 hours

Distance Learning Phase I (September to December 2020)	3 to 5 hours per week
Virtual Residential Training (Nov- Dec 2020)	Equivalent of 2 weeks spread out
Distance Learning Phase II (Dec 2020 - April 2021)	3 hours per week
Job Placement or Case Study Documentation (January to March 2021)	Minimum 2 weeks Depending on Task selected
Mentoring (September 2020 to March 2021)	Optional 2 hours per month
Self-Study & Reflection	Throughout the entire programme

Costs

In order to contribute to the programme costs the following introductory, highly **subsidized fees** will apply

- UN **USD 500**
- INGO **USD 300**
- NNGO **USD 100**

This will cover the training resources, access to expert facilitators, mentors, and seminar sessions.

Limited number of scholarships are available and **National NGO participants** are highly encouraged to apply.

The Virtual Residential Phase is likely to take place between November and December 2020, the exact time allocations and methodology to be confirmed upon the start of the programme. All participants will need to ensure they have a stable internet connection for the virtual residential as well as a device. Organisations are encouraged to support staff where possible.

Bursaries, up to a limit, will be available for the job placement phase or case study documentation of the programme. Funding will be allocated on a needs basis and priority will be given to smaller NGOs. Organisation are encouraged to support participants during their job placement.

Application Process

If you are interested in applying for a place on the CPiE PDP, please follow the instructions on our website and submit your application (including the completed **Application Form** and **Reference Form**) by midnight **Monday 27th July, 2020**.

Shortlisted candidates will be contacted at the beginning of August 2020.

Learning Outcomes

The learning outcome matrix is drawn from the learning needs that were highlighted through a capacity gaps analysis completed in 2018 and updated following the revision of the Child Protection Minimum Standards in March 2020. The didactic choices to be adopted for the region will be developed to suit agreed learning outcomes following a Knowledge, Skills and Attitude model. It is important to note that some of the learning outcomes at “attitude level” are to be considered “lifelong learning outcomes” that the CPiE PDP may contribute to but not necessarily achievable through the life of the programme. The learning outcome matrix below is intended to be read vertically in terms of knowledge, skills, and attitudes relevant to the same themes. Horizontally the matrix represents the various areas covered through the capacity gap analysis.

Knowledge

Successful participants will be able to:

	A. Principles	B. Areas affecting quality of CPiE responses	C. CPiE Risks	D. CPiE Strategies and Working Across Sectors	E. Cross-cutting Themes	F. CPiE & Capacity Strengthening
KNOWLEDGE	A1.1 Explain core principles of how to: assist people to recover from the physical and psychological effects of threatened or actual violence, coercion or deliberate deprivation Help people to claim their rights (Sphere) Strengthen Children’s Resilience in Humanitarian Action	B1.1 Describe the main aspects of: Developing effective communication and advocacy messages tailored to own (or given) context upholding CP Principles OR human resource processes and policies in CPiE including consideration on child safeguarding OR	C1.1. Describe the main child protection risks that children may face in humanitarian settings C1.1.1 Explain physical and environmental dangers that injure, impair and kill children in humanitarian crisis, referencing prevention and response interventions C1.1.2 Discuss physical and emotional maltreatment of children and how it is exacerbated in emergencies and reference prevention and response interventions	D 1.1 Describe the different aspects, including the challenges and benefits: D1.1.1 of applying a socio-ecological approach to child protection programming in emergency settings D1.1.2 of delivering group activities for children well-being in emergency settings D1.1.3 of strengthening the family and caregiving environments in emergency settings D1.1.3 of implementing community level	E1.1 Describe and Explain: E1.1.1 how to include gender sensitive and transformative considerations in child protection in emergency programming E1.1.2 inclusion of children living with disabilities in CPiE programming E1.1.3 best practice in core concepts of age appropriate CPiE programming from early childhood to adolescence in programming in own (or given) context (especially in a conflict setting) E1.1.4 core concepts of refugees, IDPs, and migrant	F1.1 Explain the role that capacity building can play in ensuring effective CPiE interventions

Comprehensive Framework for Child Protection in Emergencies						
	A. Principles	B. Areas affecting quality of CPIE responses	C. CPIE Risks	D. CPIE Strategies and Working Across Sectors	E. Cross-cutting Themes	F. CPIE & Capacity Strengthening
	<p>Ensure that child participation best practice is applied in child protection emergency responses</p> <p>Ensure people's access to impartial assistance according to need and without discrimination</p> <p>Identify the Best Interest of the child</p>	<p>Child protection-focused information management</p> <p>OR</p> <p>Child protection monitoring to reflect the situation of children and their protection risks in own or given context</p>	<p>C.1.1.3 Explain how sexual and gender-based violence against children manifests in emergencies and reference prevention and response interventions</p> <p>C1.1.4 Discuss Mental health and psychological distress risks that might affect children, families, and communities in emergencies referencing prevention and response actions</p> <p>C1.1.5 Discuss risks and the impact of being Children Associated with Armed Forces or Armed groups referencing key prevention and response actions</p> <p>C.1.1.5 Explain how child labour manifests in humanitarian crisis distinguishing between forms of labour and reference prevention and response interventions</p>	<p>approaches in emergency settings</p> <p>D1.1.4 of implementing case management in emergency settings</p> <p>OR</p> <p>D1.1.5 Of implementing alternative care in emergency settings</p> <p>OR</p> <p>D1.1.6 of applying justice for children strategies in emergency settings</p>	<p>setting programming including consideration on child trafficking in emergencies</p> <p>E1.1.5 how to design and implement mobile programming in own (or given) context, particularly in conflict settings</p> <p>E1.1.6 the unique challenges facing CPIE interventions in disease outbreak settings</p> <p>E1.1.7 the importance of Cash and Voucher assistance in protecting children in own (or given) context</p> <p>E1.1.8 how to promote and support environmental considerations in CPIE programming of children and adults</p>	

	A. Principles	B. Areas affecting quality of CPiE responses	C. CPiE Risks	D. CPiE Strategies and Working Across Sectors	E. Cross-cutting Themes	F. CPiE & Capacity Strengthening
			C1.2 Recognise that children risks can be multifaceted and interlinked and therefore that CPiE programming should be situational to the child	D1.2 Describe the different aspects, including the challenges and benefits of working across sectors		F1.2 Explain the main learning theories and methodologies
						F1.3 Recognize and prioritize training needs.

Skills

Successful participants will be able to:

	A. Principles	B. Areas affecting quality of CPiE responses	C. CPiE Risks	D. CPiE Strategies and Working Across Sectors	E. Cross-cutting Themes	G. Operating Contexts
SKILLS	A2.1 Integrate CP Principles in CPiE Programming in emergency settings in own or given context		C2.1 Adapt CPiE programmes to identified child protection risks in own or given context	D2.1 Suggest or reference contextualized ways to: apply a socio-ecological approach to child protection programming in emergency settings in own or given context OR deliver group activities for children well-being in emergency settings in own or given context OR strengthen family and	E2.1 Apply best practice in: including gender sensitive and transformative considerations in child protection in emergency programming OR including children living with disabilities in CPiE programming OR appropriate CPiE programming from early childhood to adolescence in programming in own (or given) context (especially in a conflict setting)	F2.1 Apply knowledge about main learning theories and adult education principles to adapt and deliver training which address identified needs to own (or given) context

A. Principles	B. Areas affecting quality of CPiE responses	C. CPiE Risks	D. CPiE Strategies and Working Across Sectors	E. Cross-cutting Themes	G. Operating Contexts
			<p>caregiving environments in emergency settings in own or given context</p> <p>OR</p> <p>implement community level approaches in emergency settings in own or given context</p> <p>OR</p> <p>implement case management in emergency settings in own or given context</p> <p>OR</p> <p>implement alternative care in emergency settings in own or given context</p> <p>OR</p> <p>apply justice for children strategies in emergency settings in own or given context</p>	<p>OR</p> <p>Suggest or reference contextualized ways to consider refugees, IDPs, and migrant setting programming needs in programming</p> <p>OR</p> <p>designing and implementing mobile programming in own (or given) context, particularly in conflict settings</p> <p>OR</p> <p>Suggest or reference contextualised ways to implement CPiE interventions in disease outbreak settings</p> <p>OR</p> <p>Suggest or reference contextualised ways to implement Cash and Voucher assistance programming in protecting children in own (or given) context</p> <p>OR</p> <p>Suggest or reference contextualized ways to promote and support environmental considerations in CPiE programming</p>	

	A. Principles	B. Areas affecting quality of CPiE responses	C. CPiE Risks	D. CPiE Strategies and Working Across Sectors	E. Cross-cutting Themes	G. Operating Contexts
			C2.2 Contextualise emergency preparedness plans to identified potential child protection risks in own (or given) context	D 2.2 Suggest or reference new ways to work across humanitarian sectors		F2.2 Evaluate and assess impact of learning in own (or given) context

Attitude

Successful participants will be able to:

ATTITUDE	A.3.1 Demonstrate critical and strategic thinking to apply CPMS principles in own or given context.		C3.1 Demonstrate critical and strategic thinking to analyse and prioritise child protection risks based on own (or given) context.	D3.1 Demonstrate critical and strategic thinking to reflect cross-cutting themes relevant to the region and context in CPiE programming.	E.3.1 Demonstrate critical and strategic thinking to reflect cross-cutting themes relevant to the region and context in CPiE programming.	
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LIFE LONG LEARNING	Promote complex and contextualized approaches to CPiE interventions.			Challenge with confidence non-inclusive CPiE programme interventions	Demonstrate commitment to disseminate learning, based on capacity needs, to ensure staff development.
				Promote strategic approaches to cater for adolescents and youth needs	Collaborate effectively to identify and respond to CPiE sector capacity needs.