



CHILD PROTECTION IN EMERGENCIES CAPACITY BUILDING

Mapping & Market Analysis

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Global Protection Cluster
Child Protection

PRODUCED BY:
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IN PARTNERSHIP WITH:
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MEMBERS OF THE LEARNING & DEVELOPMENT TASK
FORCE OF THE CHILD PROTECTION WORKING GROUP.



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Preface

The Child Protection in Emergencies (CPiE) Capacity Building Mapping and Market analysis recommendations are grounded in a stark context.

The work is dangerous and the price is high. During the brief time-span of this project, from 22 March to 31 May 2015:

- In the course of one week alone, nine child protection practitioners were murdered in Somalia and Afghanistan
- Two separate, devastating earthquakes rocked Nepal
- Threats to children in emergencies continued from within the very system charged with their protection, with new reports that allege United Nations peacekeepers have sexually abused children in the Central African Republic, Chad and Equatorial Guinea

The CPiE sector, and arguably the entire humanitarian system, is struggling to keep up with ever increasing demand as large, headline grabbing emergencies compete for attention with smaller, silent crises around the world. Resources remain constrained while needs and complexity continue to rise.

Now, more than ever, the CPiE practitioner workforce needs – and deserves – significantly more resources, recognition and capacity building initiatives to serve increasing numbers of children in emergencies.

It is our sincere hope that this report will contribute to efforts to strategically build that support.

Acknowledgments

Linksbridge SPC produced this report, corresponding data and materials. Linksbridge is a Social Purpose Corporation (SPC) providing strategy consulting services to global health, development, international human rights and humanitarian organizations.

This project was made possible through the generous contributions of time and hard earned wisdom from a number of experts and practitioners across the humanitarian, human rights and CPiE sectors, including:

- 26 subject matter experts (see Annex for details), and
- 286 survey respondents

We are grateful to the stakeholders who supported the project, including Katy Barnett and Sabine Rakotomalala of the Child Protection Working Group (CPWG) and Hellen Nyangoya and Saudamini Siegrist (UNICEF).

Hannah Uprichard from Save the Children UK provided direction, guidance and ongoing insights throughout the project.

Document design support provided by Jen Fox of Atomic Fox Design.

Document Structure

This document is divided into four main sections: Recommendations, Capacity and Gaps Analysis, Training Mapping Analysis, and Demand Analysis. While each section is intended to inform the overall recommendations, they are also structured to stand alone, in order to maximize flexibility for future distribution.

Executive Summary

Over the past decades, humanitarian action has transformed from a collection of ad hoc emergency responses to an increasingly organized, interconnected, and diverse system.

As the humanitarian system has evolved, so too has the perception of humanitarian aid response work from an informal, voluntary vocation to a formal profession.

In parallel, an increasing number of actors within the humanitarian system have formed a growing movement to professionalize the sector. While this movement has its detractors, many humanitarian actors believe the sector must inevitably reform and professionalize in order to better serve people in emergencies.

As a result, particularly during the past 20 years, humanitarian, academic and private sector actors have designed and launched hundreds of learning and capacity building initiatives aimed at building the sector. These include, among others, the Active Learning Network on Accountability and Performance in Humanitarian Action (ALNAP), the Emergency Capacity Building Project (ECB), Enhancing Learning and Research for Humanitarian Assistance (ELRHA) and most recently the Humanitarian Leadership Academy. The Start Network also offers an excellent example of innovative developments in the humanitarian sector, particularly committed to building community response capacity.

Through these initiatives, humanitarians have collectively created a capacity building sector that now includes a growing array of content (including curricula, standards, guidelines), providers (academia, private sector, nonprofits) and formats (in-person, blended, online). Innovations are also in the works to tackle accreditation demand, such as [ELRHA's Humanitarian Passport initiative](#), intended to create a “globally applicable and coherent system for the humanitarian sector to capture, recognize and certify the skills, learning and development of aid workers.”

The child protection in emergencies (CPiE) sector formed within this evolving humanitarian context, moving from an idea in 2000 to a recognized sector within a decade. It now stands as a sophisticated, thoughtful sector with a professional set of tools, manuals, methodologies, minimum standards and developing core competencies.

As it grows, the CPiE sector continues to develop a number of capacity building initiatives to support an expanding cadre of practitioners, including trainee schemes, online education, and accredited academic courses such as the recently

launched CPiE postgraduate Diploma at the University of KwaZulu-Natal.

Moving forward, the CPiE sector faces three core challenges:

1. The CPiE sector will continue to fight for recognition and value in the aid world. In contrast to more established humanitarian sectors that provide supplies and services (e.g. health, food, shelter), child protection in emergencies is still a relatively young and poorly understood sector. Specific challenges include:
 - It is rights-based and cross-cutting, making it conceptually complex in emergency environments where the tendency is to seek rapid, easily deployable solutions.
 - Its target group, vulnerable children living in emergencies, hold the least voice, influence and sway in lobbying for their needs and services, i.e., their ‘demand’ is rarely heard.
 - Some of the most important aspects of child protection in emergencies remain the most challenging in the entire humanitarian sector, including addressing different forms of violence against children, including sexual and gender-based violence.
 - While the humanitarian sector as a whole has made some progress in acknowledging that protection should be at the heart of all responses, notably reinforced by the [IASC Principals Statement on the Centrality of Protection in Humanitarian Action](#), translating this into reality remains a tough, uphill battle.
2. Although the CPiE sector has successfully developed strong methods, tools and standards, it continues to suffer from a shortage of high quality practitioners to provide services to children in the field. This global shortfall is exacerbated by several factors, including:

Capacity building support is scarce exactly where it is needed most

Human beings are the heart and soul of child protection in emergencies. The vast majority live in emergency-affected contexts, including those who comprise a less formal protective system: crisis survivors (children, extended family), adults and professionals most frequently in contact with children (teachers, social workers, health care workers); as well as those who comprise a more formal, professional child protection in emergencies workforce: members of

community based organizations, national NGO staff, national staff with international NGOs and multilateral agencies, as well as national aid workers and human rights activists working independently.

For these professionals, paraprofessionals and families, access to capacity building in child protection practices is limited.

Variable livelihood prospects drive trained practitioners to other sectors

Symptomatic of the humanitarian sector's primarily project-based funding model, CPiE remains an uncertain career for many practitioners, offering primarily short-term contracts for work in tough environments. Lack of a stable career path, combined with a need to secure livelihoods to support families, can push well-trained practitioners looking for a permanent contract to leave the sector for more stable sectors.

Poor retention at the mid to senior level with fewer experienced practitioners remain in the field

Without significant structural changes in the CPiE sector, some segments of its mostly highly experienced, senior practitioners will continue to withdraw from field-based work, and from the sector as a whole. The sheer depth of experience and know-how held at the senior levels is intensely valuable to the sector. However, worldwide, as in all social services, it is a sector that remains poorly paid, often physically and emotionally risky, and forces its predominantly female workforce to make brutal trade-offs between individual dreams and aspirations and the collective needs of children at risk in emergencies.

Shortfalls in the larger CPiE practitioner workforce require junior and mid-level practitioners to take on too much, too soon

With a shortage of new practitioners coming into the sector, and many experienced practitioners partially or entirely withdrawing, the burden of tackling tough field work can fall disproportionately on junior, less-experienced practitioners, risking early burn out as a result.

3. The entire humanitarian system is massively over-stretched and struggling to cope with increasing humanitarian emergencies, large and small, with 2015 the highest number of simultaneous IASC level 3 emergencies ever experienced.

In 2015, many more children are living in large-scale humanitarian crises than ever before.

A review of UNICEF's Humanitarian Action for Children (HAC) 2015 Appeal and Nepal Flash Appeal suggests that **~660 million children live in 35 of these crisis-affected countries**, of which **~87 million are directly affected by crises**.

Of these children, **UNICEF appeals would target ~36 million** with a range of services in five main sectors: health, nutrition, water and sanitation, education and child protection.

Within the child protection in emergencies planned response for 32 of these countries (Liberia, Guinea and Sierra Leone data unavailable at this level), UNICEF would potentially serve an estimated:

- **3.6 million children with child protection services** (typically psychosocial services, mine risk education, safe spaces)
- **0.3 million children with specialized services** (including sexual and gender-based violence (SGBV) prevention, separated & unaccompanied support, prevention of armed forces recruitment or reintegration)

Children living in these emergencies are facing an increasingly broad array of complex protection threats, for example:

- Unfamiliar challenges posed by asymmetrical warfare (e.g., Boko Haram, ISIS, Al-Shabaab), climate change, and rapid urbanization
- Increasing loss of humanitarian access, posing increasing risks to children and to CPiE practitioners trying to reach them, and at times requiring negotiations with those actors who are themselves the perpetrators of violence against children

These challenges, as well as the opportunities created by a developing CPiE sector, form the contextual background underpinning the CPiE Mapping and Market Analysis recommendations.

Recommendations

The CPiE Mapping and Market Analysis recommendations are built on three research activities:

- An analysis of the organizational capacity and gaps of the CPiE sector, through detailed document review, subject matter expert interviews, and data modeling, including research and development of a dataset on children in emergencies
- A mapping exercise to determine the universe of capacity building providers relevant to child protection in emergencies, through a detailed document review and subject matter expert interviews
- An assessment of current practitioner market demand for different forms of capacity building services through an online survey and subject matter expert interviews

Detailed findings for each of these project components are included in the body of the report. Summary findings are incorporated in the following sets of recommendations.

Recommendations are segmented into two sections, related to: 1) general capacity building in the CPiE sector, and 2) capacity building specific to options for expanding the CPiE Postgraduate diploma project.

CPiE Sector Capacity Building

FINDINGS

Subject matter experts and stakeholders interviewed for the project offered strong, equally valid, and sometimes completely opposing points of view about the best ways to

build CPiE sector capacity. For the purposes of the report, we chose to acknowledge these different perspectives (see a summary snapshot in Exhibit A), but seek to anchor key findings and recommendations in areas of common ground.

Most CPiE experts and stakeholders would agree that:

- The CPiE sector has made great strides in the past 15 years
- There is a core contingent of excellent, engaged CPiE practitioners nationally and globally
- Worldwide, however, there are not enough of these practitioners to meet the needs of rising numbers of at-risk children in emergencies who are facing increasingly complex threats
- Capacity building is an urgent need for the entire CPiE sector
- There is a need to focus in particular on national level capacity building
- Minimum standards and tools are strong additions to the CPiE sector

For those who agreed that capacity building is needed:

- There is no strong consensus that one form of training is better than others, training format should vary based on practitioner needs, location and level of experience
- There is a need for capacity building at all experience levels
- Each practitioner level requires somewhat different forms of capacity building

EXHIBIT A

Spectrum of Perspectives	Key Questions
Child Protection/Child Protection in Emergencies	To what extent should all CPiE practitioners have a classic child protection background?
Development/Emergency	Can development practitioners do well in emergencies?
Academic/Practitioner	To what extent do CPiE practitioners require academic vs. practical experience?
Community based, bottom-up, southern-led protection response/ Internationally directed, northern-led protection response	Although all would agree in principle that emergency response should be led by affected children, family, community members and national practitioners, how do we shift the current dynamic to reality? Aren't external practitioners still needed in some emergency contexts, particularly when national capacity has been affected (e.g., rapid onset natural disasters) or in conflicts where national responders are often unable or unwilling to act neutrally (e.g., Syria, Ukraine)?

- Practical experience should be a core component of all capacity building. Theory is important, however, it should always be combined with field experience
- Some key competencies continue to remain significant gaps for practitioners, particularly effectively preventing and addressing different forms of violence against children

In addition to these common themes, analysis from two other project components indicate that:

- There are far more providers offering trainings relevant to CPiE than perhaps initially believed (see mapping analysis)
- The CPiE global practitioner workforce shortfall is likely higher than suspected, confirming the reality of limited CPiE practitioners responding to increasing emergencies. At a minimum, **children in a subset of some of the most extreme emergencies likely require at least triple the current estimated CPiE practitioners** (see capacity and gaps assessment and modeling).

RECOMMENDATIONS

Build capacity building strategies that respond to evolving humanitarian scenarios

The CPiE sector is working hard to respond to increasing demand for protection services to children in risky environments. To meet this current demand, it must continue to build and sustain a strong cadre of CPiE practitioners able to rapidly provide high quality protection services, and ensure the safety and well-being of these practitioners.

This requires continuous, flexible investment in high quality, situation-responsive, accessible skills-building training for CPiE practitioners.

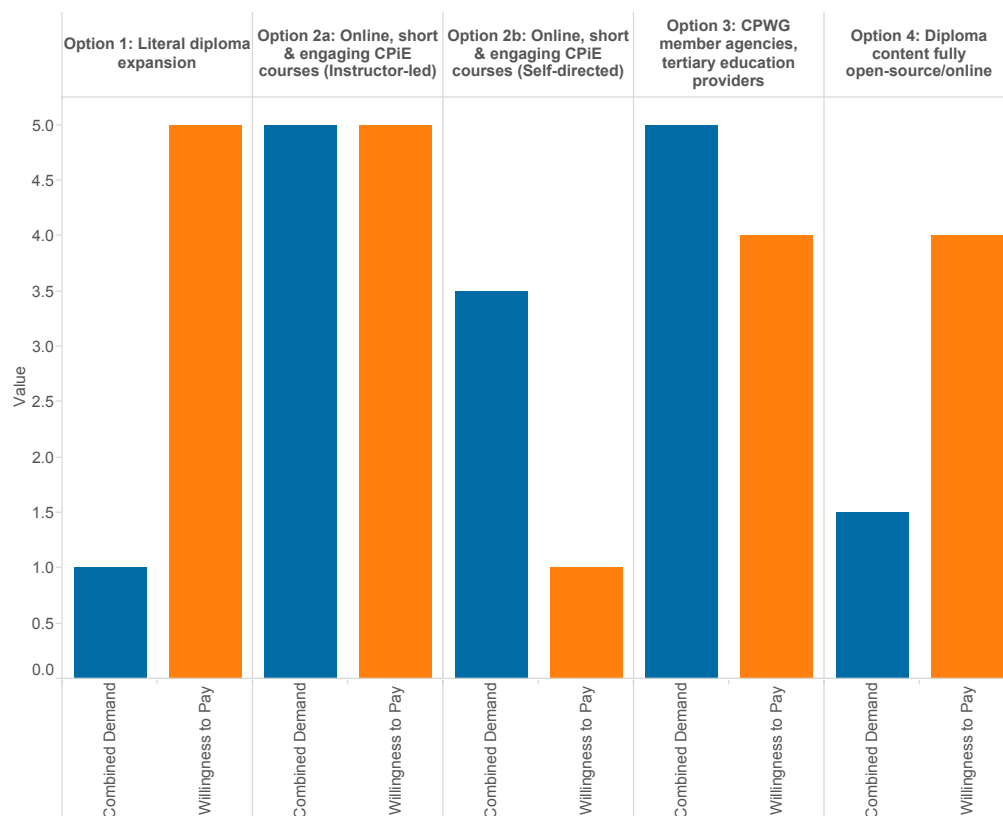
However, in a context of competing priorities, constrained resources, and expanding need, the sector must also find ways to shape and right-size these CPiE skills-building initiatives.

Future capacity building initiatives should be consistently modeled against projected global humanitarian scenarios.

EXHIBIT B

Willingness to Pay and Demand for CPiE Postgraduate Diploma Project

There is a willingness to pay for literal expansion of the CPiE Postgraduate Diploma project, but greater demand for other learning formats



Note: Combined demand takes into account reported interest, as well as need for training. Willingness to pay takes into account reported fair market cost for training. Both demand and willingness to pay are ranked on a scale of 0-5 with 0 being least and 5 being highest or most.

Source: Linksbridge analysis and questions #4, 11, 18, and 20, Demand Analysis Survey, May 2015

Measure Names

- Combined Demand
- Willingness to Pay

For example, in a best-case scenario, the intensity and frequency of emergencies would decline, allowing for more focus on developing the workforce both in quantity and quality.

If scenarios remain the same, or worsen, there will be far more children at risk in emergencies than the current system can serve. To meet increasing demand, CPiE agencies will be forced to make strategic choices and seek innovative, alternative protection solutions.

Strategies could include weighing options including:

- **Building the formal workforce** — CPiE coordinators, program managers, and program staff working with national and international organizations in the field and at headquarters level — by either increasing the total numbers of at least minimally qualified CPiE practitioners now, or investing in a deeper, highly trained cadre of professionals that is smaller, and requires more time to develop, but is best in class.
- **Building the capacity of community-based protection systems** — the informal protection cadre comprised of community-based paraprofessionals, family, extended family members and affected children.

Focus collective efforts on shared values, and find strength in diverse approaches

The child protection in emergencies community has achieved much together, and collective power is vital to the movement. For example, the Child Protection Working Group (CPWG) has created a joint capacity building task force plan with member agencies.

However, given the diversity of organizational mandates and approaches for agencies working in CPiE, it may be unlikely, and perhaps unnecessary, to create a collective theory of change that would lead to a fully shared capacity building strategy. Organizations can, and should, continue to experiment with different forms of capacity building initiatives, but should consider agreeing to the following shared priorities:

- Prioritize building national response capacity
- Share information about current and planned capacity building initiatives
- Ensure that capacity building is accessible to the global community of practitioners
- Recognize the body of knowledge and practices enabling provision of high quality services to the most vulnerable children in the world as a global good, to be made widely available to all individuals seeking to protect children's rights in emergencies

CPiE Postgraduate Diploma Project Expansion Options

The CPiE Mapping and Market Analysis is anchored in a series of four potential options to expand the CPiE postgraduate Diploma project, ensuring that it is strategic and fit for purpose. These options are through:

OPTION 1: LITERAL EXPANSION

To expand the CPiE postgraduate Diploma in the most literal sense, i.e. to work in close, intensive partnerships with additional university partners to design and deliver additional fully accredited CPiE certificates/ diplomas/ degrees using the CPiE postgraduate Diploma content as the basis for new curricula.

OPTION 2: ONLINE, SHORT COURSES

To expand the reach of the CPiE postgraduate Diploma project by working with online education providers to create short and engaging CPiE online courses which are built from the CPiE postgraduate Diploma content.

OPTION 3: MEMBER AGENCY CAPACITY BUILDING INITIATIVES

To expand the reach of the CPiE postgraduate Diploma project by disseminating the CPiE postgraduate Diploma content to CPWG member agencies and allow them to use in it developing their own capacity building initiatives (either internally or at interagency level), engaging tertiary education providers as appropriate.

OPTION 4: ONLINE AND OPEN SOURCE DIPLOMA

To expand the reach of the CPiE postgraduate Diploma project by making the CPiE postgraduate Diploma content fully open source – placing it online & allowing others to use and adapt it freely.

FINDINGS

Findings suggest that there is demand for all of the four expansion options, i.e., all options should be considered important capacity building initiatives for the sector.

The project's survey data offers the deepest insight into demand, with the caveat that this likely represents a small segment of the CPiE practitioner workforce. An analysis of potential demand for different options cross-referenced results of three survey questions, as follows: potential use of this option in the next five years; willingness to pay near market value for this option; and ranking as a significant training need. See Exhibit B for a snapshot of results.

Overall, most survey respondents (likely representative of a small, highly educated and experienced group of CPiE practitioners) indicated highest demand for: Option 3: CPiE postgraduate Diploma content delivered through CPWG member agencies, tertiary education providers; and Option 2: short and engaging CPiE online courses built from the CPiE postgraduate Diploma content (with a preference for instructor-led, rather than self-directed)

The online and open source option for a full CPiE diploma received a moderate response, likely suggesting that while an online diploma would be easier and more flexible than a full-time, blended learning diploma, it is still a more significant time commitment than other options.

Finally, a small contingent of survey respondents indicated demand for Option 1, the CPiE postgraduate Diploma in its current form, based at a university. Although the overall demand in the survey was lowest compared to other options, it is nevertheless significant, particularly given the already high education levels of respondents. It is also the option for which practitioners are most willing to pay fair market value.

RECOMMENDATIONS

Further Assess Demand in the Field

The CPiE Market and Mapping Analysis survey reached an important, but very small and specific segment of CPiE practitioners—representing about 5-10% of the global workforce. There is likely enough information now available to help inform investments into capacity building initiatives for this group of practitioners.

However, this survey, and other capacity building research, has yet to reach the majority of CPiE practitioners who are living and working in their home countries and communities. Country level focus group discussions, rather than surveys, might best reach this group of practitioners to determine their specific needs and priorities.

Develop Analytical Tools to Assess Expansion Options

To select the best capacity building option for practitioners, we recommend an analytical model that segments practitioners by level of experience, education and location, and then weighs: level of practitioner demand; level of resources required to scale an option (including developing content; human delivery of content and physical infrastructure); and potential reach (volume of practitioners reached). See Exhibit C for an example of this type of analysis.

EXHIBIT C

Option	Resource and Reach Analysis	Survey Respondent Demand
OPTION 1: An expansion of the CPiE postgraduate Diploma model	Highest expense with lowest practitioner reach.	Lowest demand, but valued the highest, i.e., for a smaller group of practitioners, this option is most valued.
OPTION 2: Short and engaging CPiE online courses built from the CPiE postgraduate Diploma content	A highly economical option that would reach the most practitioners (slightly more expensive than on-line diploma due to cost of adapting content)	High demand, with a preference for instructor-led, rather than self-directed
OPTION 3: CPiE postgraduate Diploma content delivered through CPWG member agencies, tertiary education providers	Moderately economical option with moderate reach for practitioners (direct delivery mode is more resource intensive and would reach fewer practitioners than online)	Highest overall demand
OPTION 4: An online, open-source diploma	The most economical option that could reach the most practitioners.	Moderate demand

Sector Capacity

Executive Summary

The mapping and market analysis reviewed global child protection in emergency (CPiE) organizational capacity and gaps, with a particular emphasis on understanding the global workforce of CPiE practitioners.

For the purposes of this analysis, this workforce is defined as those professionals formally employed by national and international organizations to provide protection services to children in emergencies. It does not assess the equally important community-based protection systems -- the informal protection cadre comprised of community-based paraprofessionals, family, extended family members and affected children.

The child protection in emergencies sector has made great strides over the past 15 years. Nevertheless, it is still a developing sector that has focused – rightfully – its core response on serving children at risk in emergencies. CPiE practitioners must manage scarce resources and make tough choices on the basis of rapidly changing information. As a result, there has been little time and resources devoted to

collecting data that should inform a robust market demand modeling process.

Yet an effective assessment of capacity building needs for the sector requires a high-level estimate of:

- a) The true ‘demand’ numbers, i.e., the number of children in emergencies requiring protective services
- b) The appropriate ratio of CPiE professionals available to at risk children in emergencies
- c) The current size and composition of the global CPiE professional workforce

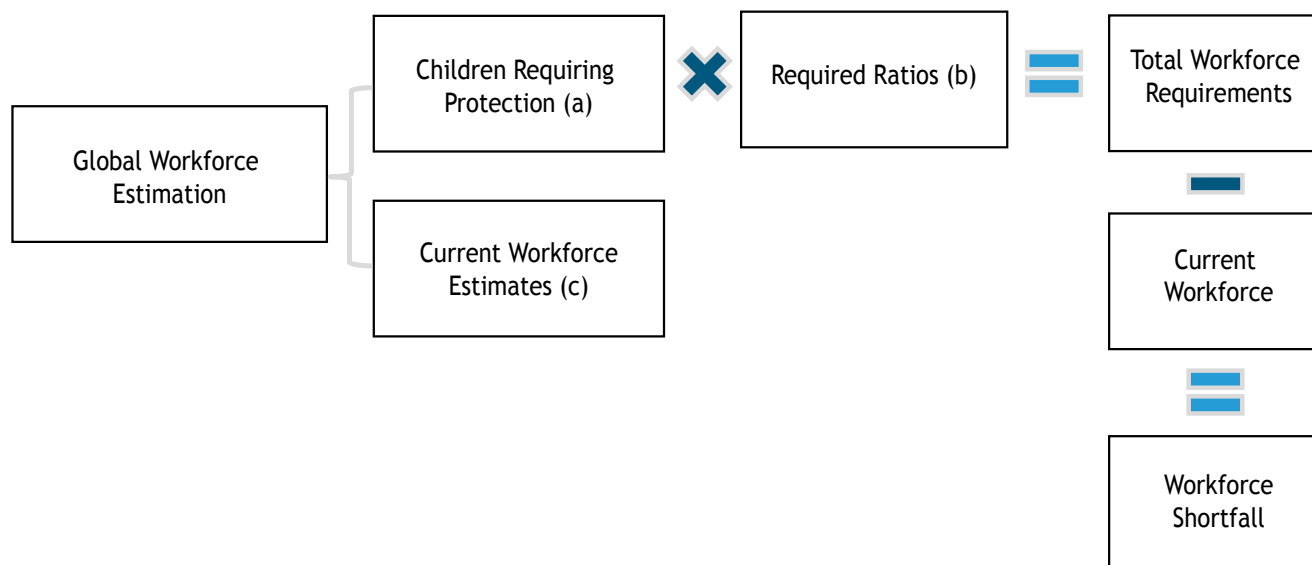
In an attempt to develop these baseline estimates, Linksbridge gathered data from a range of sources, including a brief and intensive review of available documentation; discussions with experts in the child protection in emergencies, human rights and humanitarian fields; and demand modeling techniques.

Data was analyzed and run through modeling techniques to establish initial estimates, then cross-checked against additional sources.

EXHIBIT D

CPiE Global Workforce Estimate Model

Calculating the required global CPiE practitioner workforce requires inputs including: current workforce estimates, children requiring support, and ideal ratios



This review suggests that the CPiE sector faces an **urgent capacity gap that must be addressed**.

Linksbridge estimates the current global CPiE professional workforce capacity at approximately **13,000 to 22,000 practitioners**.

Unsurprisingly, this is far too low to meet the minimum needs of an **estimated 3.6 million children requiring protection in emergencies**, which would require roughly **58,000 CPiE practitioners**.

The gap is significant – and potentially much higher than initially anticipated, suggesting that the current professional workforce should be tripled at a minimum to meet the needs of children in emergencies.

These initial estimates are intended to provide a useful starting point for further debate, discussion and rigorous refinement by members of the children protection in emergencies sector.

A detailed description of the capacity and gaps analysis methodology is included below.

METHODOLOGY

Linksbridge built the required global CPiE workforce estimate using a model with the following inputs: a) current workforce estimates, b) estimated number of children requiring support in emergencies, and c) ideal ratios of practitioners to children in emergencies (see Exhibit D). All current figures presented in this methodology are estimates.

a) Children Requiring Protection

An analysis of the UNICEF Humanitarian Action for Children (HAC) 2015 Appeals presents the following data on children in 35 emergency-affected countries:

- **Total population living in crisis-affected countries:** The 35 fragile, humanitarian crisis affected countries have an estimated total population of 1,212,452,410; with 660,038,868 of the total population children age 0 to 18 years.
- **Directly affected children:** Out of this population, UNICEF 2015 appeals suggest that 182,520,350 are directly affected by crisis, of which 87,693,210 are considered the “affected child population”
- **Targeted children:** Out of this total affected child population, UNICEF appeals would target at least 35,837,331 children 0-18 in 32 countries (excluding the ebola virus disease (EVD) affected child population in 3 countries as those numbers not available in appeals.)

- **Children Requiring Protection Services:** UNICEF appeals plan to serve an estimated 3.6 million of these children with some form of protection services (typically psychosocial services, mine risk education, safe spaces)
- **Children Requiring Specialized Protection Services:** UNICEF appeals plan to serve an estimated 0.3 million children with specialized child protection services (typically SGBV prevention, separated & unaccompanied support, prevention of armed forces recruitment and reintegration)

b) Current Workforce Estimates

Linksbridge used two complementary approaches to estimate the total number of current CPiE practitioners, defined as professionals formally and actively employed with national and international agencies who provide protection services to children in emergencies. This includes consultants.

The first estimate assessed the potential number of total field-based practitioners working with international and national child protection agencies, and the second estimate assessed the potential total practitioners working with international agencies (CPWG members and humanitarian global protection rosters). Blended estimates are in Exhibit E and detailed estimates are in the following sections.

Global CPiE Practitioner Estimates: Field-Based

An analysis of CPiE organizations working in the field estimates the total CPiE practitioner workforce deployed in emergencies in 2014 at 13,387. This is calculated based on a total of 1,217 organizations reporting membership to the Child Protection coordinating group in 24 emergency-affected countries in 2014 and on staffing modeling estimates. This assumes that the average organization has one representative at a program manager/coordinator level (1,217 total), and an average of 10 program staff per organization (12,170 total) in each emergency country.

Global CPiE Practitioner Estimates: Coordinator and Program Manager Level

A second estimate of CPiE practitioners at the coordinator and program manager level (including technical experts) within CPWG members and rosters, suggests a total of ~1,770 global CPiE practitioners.

Calculation sources include:

- CPWG Operational Member Organizations:
- UNICEF, Save the Children International (SCI) and the Child Protection Working Group (the three primary sources of CPiE practitioners with broadly accessible workforce data at the time of this review)

EXHIBIT E

CPiE Workforce Segment	Description	Global Numbers
CPiE PRACTITIONERS: Program Managers/ Supervisors/ Coordinators	Skilled CPiE practitioners currently working with international and national humanitarian and human rights agencies in the field at the program management/ coordination level	~1,200-2,000
CPiE PRACTITIONERS: Program Staff	Skilled CPiE practitioners currently working with international and national humanitarian and human rights agencies as program staff (1:10 ratio supervisor level to program staff)	~12,000-20,000
TOTAL		~13,200-22,000

- Global Protection Rosters
- Estimates were next reviewed and cross-checked against additional sources, including: individual roster research (Internet based), subject matter expert interviews, and the CPCDP Scoping Study.

Finally, as a litmus test to validate estimates, the team additionally reviewed LinkedIn profiles of 21 implementing CPWG agencies to assess the number of professionals on LinkedIn referring to CPiE in their current position. Calculation methods can be found in Exhibit F.

c) Ratios of Protection Staff to Children

Based on estimates drawn from secondary data review, including the Minimum Standards for Child Protection in Humanitarian Action, subject matter expert interviews, and a CPiE staffing model for a refugee camp in Ethiopia, we estimated the following ratios:

Child Protection Program Staff to Child Ratio:

- Child requiring general protection services at 1:100
- Child requiring specialized services at 1:20

Child Protection Manager/Supervisor to Program Staff Ratio

- Supervisor to staff providing general protection services at 1: 10
- Supervisor to staff providing specialized services at 1:5

Findings

THE GAP: CPiE PRACTITIONERS VS. CHILDREN'S NEEDS IN EMERGENCIES

As most anecdotal evidence and documentation suggest, the CPiE global workforce is clearly stretched beyond capacity at all levels (see Exhibit G). The minimum practitioner shortfall calculations is based on the factors below:

EXHIBIT F

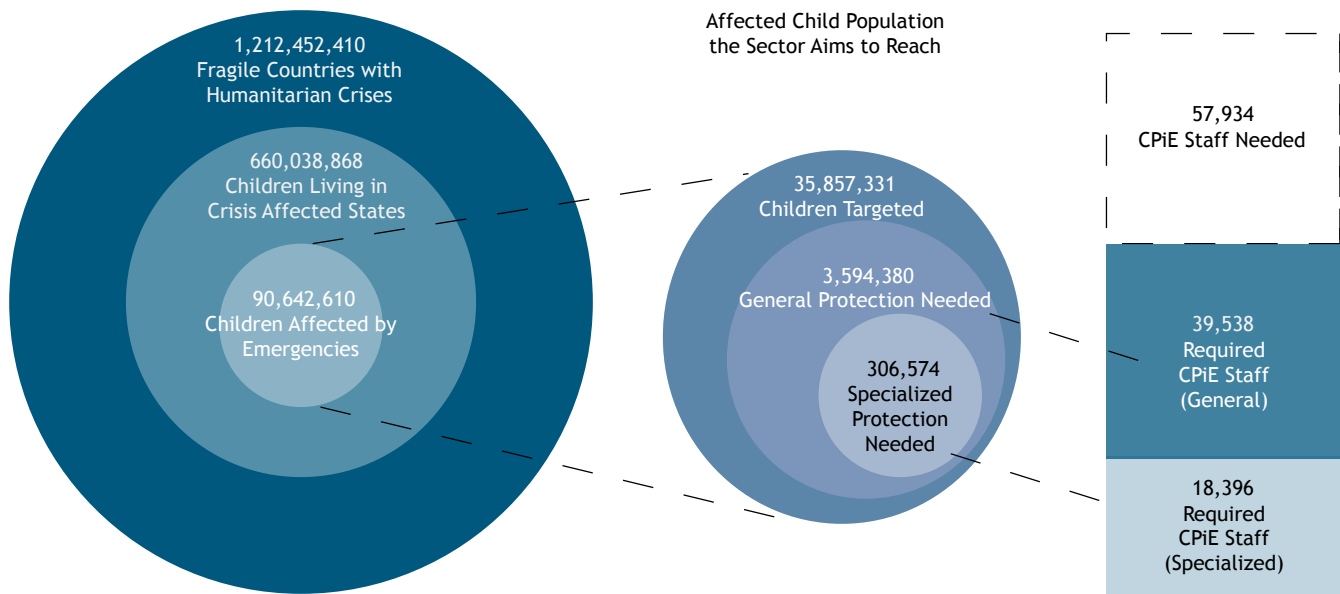
Source	Estimate	Method
UNICEF	~456	This is an estimate of 77% of 592 child protection practitioners surveyed in 2013 reporting experience in CPiE (based on survey results of 295 respondents)
SCI	~252	This is an estimate of 76% of 333 respondents to a draft survey reporting experience in CPiE (252 respondents)
CPWG Implementing Members	~253	Of 21 CPWG implementing agencies other than UNICEF & SCI with professionals on LinkedIn referring to CPiE in current position.
CPWG Trainers Roster	~55	An analysis of a CPWG training roster. Out of a total of 63 on the roster, removing SCI & UNICEF staff to avoid double-counting
Protection Rosters	~754	11 Global Protection Rosters reviewed, estimated total of ~30,000 on rosters, ~3% CPiE practitioners
TOTAL ESTIMATE	~1,770	

- Demand:** Estimates of current children requiring protection in humanitarian emergencies suggests a **minimum of ~3.6 million children ages 0-18**. A subset of this group (**approximately ~0.3 million**) **would likely require very specialized services**, such as addressing issues including sexual and other forms of gender-based violence, recruitment into armed forces, and family separation
- Required Global Workforce:** Based on this estimate of demand and ideal service provision ratios, this population of children at risk could require services from a CPiE workforce of an estimated **~58,000 practitioners**.
- Current Global Workforce:** Rough estimates of current child protection staff reporting experience in emergencies range between **~13,000 to ~22,000**. The vast majority (~90%) are likely nationally-based program staff.
- Shortfall in CPiE Global Workforce:** The gap between the current estimated global workforce and the required workforce is significant, suggesting a shortfall of a minimum of **~36,000 practitioners at the lowest estimate**.
- It is important to note that these estimates represent a **minimum**, as they are based on both a subset of 32 large humanitarian crisis countries (there are many more emergencies in the world) and agency appeals can only target a highly vulnerable segment of affected children in emergencies, not all children in need.

EXHIBIT G

Child Protection in Emergencies Gaps Analysis

Rough estimates of child protection needs suggest that a minimum of ~58k CPiE practitioners may be required globally, with the majority ~68% generalists (supervisors, coordinators and program staff), and ~32% at specialist level



Recommendations

This capacity and gaps analysis, though based on limited data and estimates, confirms that the global shortfall of CPiE practitioners represents an urgent gap that must be addressed.

KEY CONSIDERATIONS

Any capacity building efforts for the sector should take into consideration the following:

- There is a pressing need to recruit and build capacity for many more CPiE practitioners at all levels
- The vast majority of current practitioners are in the field, working in emergencies; and require general CPiE capacity building that is extremely accessible (i.e., located nearest to emergency contexts, affordable, easy to digest, flexible)
- A smaller, but significant, segment of this workforce additionally requires specialized, often context-specific capacity building in issues such as addressing specific forms of violence against children, including sexual and gender-based violence; recruitment into armed forces; family separation, and other forms of violations against children's rights (including use of the Monitoring and Reporting Mechanism)

BUILD CAPACITY BUILDING STRATEGIES THAT RESPOND TO EVOLVING HUMANITARIAN SCENARIOS

The CPiE sector is working hard to respond to increasing demand for protection services to children in risky environments. To meet this current demand, it must continue to build and sustain a strong cadre of CPiE practitioners able to rapidly provide high quality protection services, and ensure the safety and well-being of these practitioners.

This requires continuous, flexible investment in high quality, situation-responsive, accessible skills-building training for CPiE practitioners.

However, in a context of competing priorities, constrained resources, and expanding need, the sector must also find ways to shape and right-size these CPiE skills-building initiatives.

Future capacity building initiatives should be consistently modeled against projected global humanitarian scenarios. For example, in a best-case scenario, the intensity and frequency of emergencies would decline, allowing for more focus on developing the workforce equally in terms of numbers and quality.

If scenarios remain the same, or worsen, there will be far more children at risk in emergencies than the current system can serve. To meet increasing demand, CPiE agencies will be forced to make strategic choices and seek innovative, alternative protection solutions.

Strategies could include weighing options ranging from:

- **Building the formal workforce** — CPiE coordinators, program managers, and program staff working with national and international organizations in the field and at headquarters level — by either increasing the total numbers of at least minimally qualified CPiE practitioners now, or investing in a deeper, highly trained cadre of professionals that is smaller, and requires more time to develop, but is best in class.
- **Building the capacity of community-based protection systems** — the informal protection cadre comprised of community-based paraprofessionals, family, extended family members and affected children.

INVEST IN DATA COLLECTION AND ANALYSIS

The CPiE sector would benefit from:

- A far more robust assessment of the numbers of practitioners in the global workforce,
- Scenario-based models with estimated ratios of practitioners to children affected by emergencies, and
- A collective, centralized database of CPiE practitioners globally

Training Market

Executive Summary

There are an increasing number of universities and organizations that offer courses, trainings, or degree programs on child protection, emergencies, and disaster preparedness, response, and resilience. While the number and format diversity of offerings have increased, there are still opportunities for the CPiE postgraduate Diploma project to expand to meet core gaps that remain in training delivery.

For example, many trainings offered are in English. In addition, while the geographic reach of trainings has expanded dramatically over the past decade, there could be more programs available in countries heavily affected by emergencies, either online or in-person. Future trainings should continue to have a practical or field based element, program expansion should be targeted at the national or regional level, and that accreditation and credit bearing programs were seen as hugely desirable.

Overall, professional development training remains prohibitively expensive. The average overall cost for training is USD \$3,039 and ranges from free courses and curricula to \$73,000 for a two year master's degree program at a private US university. Online programs offer an attractive alternative as they were on average the most affordable option over all others.

Given the landscape, existing gaps and future humanitarian needs, capacity building and training expansion will require more than one approach. Fortunately, there are many existing providers from which to choose. In addition, survey data and existing capacity analysis confirm that overall demand can support broad expansion of the CPiE postgraduate Diploma project, especially at the national or regional level, even given the current training landscape.

METHODOLOGY

This document, corresponding appendices, and raw data provides a mapping of existing CPiE learning and development courses, and related qualifications offered by universities and a wider pool of providers - including online providers, training institutes, humanitarian agencies, the CPWG, and others. The mapping document details a total of 1,937 relevant courses, curricula, and trainings.

Courses, curricula, and trainings were collated from existing sources from the CPC Learning Network, Save the Children UK, UNICEF, Terres des Hommes, and others. These sources were further supplemented by desk research of other training providers. Websites and list serves, such as the Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP), the Human Rights Education Community of Practice, PreventionWeb, Relief Web, and the Peace and Collaborative Development Network (PCDN), among others, were searched. In addition, a general Google/Bing search was conducted with CPiE relevant search terms (see Definitions and Methodology in [the raw data](#) for more information). The results were cross-referenced through subject matter expert interviews and further informed by survey responses.

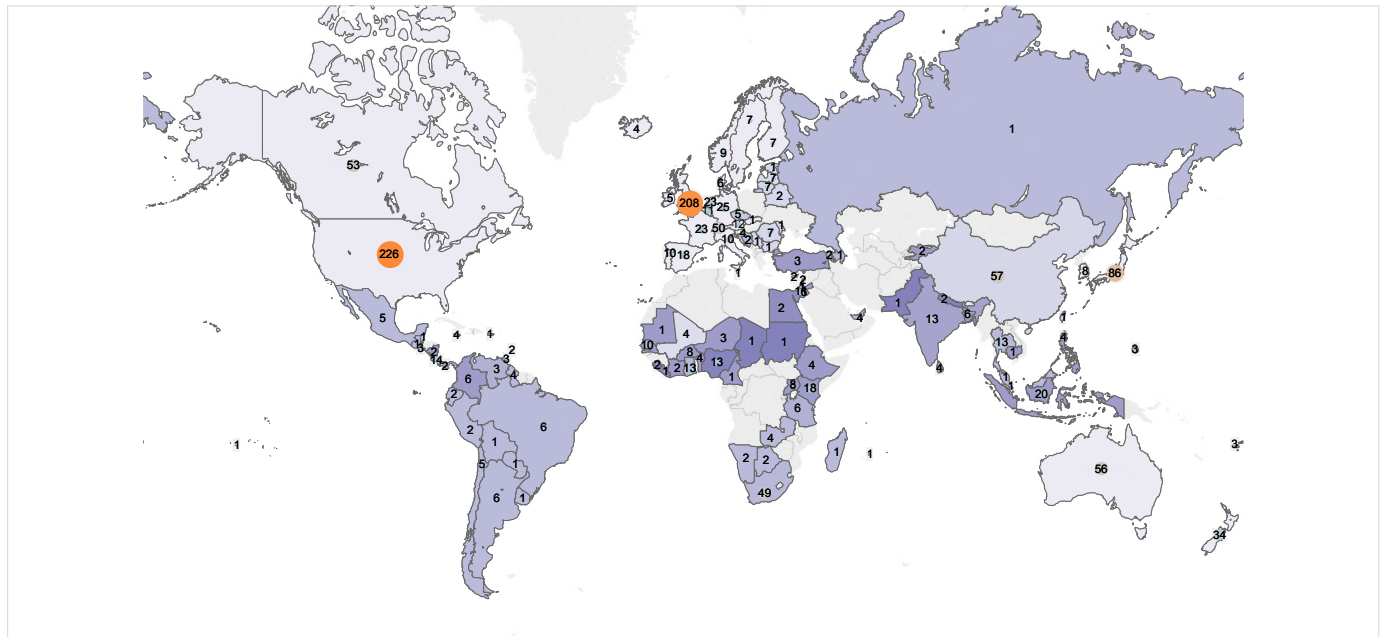
Where available, fields collected included: provider type; format; institution name and department; program date; country location; level; certificate, degree or diploma awarded; year created; target audience; description; and contact information. Past mapping data that captured membership affiliation, was also retained. Additional analysis was conducted through a ranking process in three areas.

1. In order to more easily search the data, courses were ranked by CPiE relevance, from “High” (directly related to CPiE and a core competency) to “Low” (unrelated to CPiE and focused on a skill). Entries ranked as “Medium” indirectly addressed humanitarian response and/or a known required skill or common capability in the sector (e.g. social work, fundraising, program management, human rights, and cluster coordination/humanitarian logistics), as highlighted in existing research and documentation and supported by survey responses.
2. Given that a component of future capacity building initiatives, including any expansion of the CPiE postgraduate Diploma project, will be geared towards reaching practitioners from the Global South, courses were also ranked by location relevance on a scale of “0” (low relevance) to “5” (high relevance). Course locations were ranked as more relevant when conducted in a Global South location, as defined by the World Bank, and a failed, insecure, or fragile state prone to emergencies, as defined by the Fragile States Index 2014 (countries ranking 70 and above).

EXHIBIT H

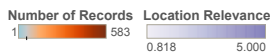
Map of Trainings Globally by CPiE and Location Relevance

While trainings tend to be concentrated in the US and the UK, a number of emergency prone countries (darker purple) also have relevant programs



Location was ranked as more relevant when conducted in a Global South location, as defined by the World Bank, and a failed, insecure, or fragile state prone to emergencies, as defined by the Fragile States Index 2014 (countries ranking 70 and above). Darker purple countries are more unstable and have more emergencies.

Source: Fragile States Index 2014



3. In order to assess and compare affordability across different types of programs, courses were broken down into cost per hour. All calculations were converted to US dollars. In addition, a three month break was factored into the per hour calculation annually for all university programs over one year in length.

Accreditation and price information were also entered where available. These two categories were difficult to obtain for all programs. In general, most university programs were accredited, especially those in the US and EU. Most online programs and programs offered by organizations that were not in collaboration with a university, were not accredited.

Language was also entered for all categories. Where undocumented, the primary language spoken by the country was selected, except for joint programs with US or EU universities, in which English or French were the most common languages. Some regions or languages were over represented in past documentation (such as Japan and China in the CPWG 2011 University Mapping), which skew the results.

This document provides preliminary background and while the data and research included in this have been reviewed for accuracy, for future usage, please note that this document is a snapshot in time and that any materials used

for communications or other purposes, should be cross-checked and verified with the most up-to-date research, evaluation, and data from the sector.

In addition, an evaluation of program quality was not conducted and was not a part of the project scope. As such, the raw data should be treated as such - an initial list of providers, which is not exhaustive of all offerings globally. As such, all of the findings and options below are given with the assumption that the level of quality and rigor on all programs are equal. All courses, curricula, and trainings should be further validated and vetted before moving forward.

Findings

Before 2005, the landscape for humanitarian and CPiE and humanitarian training was dire, with few options from which to choose. Today there are many more training options, in many formats (online, mixed and in person), with an increased menu of time and price variability to choose from. As shown in Exhibit H, while many programs are concentrated in the US and Europe, the number of trainings available are widespread geographically and available in almost every region in the world.

There are also an increasing number of universities and organizations that offer courses, trainings, or degree

programs on child protection, emergencies, and disaster preparedness, response, and resilience. Many universities and tertiary education providers also have programs that relate to CPiE Core Competencies and Minimum Standards, such as coordination, social work, and human rights programs, some of which have a special focus on children and/or emergencies.

Adding to this diversity, universities offer a number of professional certificates and diplomas that don't take as much time to complete. Several organizations have also begun to offer short trainings in partnership with universities. In addition, distance learning has been widely adopted by both universities and organizations as an instruction format, adding an affordable and shorter term alternative for many professionals.

While the number and format diversity of offerings have increased, there are still opportunities for the CPiE postgraduate Diploma to expand to meet core gaps that remain in training delivery. For example, many trainings offered are Western-centric, with the vast majority offered in English. Trainings in Arabic, French, Spanish, and other Global South languages, while growing, continue to pale in comparison, which provides an opportunity for expansion and growth (see Exhibit I). In addition, while the geographic reach of trainings has expanded dramatically over the past decade, there could be more programs available in countries

heavily affected by emergencies, either online or in-person.

Most importantly, professional development training, overall, remains prohibitively expensive. The average overall cost, where obtained, is USD \$3,039 ranging from free courses and curricula to USD \$73,000 for a two year master's degree program at a private US university. When broken down on a cost per hour basis – university programs and other trainings conducted in the Global South were more affordable in comparison to those in the US or EU. In addition, given their longer length, university programs overall tended to be more affordable when broken down on a cost per hour basis, than in-person trainings offered by organizations, such as RedR UK and other providers (see Exhibit J for a sample of providers and [raw data](#))

While the overall cost to attend university is much higher, we know through extensive research conducted by multiple institutions that these opportunity costs – in time, money and effort – pay off in the end, which is likely why individuals are also willing to pay an “accreditation premium” for them. But, if the cost to participate in an elite degree is prohibitive, especially for national professional staff, other options need to be made available. Online programs offer an attractive alternative as they were on average the most affordable option (with an average cost of \$776) over all others. Given this landscape, as well as the existing gaps and future humanitarian needs, capacity building and training

EXHIBIT I
Required Language and CPiE Relevance
 English is still the predominate language of most training courses

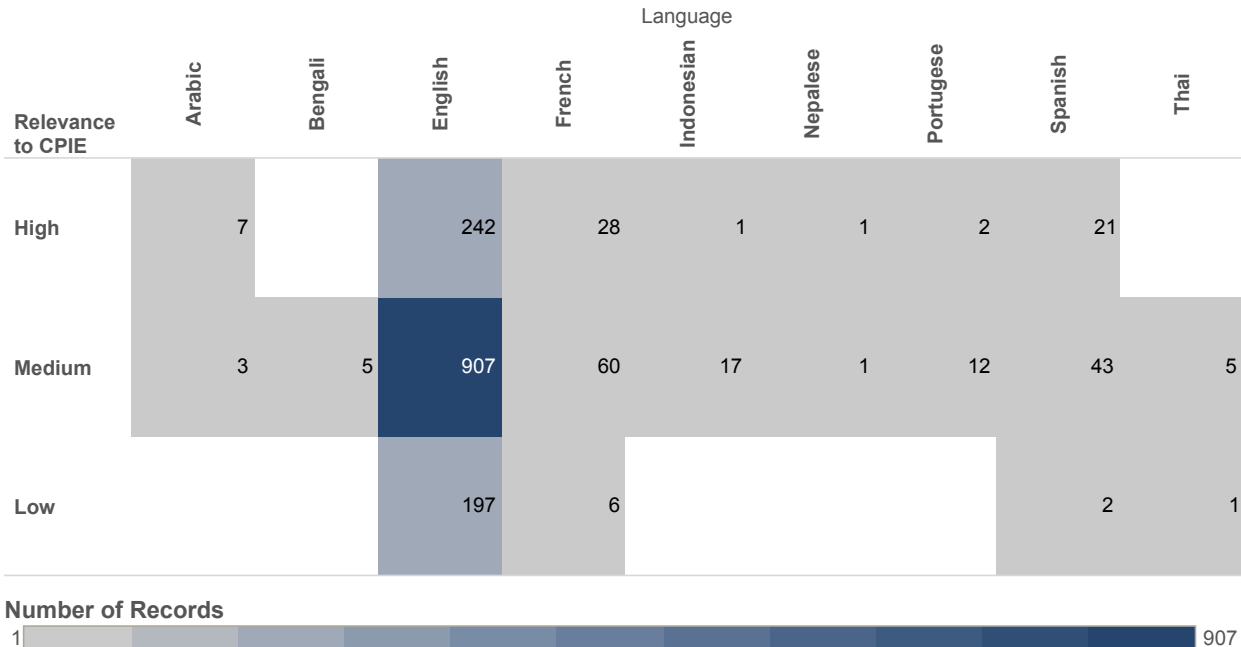
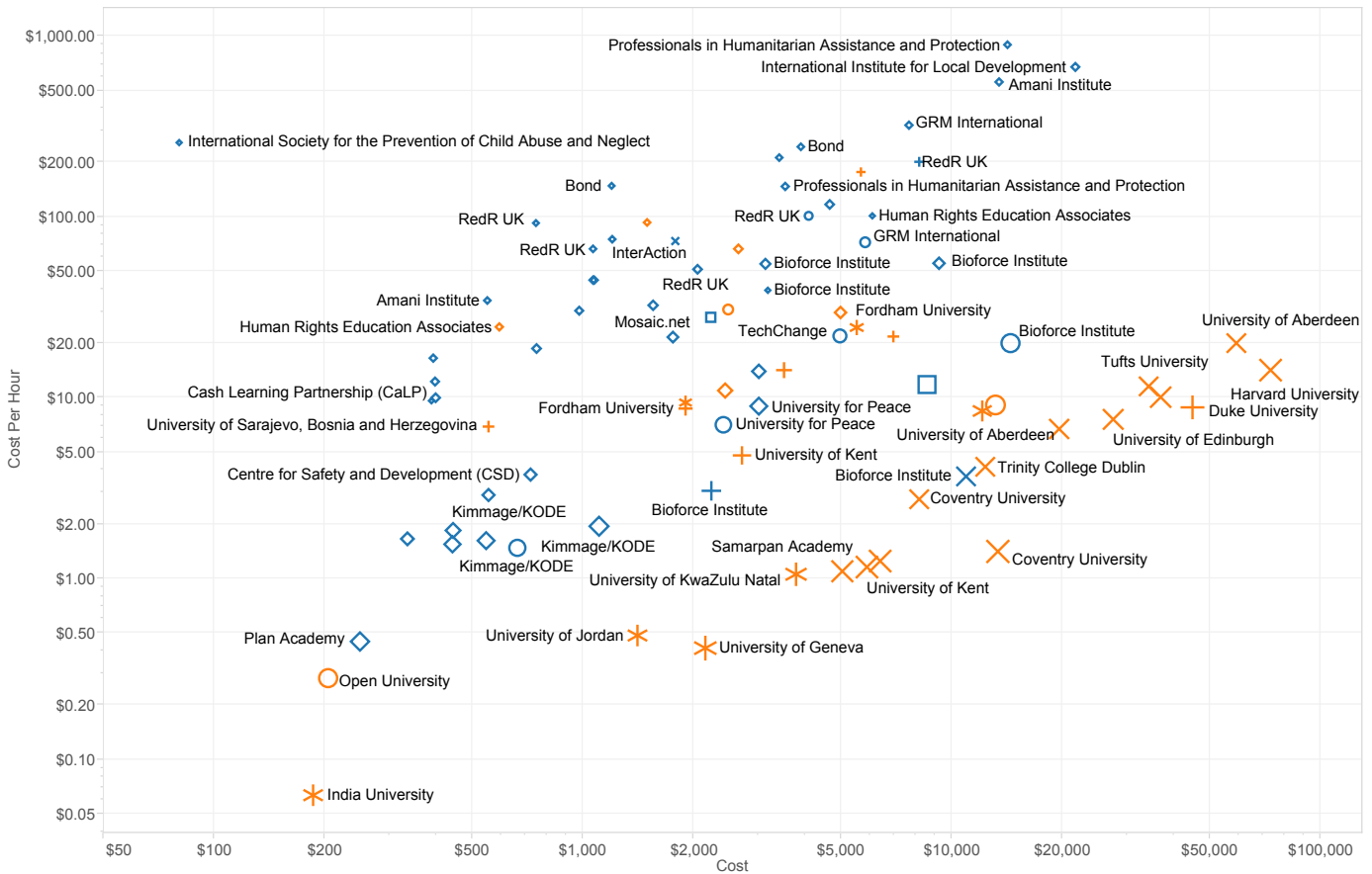


EXHIBIT J

University and Organization Training Costs

Organizational training may be more costly per hour (blue, upper left to middle), while many university programs are more expensive overall and require more time, but offer more official certifications (orange, lower right to middle)



Size of the shapes indicate program length and shape represents award associated with program. Color indicates provider type. Only organizations with available cost data are included. Not exhaustive. Source: Desk research and existing documentation, May 2015

- | | |
|---|----------------------|
| Certificate, Certification or Diploma? | Provider Type |
| ◇ N/A | ■ Organization |
| ○ Certificate | ■ University |
| □ Certification | |
| + Credits | |
| × Degree | |
| * Diploma | |

expansion will likely require more than one approach.

Another practical and delivery consideration for CPiE capacity building that came out in desk research, survey responses and subject matter expert interviews was that future trainings should continue to have a practical or field based element, which could mean providing it in a mixed format (online and in person - a good example of this is the Save the Children partnership with the Liverpool School of Tropical Medicine) or through a Global South institution. Experts also stressed that any CPiE postgraduate Diploma project expansion should be targeted at the national or regional level, keeping in mind that selecting the right institution with which to partner will be crucial to program success.

Finally, accreditation and credit bearing programs were seen

as hugely desirable. Where they are able, all training providers should take this into account when creating content.

Recommendations

The sector as a whole should consider if training should be viewed as a collective, rather than an individual good where the expertise of individuals that have been through training could be harnessed to teach others. With participants placing a premium for instructor led content and willing to pay almost double for it – a human touch is important. To help guide these trainings, the sector will need to develop additional capacity for quality trainers. With an existing facilitator shortage – “the facilitator problem” – the sector as a whole should consider who will deliver content in the future.

Also at the sector-wide level, if organizations require expensive trainings for staff advancement and retention, they should prioritize capacity building by providing trainers for their delivery and paying for their staff to attend them. The CPWG could take this into account in future programmatic thinking, either through offering scholarships or devising innovative programs to shift organizational cultural norms and standards around this issue. Given that competing priorities in the emergency environment are set to increase, capacity building could be de-prioritized without very deliberate steps to address its importance in the sector in the future.

CPiE Postgraduate Diploma Project Expansion

In the case of CPiE postgraduate Diploma project expansion, project partners are currently exploring four options, recognizing that the options are neither exhaustive nor mutually exclusive. Given the landscape, existing gaps and future humanitarian needs, capacity building and training expansion will likely require more than one approach. Fortunately, there are many existing providers from which to choose. In addition, survey data and existing capacity analysis confirm that overall demand can support broad expansion, especially at the national or regional level, even given the current training landscape.

With this lens and the findings above, the four options for expansion are explored in further detail below. Suggested training partners are not exhaustive and were selected based on existing programming with CPiE relevance and location. Cost and accreditation was also taken into account where information was available, which was limited by the project scope. In addition for each option, we have tried to identify a target audience, demand, average cost, willingness to pay, potential reach, and the economy of cost (in terms of resources – time, capital, and infrastructure – required for delivery) to help assist the CPWG in making informed choices regarding expansion depending on the desired outcome.

All options might be viable, but some might be more suitable, depending on the outcomes targeted. Also, as noted above an evaluation of program quality was not conducted and was not a part of the project scope, as such all programs are treated equally in that respect below. In addition, the potential providers listed (in alphabetical order) are not exhaustive and should be vetted further before moving forward.

OPTION 1

To expand the CPiE postgraduate Diploma in the most literal sense, i.e. to work in close, intensive partnerships with additional university partners to design & deliver additional fully accredited CPiE certificates/diplomas/degrees using the CPiE postgraduate Diploma content as the basis for new curricula.

Potential Reach: Low

Regional or Country Level Universities: Trainings conducted with local institutions at the regional or country level could be used to target national programmatic staff that have a desire to be deployed in an international setting. Separately, regional or country universities could be targeted to develop the capacity of national para-professionals. Average cost ~ USD \$8,298

International Universities: Trainings conducted by international universities could be used to target senior international staff, when conducted in the EU or US, or for national staff at the managerial level that have a desire to be deployed in an international setting or to headquarters. Average cost ~ USD \$20,451

Economy of Cost: High

Expansion the CPiE postgraduate Diploma in the most literal sense by working in close partnerships with additional universities to design and deliver additional fully accredited certificates/diplomas/degrees using the CPiE postgraduate Diploma content as the basis for new curricula, would require the most cost and effort out of all four of the options. The level of cost and effort varies by university partner. The infrastructure and personnel needed is expensive to maintain, but can be reduced if a program is operated at a regional or country level university. The “accreditation premium” placed on university programs may make them more appealing despite their cost, low reach and level of effort.

Potential Providing Partners (not exhaustive)

Suggested training partners were selected based on existing programming with CPiE relevance and location (where relevant). Cost and accreditation was also taken into account where information was available, which was limited. An evaluation of program quality was not a part of the project scope, as such all programs are treated equally in that respect. The potential providers listed (in alphabetical order) should be vetted further and should not be considered exhaustive. The full data set can be found [here](#).

Organization/University	Location
Addis Ababa University	Ethiopia
AlQuds University	Palestine
Assiut University	Egypt
Cairo University	Egypt
Duke University	US
Ecole Nationale d'Administration et Magistature (ENAM)	Senegal
Ecole Nationale des Travailleurs Sociaux Spécialisés (ENTSS)	Senegal
Fordham University	US (Global)
Fountain University	Nigeria
George Washington University	US
Hashemite University	Jordan
Institut Universitaire Kurt Bösch	Switzerland
Institution of Education	UK
International Centre for Emergency Preparedness Training	Kenya
Kadambari Memorial College of Science and Management	Nepal
Leiden University	Netherlands
Liverpool School of Tropical Medicine	UK
National University of Sciences & Technology (NUST)	Pakistan
Open University	Sri Lanka
Oxford Brooks University	UK
Pontificia Universidad Catolica De Chile	Chile
Royal Tropical Institute	UK
Royal University in Phnom Penh	Cambodia
Samarpan Academy	Nepal
The National Institute for Social Development	Sri Lanka
The University of Jordan	Jordan
Universidad Autonoma de Nuevo Leon in Mexico	Mexico
Universidad Centro Americana de Nicaragua	Nicaragua
Universidad de Panamá	Panama
Universidad Nacional del Centro del Peru	Peru
Universidad Nacional del Colombia	Colombia
University of Chile	Chile
University of Dhaka	Bangladesh
University of Geneva	Switzerland
University of Ghana	Ghana
University of Ouagadougou	Burkina Faso

OPTION 2

To expand the reach of the CPiE postgraduate Diploma project by working with online education providers to create short and engaging CPiE online courses which are built from the CPiE postgraduate Diploma content.

Potential Reach: High

Short and engaging CPiE online courses which are built from the CPiE postgraduate Diploma content could be instructor led or self-facilitated. Both offer the opportunity to reach a large number of participants. They are also not limited by academic calendars and provide flexible, shorter time commitment for participants. It is the most affordable paid option, but instructor led content, which is more desirable, is more expensive. This method of training could most likely be used to target national programmatic staff that have a desire to be deployed in an international setting. Average Cost ~USD \$776

Economy of Cost: Medium-High

The delivery format of short and engaging CPiE online courses would affect the level of effort and infrastructure needed to implement. Instructor led courses would require more resources and infrastructure, as well as effort to align programming and obtain qualified facilitators. If the training were to also provide a field based component in addition to the online training (e.g. be offered in a mixed format, which is recommended) then the cost and resources required will be higher. If the content were self-facilitated, it would require less resources and infrastructure.

Potential Providing Partners (*not exhaustive*)

Organization/University	Format
Bioforce Institute	Facilitated
Coursera	Facilitated
Fritz Institute	Self-Facilitated
Human Rights Education Associates	Facilitated
India University	Facilitated
Institut Universitaire Kurt Bösch	Facilitated
Interaction	Self-Facilitated
International Society for the prevention of Child Abuse and Neglect	Self-Facilitated
Kimmage/KODE	Self-Facilitated
Oxfam	Self-Facilitated
Plan International	Self-Facilitated
Professionals in Humanitarian Assistance and Protection	Self-Facilitated
RedR UK	Self-Facilitated
Sphere Project	Self-Facilitated
Tech Change	Facilitated
University for Peace	Facilitated
University of Kent	Facilitated
War Child Holland	Self-Facilitated

OPTION 3

To expand the reach of the CPiE postgraduate Diploma project by disseminating the CPiE postgraduate Diploma content to CPWG member agencies and allow them to use in it developing their own capacity building initiatives (either internally or at interagency level), engaging tertiary education providers as appropriate.

Potential Reach: Medium

Could be done in person, online or through a mixed format. All methods of delivery would provide a medium level of reach. Not limited by academic calendars and flexible, shorter time commitment for participants. Medium level of expense and participant fees would likely be covered by their agencies, if it is an internal training. Could be used to reach more seasoned leaders, as well as national staff that wish to be deployed internationally. Could also be used to target more specialized training on topics such as MRM. Average Cost ~USD \$2,013

Economy of Cost: Medium

All delivery methods - in person, online or through a mixed format - would have a medium economy of cost. Since it would be created by CPWG members there would be less work involved up front to build buy-in and find partners to deliver the training. In addition, each CPWG member could deliver the training in whatever format they feel most appropriate and needed for their staff. While infrastructure and staff time for delivery will be needed, the costs will be mitigated by conducting in-house.

Potential Providing Partners *(not exhaustive)*

Organization/University	CPWG Member
CPC Learning Network	Yes
BioForce Institute	No
ICRC	Yes
IRC	Yes
Islamic Relief	Yes
MSF	No
NRC	Yes
Oxford Brooks University	No
Plan International	Yes
RedR UK	No
Save the Children	Yes
Terre des Hommes	Yes
UNICEF	Yes
War Child Holland	Yes

OPTION 4

To expand the reach of the CPiE postgraduate Diploma project by making the CPiE postgraduate Diploma content fully open source – placing it online & allowing others to use & adapt it freely.

Potential Reach: High

There would be no cap on participant numbers and participants could access content at their leisure. Not limited by academic calendars and flexible, shorter time commitment for participants. Negatively, no practical experience would be tied to the training delivery and the quality of the experience may be lower and could not be as easily monitored and evaluated. Could be used for entry level staff and for non-protection workers to mainstream minimum protection standards. Average Cost ~ Free

Economy of Cost: Low

Initial outreach would need to be conducted to find a suitable provider, but once located the costs to maintain the Diploma would be low. Outreach would need to be conducted to alert the sector of the opportunity and regular updates of the materials would be maintained to ensure uptake. Providers with existing platforms where individuals would already search for curricula would likely be more desirable partners.

Potential Providing Partners *(not exhaustive)*

Organization/University	Existing Platform
CPC Learning Network	Yes
CPWG	Yes
CRED-PRO	No
Disaster Ready	Yes
European Network of Masters in Children's Rights	No
Interaction	Yes
Latin American Network of Masters in Children's Rights	No
Oxfam	Yes
Professionals in Humanitarian Assistance and Protection	Yes
RedR UK	Yes
Relief Web	Yes
Sphere Project	Yes
Save the Children	Yes
UNHCR	Yes
UNICEF	Yes

Training Demand

Executive Summary

As part of the CPiE Market and Mapping Analysis, Linksbridge interviewed numerous subject matter experts and assembled an online survey to inform the user demand analysis for CPiE capacity building and learning opportunities worldwide, with a specific focus on evaluating demand for university-level accredited products.

The survey results lead to four primary conclusions:

1. There is broad and demonstrable demand for continued learning, development, and training on the part of CPiE practitioners worldwide, and there is great value in practical, hands-on, short-course trainings that can help inform their day-to-day work
2. There is slightly narrower, but still significant, demand for university-level, accredited courses that lead to a CPiE-tailored degree or diploma
3. There is willingness to pay for strong instruction and content
4. Providing broader access to CPiE-related knowledge, information, and research through various channels and media could be immensely valuable to CPiE practitioners throughout the sector, especially those for whom more formal training opportunities may be less accessible

The strong demand for continued education and training is notable given that so many of the CPiE practitioners surveyed already have advanced degrees or training and professional experience.

In terms of format, reported interest is highest in short, in-service trainings that focus on practical skills within specific areas of need. Potential learners and program participants crave hands-on, practical, experiential learning, coupled with blended (in-person + online or in-class) methodologies and have a preference for trainings with an instructor (as opposed to self-directed courses). In-class formats rank lower amongst respondents than practical experiences, blended methods, and instructor-led online courses.

Regarding costs, willingness to pay for CPiE-related training is consistent with what one would typically expect for these

types of trainings: smaller amounts for online courses and trainings, and hundreds or thousands (though not tens of thousands) of dollars for in-person or university courses. Amongst respondents, there is a precipitous drop in willingness-to-pay above US\$5,000.

The most important takeaway in this area is that people are willing to pay for good instructors and content. Additionally, there is a perception on the part of respondents that employers are likely to help with the associated costs. Respondents are willing to pay for courses themselves (though most would seek financial support or assistance for any university/accredited coursework), but they indicate that employers are in a position to help fund this type of training and education as well.

This represents an opportunity to engage and market educational offerings and products not only to prospective students, but to the agencies and organizations for which they work as well.

A number of content areas emerge as most valuable amongst potential students and learners. Effective CPiE-related training programs should consider these as part of a sought-after curriculum. These include:

- Psychosocial strategies and practices to mitigate existing psychological trauma and to prevent further trauma
- Case management
- Monitoring, evaluation, and policy development
- MRM
- Armed conflict/children on the move
- Human rights
- Collaboration: better knowledge of other agencies and actors and how to work with them
- Management: organizational and team managerial skills and know-how
- Advocacy and communications
- Health-related topics

METHODOLOGY

Linksbridge, in conjunction with careful reviews from personnel at Save the Children UK, created a 38-question survey targeting CPiE practitioners around the world. Given the project's constraints, the team prioritized around timeliness and cost-efficacy.

Using convenience sampling as its framework, the team used SurveyMonkey, a reputable and well-established online survey tool to gather feedback. The survey was created in English and French (translated by Save the Children UK personnel) and used a variety of response types, including multiple choice, forced ranking, and text response. The survey was online-only, with no telephone, in-person, or other methodologies used.

The survey contained 38 questions and required approximately 7-8 minutes to complete. Its length was a challenge, but we deliberately sought both depth and breadth in questions in order to probe information and responses across a variety of areas. The results are informative, directional, and useful, but should be considered within the context, biases, and circumstances in which the survey was designed and distributed.

The design of the survey was led by Linksbridge, with input, review, and final approval from Save the Children UK. It was reviewed by a number of people with extensive survey expertise and field experience to ensure relevance, accuracy, and sound design. The primary tools used in the analysis of the survey results were Tableau, Microsoft Excel, and SurveyMonkey.

SAMPLE SIZE AND RESPONDENT CHARACTERISTICS

Our initial hope was to reach a sample size (n) of 300 people. We felt this would provide a sufficiently-large sample from which to draw inferences.

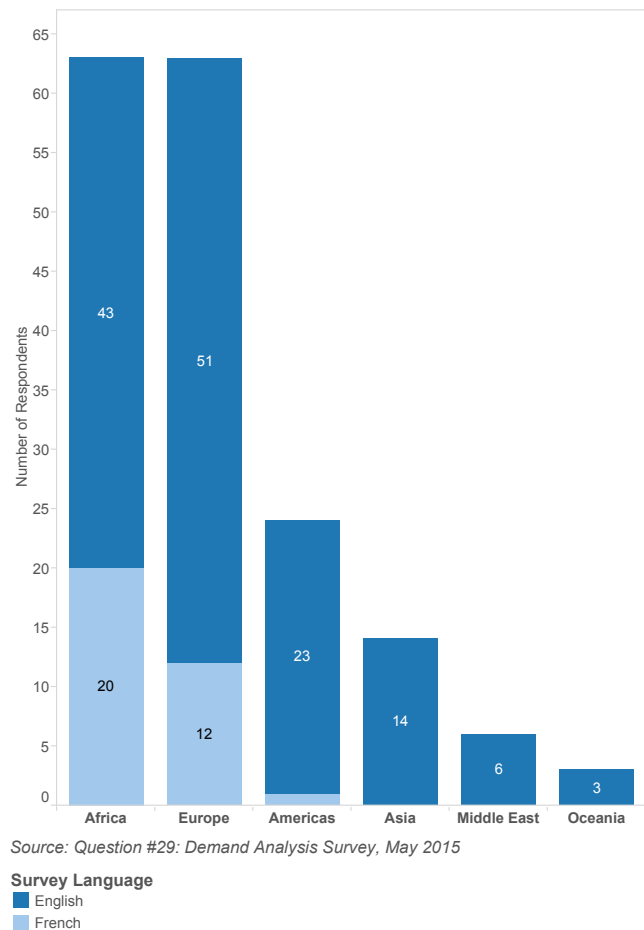
Linksbridge distributed surveys through three primary channels:

- CPWG networks: including CPWG core members and associates, 40 CPWG coordinators at the country level; Save the Children; and War Child Holland (a partner organization)
- Human rights and humanitarian networks, representing a total potential audience of well over 38,500 individuals, including the Peace and Collaborative Development Network (PCDN), the Forced Migration network, the Sexual Violence Research Initiative, and New Tactics in Human Rights

EXHIBIT K

Respondent Nationality

Majority of French and English survey respondents from Africa and Europe



Source: Question #29: Demand Analysis Survey, May 2015

- Linksbridge professional networks, reaching humanitarian and human rights professionals through social media, including LinkedIn, Twitter and Facebook

In the end, we analyzed 286 responses (240 English + 46 French). The average respondent answered 25 of the 38 questions.

TIMING

The English-language survey went public on 14 April 2015. We collated results 4 May 2015. The vast majority of responses were received during the week of 21 April 2015.

The French-language survey went public 16 April 2015. We collated results 4 May 2015. Most responses were received during the week of 21 April 2015.

DEMOGRAPHICS

We analyzed results from 240 English-language and 46 French-language respondents, for a total sample size (n) of 286. The survey reached experienced and well-educated CPiE professionals. The sample skews toward those with at least six years experience in CPiE and significant education (80% of respondents have a master's degree or higher).

The 'average' survey respondent is a 25- to 40-year-old well-educated woman, with over six years' experience working in CPiE and the resources to pursue an advanced degree. She is most likely affiliated with an international NGO or an UN agency and has been in her current role for more than three years.

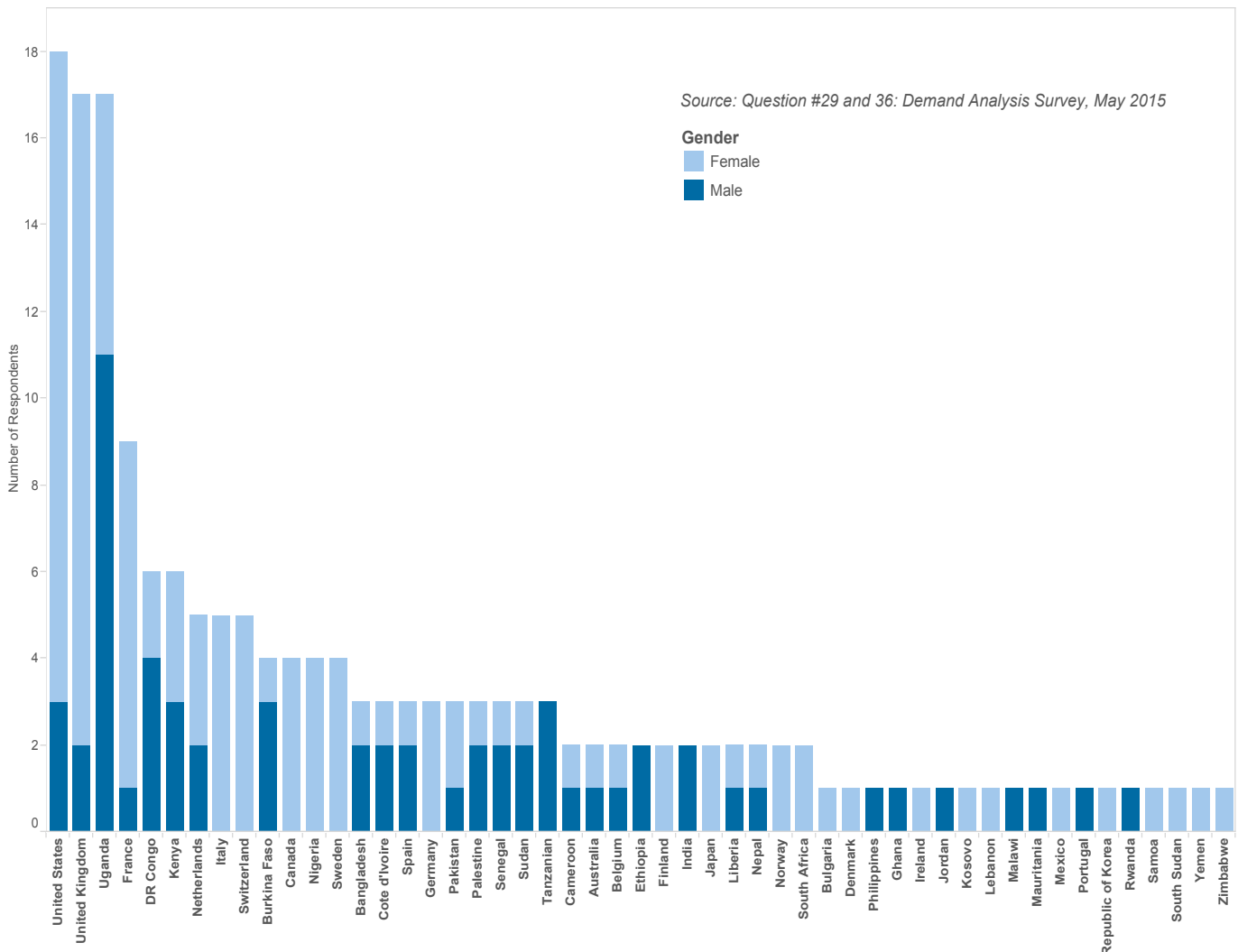
A wide variety of nationalities are represented in survey responses (see Exhibits K and L). Other demographic highlights include:

- Respondents skew experienced (~90% have more than three years experience in the sector); 62% have more than six years experience.
- 95% of respondents are between 25 and 60 years old (47% aged 41 and older). This may signal a potential gap/opportunity, highlighting a need to attract and develop next generation of leadership and young professionals
- 64% women. 36% men. Note that in Africa, the number of male respondents skewed the numbers or it would be even a higher percentage of women.
- 75% have participated in an e-learning (online) class
- Nearly all have regular access to computers (not a surprise given the survey was issued online)
- High speed Internet access is a bit more of a challenge, though 3/4 report reliable access

EXHIBIT L

Nationality and Gender

Majority of respondents were female, with a wide range of nationalities represented



- Nearly all respondents have college degree, and >80% have advanced degree of some sort

Top 5 languages spoken by respondents:

- English
- French
- Arabic
- Swahili/Kiswahili
- Spanish

Findings

Given the audience targeted for the survey, as well as the survey methodology, respondents represent a more narrow population of CPiE practitioners worldwide: they represent experienced, well-educated CPiE practitioners with experience in larger international NGOs (INGOs) or multilateral institutions. Individuals working with INGOs and/or UN affiliation represented over 50% of respondents. The audience is important to bear in mind when considering the survey’s results and findings.

There was broad consistency with our survey results and the Save the Children’s CPI Technical Expertise Survey, and UNICEF’s Child Protection Capacity Mapping Survey, which indicates consistent findings and/or reflects that all three surveys reached a similar group of respondents.

A variety of findings from the survey are worth highlighting (see Exhibits M-O):

- Continuing education and training is very important to this audience. 88% of respondents selected the top two boxes (‘important’ or ‘very important’)
- Although survey respondents were experienced and well educated, ongoing professional education and training remains a high priority for most of the 88% of respondents mentioned above, a slightly smaller percentage (65%) expressing a desire for CPiE training needs specifically.
- Respondents regularly look to outside organizations for training, though most (67%) clearly also receive training internally within their own organizations.

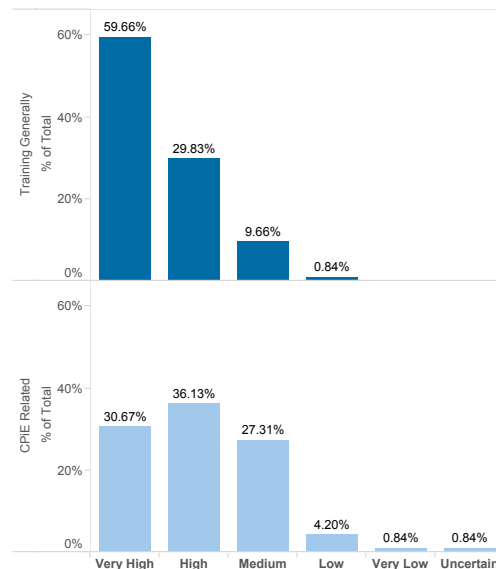
TRAINING AND DELIVERY

The survey explored four broad categories of training delivery. Each represents an opportunity for CPiE capacity building initiatives, including the expansion, refinement, and development of the CPiE Diploma, and each will also appeal to slightly different audiences, based on responses regarding relevance and likelihood to pursue specific types of trainings.

EXHIBIT M

Continuing Education Importance

Respondents highly ranked the importance and need of continuing education



Source: Question #3 and 4: Demand Analysis Survey, May 2015

Question
■ Training Generally
■ CPiE Related

The survey assessed respondents’ demand for types of training by cross-referencing different questions, specifically differentiating between ‘interest’ in a type of training and reported ‘need’ for that training.

In-person short courses appear most likely to be consumed in next five years, followed by online trainings, followed by degree-type trainings. Also, short, in-service trainings are by far the most sought after (51% rank this as highest priority need).

More detailed observations on demand segmented by respondent types are as follows:

1. University format: fully accredited CPiE certificates, diplomas, and degrees: This type appealed across a broad cross-section of respondents. Interestingly, those reporting highest interest are those with some years of CPiE-specific experience and tenure. The data seem to indicate that this type of program/degree is most attractive to those who already have related experience (and often, notably, master’s degrees in other fields) and are looking to increase their knowledge and credentials for professional advancement.
2. CPiE training delivered through humanitarian agency courses: This is the most broadly-attractive type of training opportunity, and is especially appealing to those who express less inclination toward an accredited program or degree.

3. Online education (instructor-led and/or self-directed) short and engaging CPiE online courses: This approach also appealed to those with a broad range of experience. Online trainings are likely most useful in addressing specific training needs and content areas.
4. Full online postgraduate diploma: attractive to experienced CPiE practitioners but may be especially attractive to less experienced (<5 years) and more junior staff who are looking to increase their knowledge and professional/academic credentials.

THE CPiE POST-GRADUATE DIPLOMA PROJECT

The current program at the University of KwaZulu-Natal's CPiE postgraduate Diploma program has good recognition amongst respondents, with half reporting familiarity with the program.

Most feel mid-level professionals stand to gain the most from this program's offerings.

Interest in a CPiE post-graduate Diploma is high (though in-service training emerges as the higher (or more immediate) priority overall), with 59% of respondents report very strong

(40%) or some (19%) interest in pursuing an advanced degree or diploma.

This is higher than the 17% of respondents reporting a diploma program *as their most important training need* (through question nine).

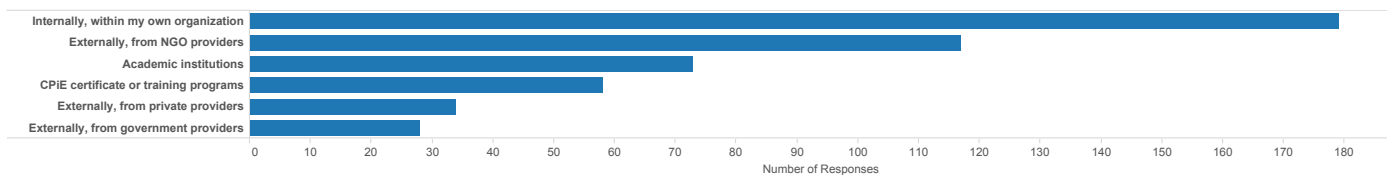
Most respondents require or would depend on some financial assistance to finance additional education (e.g. from their employer - see Exhibit P), though most also report being willing to put some of their own money toward a degree, with 33% of respondents reporting a willingness to pay more than \$1,000 for university training.

In summary, a smaller, but significant, subset of respondents (**17%**) **reported strong demand** for a CPiE post-graduate diploma, and it is the most highly-valued training option of those presented. Given the already high level of education and experience of the group surveyed, this is an interesting finding.

EXHIBIT N

Training Resources

Respondents primarily seek information, training and resources related to CPiE skills from their own organization

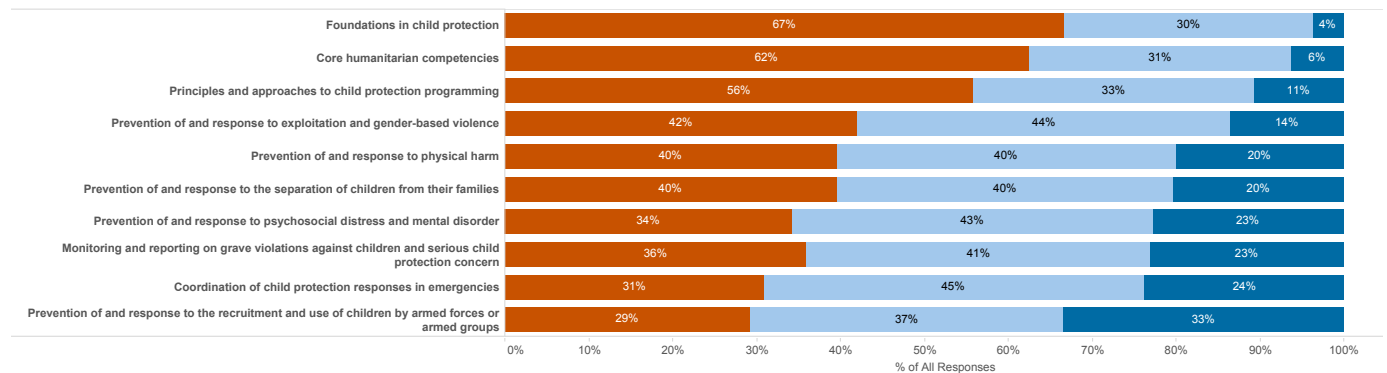


Source: Question #5: Demand Analysis Survey, May 2015

EXHIBIT O

Assessment of Existing Competencies and Experience in Child Protection in Emergencies

Respondents felt comfortable with the fundamentals of CPiE, but less so with more specialized skills



Source: Question #7: Demand Analysis Survey, May 2015



EXHIBIT P

Likely Sources of Training Funding

Respondents felt that training was likely to be paid for by their organization or employer

Question	Very Unlikely & Somewhat Unlikely	Very Likely & Somewhat Likely
I would pay for the training myself	67%	33%
I would pay for the training myself if financial assistance were available	43%	57%
Scholarships & financial aid	49%	51%
My organization/employer would cover the costs of the training	39%	61%

Source: Question #14: Demand Analysis Survey, May 2015



CONTENT AREAS

The areas where training is most needed, which may merit additional investigation on the part of academic institutions are in the following:

- Prevention of and response to the recruitment and use of children by armed forces or armed groups
- Coordination of child protection responses in emergencies: understanding humanitarian reform; role and mandate of political, peacekeeping, and peace building mission in child protection; interacting with UN military/police, UN missions, etc.
- Monitoring and reporting on grave violations against children and serious child protection concerns
- Prevention of and response to psychosocial distress and mental disorder

Interestingly, while many of our Subject matter experts thought that sexual and gender-based violence (SGBV) would be an area of need amongst CPiE practitioners, survey respondents ranked this as an area in which they have relatively high capability. This is also a gap worth investigating further.

Professionally, respondents want to strengthen and deepen their knowledge, skills, and expertise in CPiE in order to have greater impact in their work and roles.

CAREER GOALS AND PROFESSIONAL SKILLS

A significant number also aspire to management and leadership positions. Any academic program would do well to ensure it provides training and skills in this area. Some respondents also see consulting as a potential professional opportunity, though it is worth noting that many CPiE practitioners throughout the sector are independent

consultants working with or on behalf of humanitarian organizations.

The types of trainings in which respondents indicate the most interest include:

- Psycho-social strategies and practices to mitigate existing psychological trauma and to prevent further trauma
- Case management
- Monitoring, evaluation, and policy development
- MRM
- Armed conflict/children on the move
- Human rights
- Collaboration: better knowledge of other agencies and actors and how to work with them
- Management: organizational and team managerial skills and know-how
- Advocacy and communications
- Health-related topics

Recommendations

There are important sector-wide advantages that result from strong academic programs in CPiE. Programs that can train and educate leaders – who are then able to provide leadership and training throughout the sector – will continue to bolster and strengthen the sector as a whole over time. This multiplier effect is important to foster and extend.

As stated in the summary above, this survey and analysis brings to light four important conclusions about the demand for CPiE-related training and education as well as diploma programs in the Child Protection in Emergencies sector.

- First, there is broad and demonstrable demand for continued learning, development, and training on the part of CPiE practitioners worldwide, and there is great value in practical, hands-on, short-course trainings that can help inform day-to-day work
- Second, there is slightly narrower, but still significant, demand for university-level, accredited courses that lead to a CPiE-tailored degree or diploma
- Third, there is willingness to pay for strong instruction and content
- Finally, providing broader access to CPiE-related knowledge, information, and research through various channels and media could be immensely valuable to CPiE practitioners throughout the sector, especially those for whom more formal training opportunities may be less accessible
- With strong interest and demand amongst CPiE professionals for additional and ongoing training and skills development, it would be valuable for the Child Protection Working Group and its academic partners to consider ways to increase the breadth of curricular options throughout the sector. Among other possibilities, it is worth considering making the curriculum and related content available through online courses and other potential channels, particularly the CPWG member organizations' capacity building mechanisms. This will enable a larger audience to access and benefit from the scholarship, research, and practices that are developing within the field.

Appendix

Subject Matter Expert Interviews

Internal Stakeholders

Organization	Last Name	First Name
Child Protection Working Group	Barnett	Katy
Child Protection Working Group	Rakotomalala	Sabine
Save the Children UK	Uprichard	Hannah
UNICEF	Siegrist	Saudamini
UNICEF	Nyangoya	Hellen

External Stakeholders

Organization	Last Name	First Name
Bioforce Institute	Downham	Rory
Canadian Red Cross	Persaud	Christine
Consantoir	Macpherson	Bob
CPC Learning Network (Columbia University)	Canavera	Mark
Devex	Moll	Russell
Global Social Workforce Alliance / Intrahealth	Bess	Amy
Independent Consultant	Raven-Roberts	Angela
Independent Consultant	Hayes	Mike
International Rescue Committee (IRC)	Boone	Laura
Kvinna till Kvinna Foundation	Zillen	Eva
New Tactics in Human Rights	Pearson	Nancy
Norwegian Refugee Council (NRC)	Hoseth	Anne
Oak Foundation	De Lay	Brigette
Overseas Development Institute	Nicolai	Susan
Peace and Collaborative Development Network	Zelizer	Craig
Plan International	Queirazza	Anita
Save the Children Sweden	Peuschel	Minja
Save the Children UK	Ralston	Eddie
Save the Children UK	Williamson	Katharine
Start Fund	Lowrie	Sean
Terre des Hommes	Bray	Maria
UNHCR	Sandvik Nylund	Monika
UNICEF/CPWG	McCauley	Natalie
University of Washington Department of Global Health	Nartker	Anyia
Urgent Action Fund for Women's Human Rights Africa	Bofu-Tawamba	Ndana
War Child Holland	Ellermeijer	Rinske

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