Save the Children.

Child Friendly Spaces Facilitator Training Manual

Children affected by the Sichuan earthquake play in a Save the Children Child Friendly Space

2009

Our Mission
Save the Children fights for children's rights. We deliver immediate and lasting improvements to children's lives worldwide.

Who is Save the Children?
Save the Children is the world's largest independent organization for children, making a difference to children's lives in over 120 countries.

From emergency relief to long-term development, Save the Children helps children to achieve a happy, healthy and secure childhood. Save the Children listens to children, involves children and ensures their views are taken into account. Save the Children secures and protects children's right – to food, shelter, health care, education and freedom from violence, abuse, neglect and exploitation

Our Vision
Save the Children works for:
- **A world which respects and values each child**
- **A world which listens to children and learns**
- **A world where all children have hope and opportunity**

Introduction

Child Friendly Spaces, one of Save the Children's emergency interventions, provide children with protected environments in which they participate in organized activities to play, socialize, learn, and express themselves during the recovery process after a disaster or other emergency. Such spaces also provide children's parents or guardians with potentially valuable information through the usage of message boards, as well as providing them with the opportunity to have a safe space for their children while they go about the business of rebuilding their lives.

During the training you will learn how to establish a Child Friendly Space as well as become more familiar with the Save the Children *Child Friendly Spaces in Emergencies Handbook* (October 2008). This *Handbook* is a valuable reference that guides Save the Children emergency response personnel and implementing partners in the rapid implementation of effective Child Friendly Spaces for children. The *Handbook* is for use during and immediately after an emergency such as a natural disaster or situation of armed conflict.

These trainings should be implemented by Save the Children staff or partners for volunteers or facilitators prior to any Child Friendly Space establishment. This facilitator manual also assumes Save the Children staff members, partners or other relevant organization carried out a rapid needs assessment and determined that Child Friendly Spaces are actually needed within the community.

An art corner in a Child Friendly Space in Sichuan Province, China

I. PURPOSE AND OBJECTIVES OF CHILD FRIENDLY SPACES

Training Objective: To help participants understand why Child Friendly Spaces are established in emergencies and their advantages for children and communities.

Key Statement on Purpose of Child Friendly Spaces:
A Child Friendly Space provides children with a protected environment in which they can participate in organized activities to play, socialize, learn, and express themselves as they rebuild their lives. (Flipchart)

A. Introduction to Child Friendly Spaces
Time: 30 minutes

Steps:
1. **Using the flip chart, explain the Child Friendly Spaces key objectives:**
   - *To offer children opportunities to develop, learn, play, and build/strengthen resiliency after an emergency or crisis, or during a protracted experience*
   - *To identify and find ways to respond to particular threats to all children and/or specific groups of children, such as those with particular vulnerabilities, after the emergency/crisis, or during a protracted emergency*

Note: other objectives may be relevant, depending on the needs and constraints of the context and situation on the ground.

2. **Divide the group into four small groups. Assign each group the task of coming up with examples** *within 5 minutes* **on each of the following (1 topic per group):**
    a. **How do children PLAY**
    b. **How do children SOCIALIZE**
    c. **How do children LEARN**
    d. **How do children EXPRESS THEMSELVES**

Note: small groups can present to the larger group their ideas on a flip chart using words and/or pictures or they can demonstrate actions.

3. **Each group to feedback to the larger group – explaining what they learned in the discussion.**

4. **Facilitator to recap about the importance that every child needs to be given opportunities during the day to do these four things. (PLAY, SOCIALIZE, LEARN EXPRESS THEMSELVES) Emphasize that during the rest of the workshop there will be opportunities to learn more about how children are able to do this within the Child Friendly Spaces.**

Discussion points:
- **Child Friendly Spaces should not be seen as the only activity that we do within an emergency response to protect children. They are a mechanism that enables us to provide IMMEDIATE and RAPID START UP of a community-based approach, while allowing us time to find out the more in-depth needs of children and families.**
- **Transition planning for Child Friendly Spaces is very important to ensure that these Spaces are adapted to meet long term needs, such as in the formation of kindergartens or after school clubs or other activities.**
- **On going assessments need to continue.**

B. Key Principles for Child Friendly Spaces
Time: 45 minutes

Steps:
1. **Divide into groups. Review the handout with the UN Convention on the Rights of the Child (CRC). On a flip chart each group identifies key ideas and principles for children that may be the most relevant when operating Child Friendly Spaces.**
    Note: visit http://www.unicef.org.uk/youthvoice/pdfs/uncrc.pdf for more information and a print out of the UN CRC.
    Additional CRC training can be done, if staff/volunteers have never heard or had any training on the CRC
    Examples:
    - *Children are those who are aged 0 – 18 years*
    - *All rights apply to all children without exception or discrimination (article 2)*
    - *The best interests of the child are primarily considered in all actions concerning children (article 3)*
    - *Every child has an inherent right to life, and every country should ensure the survival and development of its children to the maximum extent possible (article 6)*

- *Children's views must be taken into account in all matters affecting them (article 12)*
- *The Government should protect children from work that is dangerous, or might harm their health or their education (article 32)*
- *If children have been harmed through neglect or abuse they should receive special help to support them (article 39)*

2. **Brainstorm on flip chart paper what other key principles and guidelines should also be considered when establishing and implementing Child Friendly Spaces.**
   Additional training session may need to be held or hard copies made available for those who have never been exposed to these tools before.
   Examples:
   - *Children's participation:* http://www.savethechildren.net/alliance/resources/ publications.html#participation
   - *Child protection in emergencies policies, procedures and practices:* http://savenet.savechildren.org
   - *INEE Guidelines:* http://www.ineesite.org
   - *Sphere standards:-* www.sphereproject.org
   - *Code of Conduct:* www.icrc.org
   - *Good enough guide:* www.ecbproject.org
   - *Child Protection Policy:* www.savethechildren.net/alliance/resources/child_protection.pdf

Discussion points:
Why do you think these principles and guidelines would be important? How do they influence how we work?
- **Sphere standards define the distance that latrines need to be from where children are playing and holding regular activities.**

- **The Save the Children Child Protection Policy states that there must always be at least two adults with a child or group of children. No child(ren) can be left alone with one adult.**

C. Identification of Issues or Threats Facing Children
Time: 45 minutes

Key Statement Reminder on Principles of Child Friendly Spaces:
Child Friendly Spaces can play an important role in identifying and addressing child protection concerns within an affected population, including the detection of issues or threats to children and youth. Concerns should be addressed in the best way possible. (Flipchart)

Steps:
1. **Divide into small groups. Ask each group to take a few sheets of paper and divide each piece into two. Ask the group for examples of the issues or threats that they think**

children who participate in Child Friendly Spaces may be facing or if Child Friendly Spaces did not exist.

On one side of the paper write the immediate threat – on the other side the longer term threats to children.
> *Examples:*
> - *Children do not talk to other children – Children who do not play and/or show psychosocial distress;*
> - *Children do not know where their parents are – Children who are separated, or at risk of being separated, from their primary caregivers;*
> - *Children do not know who to trust and who will protect them – Children who are at risk of being recruited into armed forces or armed groups;*
> - *Parents are no longer around so older children are caring for younger siblings – Children who are heads of households, who are young mothers, or who take care of other children;*
> - *Landmines are now on the ground – children who are at risk of physical harm;*
> - *Children are being asked not to go back to school in order to help clean up after the disaster – Children who are involved in exploitative child labor;*
> - *Many children received physical injuries during the disaster – Children with disabilities;*
> - *Children are now Internally Displaced Persons – Children who are marginalized and lack access to support and services;*
> - *Parents are deciding to engage their daughters for marriage in order to pay off debts – Children who are at risk of sexual exploitation or other gender-based violence, or who are at risk of early marriage.*

2. **What tools can we use to recognize threats to children? We need to use multiple tools when working with children and not just one.**
> *Examples:*
> - *Observing how children interact with each other*
> - *Documenting through Child Friendly Spaces' registration forms whether children are separated children or living with a temporary caregiver*
> - *Observing children's conversations*
> - *Children's pictures (Note of caution that only a professional is qualified to interpret drawings)*
> - *Role plays*
> - *Discussions with children and caregivers about everyday life and possible changes in circumstances*

Discussion points:
- **Child Friendly Spaces will either be a short term intervention or a mechanism for transitioning to other longer term programs after more in-depth assessments are carried out.**

- **Child Friendly Spaces do not replace other child protection work. It is important to keep looking for any rising issues are and subsequent prevention work.**
  - **Partners should be encouraged to include in their weekly reports any feedback to Save the Children (SC) of any possible concerns.**

- o **SC staff should ask follow-up questions during monitoring on how children in the communities are doing and whether there are any community rumors or concerns they should know.**

- **If SC staff becomes aware of any immediate threats or issues, they should try to find an appropriate solution/response or referral to these issues. Within the country there should be a protocol already established and these should be followed, or the SMT needs to develop them if not in place.**

  Example: If separated children come to the Child Friendly Space we want to ensure that they are referred to somebody who can help them trace their family in Myanmar, Save the Children, World Vision and UNICEF identified and registered separated and unaccompanied children, so that tracing efforts of family members and follow up could be undertaken to ensure their care and protection. In addition, staff also registered other groups of vulnerable children to ensure a response to other protection issues affecting them**. Additionally it should also be possible to see if ICRC has established a database. If however, there is no referral system for separated children, it would be possible to look within the Alliance for expertise in establishing a family tracing service if there are high numbers of children unable to find their families.**

D. Strengths of the Community
Time: 30 minutes

Steps:
1. **Divide the large group into three small groups. Give each participant a piece of paper and have them all draw a building that they would find in their community or a place that they would like to go and visit in a community**

2. **Have each group place all of their pieces of paper in one space on the wall.**

3. **Let the participants look at the wall and see that even though we all call these communities, they all look different in shape and have different facilities on offer to the people who live in that community – but each community can have benefits.**

4. **Next to each of the buildings or places that they would like to visit, small group participants should identify how a person could benefit by going there.**

   Example: A library can be used as a place where people can conduct research; or they could go for simple pleasure because it is a change of scenery and environment that allows them time away from a stressful life.

5. **Explain that just as buildings and places have their importance, so do members of a community – each of them brings a different strength to the group.**

6. **Brainstorm the benefits that we can gain from community members' involvement in our program:**

   Examples:
   - *Community ownership and acceptance*
   - *Programs designed with improved consideration/opportunities for vulnerable groups*
   - *Improved security*
   - *Local business involvement*
   - *Culturally appropriate activities*
   - *Employment opportunities*

- *Skills building of community members*
- *Addressing of key community concerns*
- *Easier to transition to longer term programs*

Discussion points:
- **Save the Children has developed tools on how to mobilize communities and these resources can be accessed for greater information on how to mobilize a community and these can be found on Savenet or Save the Children Alliance website.**

- **Community involvement is not optional. From the beginning of the assessment through the whole project cycle we should be looking for ways to strengthen the community and improve its skills to protect children.**

- **Children's participation should also be built upon during the Child Friendly Space activities. Additional Save the Children training is available from the Child Protection department or on Savenet for helping facilitators learn how to actively incorporate children's participation in the project cycle. and in their own families, homes, schools, workplace and communities**

E. Inclusive and Targeted Approach
Time: 15 minutes

Steps:
1. **Explain that Child Friendly Spaces are designed to reach large numbers of affected children.**

2. **Brainstorm as a group vulnerable groups that they should also be targeting when establishing Child Friendly Spaces.**
   - *Examples:*
   - *Young mothers*
   - *Children from Child-headed households*
   - *Children who are responsible for caring for younger siblings*
   - *Children with disabilities*
   - *Poor children*
   - *Adolescent girls and boys*
   - *Children from minority groups*
   - *Children from different religious groups.*

3. **Brainstorm as a group ways that staff can reach out to try to include participation in the Child Friendly Spaces by members of identified vulnerable groups**
   - *Examples:*
   - *Children can inform other girls and boys in their community*
   - *Linking to support services – Early Childhood Development programs*
   - *Wheelchair accessibility into Child Friendly Spaces*
   - *Information about Child Friendly Spaces is given out verbally as well as through other forms of media and outreach work.*

Discussion points:

Experience shows that most children who initially attend a Child Friendly Space are the most well-off in the community – it is important to ALWAYS seek to identify other vulnerable groups or design alternative activities to meet their needs. Outreach visits to meet and talk with other vulnerable groups of children, including girls or boys who are working, or children with disabilities may be needed to find out from children how Child Friendly Spaces can be made more accessible and relevant to their lives. For example, what times should Child Friendly Spaces open? What kind of activities should Child Friendly Spaces have?

II. PSYCHOSOCIAL SUPPORT ASPECTS OF CHILD FRIENDLY SPACES

Key Statement:
Child Friendly Spaces can improve children's psychosocial wellbeing by strengthening and nurturing children's cognitive, emotional, and social development. [1] (Flipchart)

A. Resiliency
Time: 30 minutes

Steps:
1. Divide into small groups and give each group a marker and piece of flipchart paper.

2. Ask participants to discuss and write down examples of children they know who are doing well – consider what they are doing and what "doing well" look likes. In thinking of examples, consider children's emotions, social interaction, behavior, attitudes comprehension and physical condition. (*Note:* Specific children's names need not be used.)
    Examples:
    - *Children are associating with their peers*
    - *Children are talking to their caregivers about how they feel during the day*
    - *Children are given time to play, study or relax*
    - *Children are alert through activities and not showing signs of extreme tiredness*
    - *Children are laughing and freely interacting with each other*
    - *Friendships and pre-existing groups/networks remain in place*

3. One representative of each group to feedback to the larger group.

4. Facilitator introduces concept of resilience.

    The ability to bounce back from adversity is referred to as <u>resilience</u>.

Discussion:
- **Children's resiliency can be strengthened when children are given opportunities to once again be children. It is important that children can have opportunities where they build**

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[1] **Cognitive:** mental processes of perception, memory, judgment, and reasoning; **Emotional:** intimacy, empathy, feelings; **Behavioral:** ability to communicate with others; control of individual expression and interaction with others; **Physical:** the biological processes that are influenced by various social competencies; reactions/actions of the body. SOURCE?

friendships, work with their peers, develop closer relationships and feel secure to express the many types of emotions, anxieties and thoughts in an accepting environment.
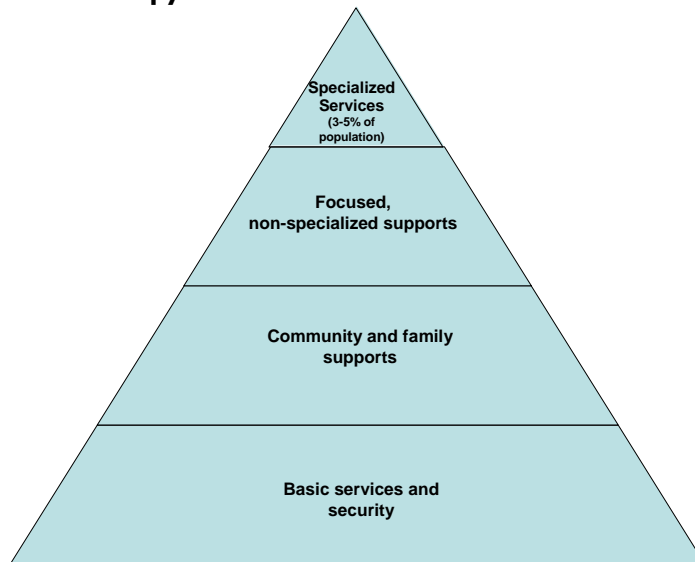
- Children often revisit their distress and bereavement through play and also again throughout childhood as they understand more. This is a natural process.

B. Distress Pyramid
Time: 30 Minutes

Steps:
1. Put up a flipchart of the pyramid.

Specialized
Services
(3-5% of
population)

Focused,
non-specialized supports

Community and family
supports

Basic services and
security

2. Ask the following questions to the group, and have a discussion explaining the different levels of the pyramid:

Q. What percentage of children do you think would return to their natural path of childhood development if basic services and security were restored within their community?

A. The majority of children will be able to return to their normal activities and feel a greater sense of peace and security when they have access to basic services such as shelter, access to health care, food, safe water, security in the camp or in the area.

Q. What percentage of children do you think would return to their natural path of childhood development once their community and family are in place and supported?

A. This is a smaller number of children who are affected by the emergency. When services such as family tracing and reunification, formal and non-formal education activities, livelihood activities, children's clubs and other support services are re-

established in the community on a regular basis, children begin once again to continue on the developmental spectrum.

Q. What do you think focused and non-specialized support means?

A., This type of support is for those children who may have a more difficult time in adjusting to the changes in their lives, which , according to the pyramid, is a smaller group than the previous two. Services could include activities for these children and their families to participate in livelihood/development, emotional support from community outreach staff to help children adapt to changes in their environments or family establishment/dynamics, advice for parents/caregivers on how to communicate with their children who are showing signs of behavior change or other services that are not invasive or emotionally demanding on children or the families.

Q. What are some of the services that you think would be offered to the group of 3 – 5% of children who may require specialized interventions, and who can provide those services?

A. When staff/caregivers or others feel that children, even after they and their caregivers receive the support and services as identified in the pyramid layers, still suffer intolerably and may not be able to function on a daily basis, they must make an appropriate referral for the children. Referral to an appropriate specialized service may include traditional healers culturally aligned with mental health professional or other appropriate service providers. There may also be existing structures within the education or the health field that have proven experience of working with children who show these signs of stress or can evaluate to what level of concern the caregivers should have for the child.

Note: **Save the Children staff should NEVER in any circumstance directly provide counseling for these children. Such services must be organized by professionals' in-country who can offer long term support to the children and their families.**

Discussion:
- **Identify with the group some of the local systems that they know are in place already that they could identify in a referral system.**

- **Ask the group to also identify key culturally appropriate activities that they think would fit within each of the sections of the pyramid.**

C. Normal Reactions to Abnormal Events
Time: 45 minutes

Training Objective: The purpose of this session is to discuss common physical, emotional, cognitive and behavioral reactions to stressful events. As you become aware of these signs of stress, you will be better able to help children and families understand the normal reactions to stress in each of their lives.

Key Statement on Understanding the Impact of Stress on the Body:
Everyone carries within them an element of stress every day of their lives. After an emergency these feelings of stress can be heightened and can demonstrate themselves in a variety of ways

on an individual. Just as no children are the same in their characteristics, their reactions to the same emergency will not be the same. It is important to realize that everybody will react at some stage to the changes around them. (Flipchart)

Steps:
1. **Using a flipchart, have the group list down common reactions that they feel in themselves or they have witnessed in others when they are going through a life change or a time of extreme stress.**
   Examples:
   - *Tiredness*
   - *Loss or increase in appetite*
   - *Erratic movements*
   - *Loss of emotional control*
   - *Intense anger*
   - *Irritability*
   - *Dizziness*
   - *Twitches*
   - *Inability to rest*
   - *Nightmares*
   - *Apprehension*
   - *Not leaving caregivers or moving from a specific location*

2. **Explain that there are four main categories on how stress can show itself:**
   - **Cognitive signs**
     - **Blaming someone or something**
     - **Confusion**
     - **Poor concentration**
     - **Nightmares**
   - **Behavioral signs**
     - **Changes in speech patterns**
     - **Emotional outbursts**
     - **Loss or increase in appetite**
     - **Inability to rest**
   - **Physical signs**
     - **Fatigue**
     - **Nausea**
     - **Chest pains**
     - **Dizziness**

   - **Emotional signs**
     - **Anxiety**
     - **Grief**
     - **Irritability**
     - **Intense anger**
   Note: Children may show a variety of these signs of stress at different times and to different degrees.

3. **Divide into four small groups. Give each group one of the four categories:**
   - **Cognitive**

- **Behavioral**
- **Physical**
- **Emotional**

Instruct each group to prepare a two-minute role play of a child during an activity showing signs of stress related to that specific category *(five minute preparation)*

4. **Each group to present their role play; as a large group discuss what just happened within the role play, what the child is doing and how do they think as facilitators they would be able to help a child in that situation.**

5. **Ask for two volunteers to act as facilitators in the Child Friendly Space and demonstrate how they would have handled the situation, taking into consideration the group discussion. This will be followed by a larger group discussion and then another reenactment of the role plays.**

6. **Re-cap the importance of recognizing the needs of children and how to appropriately work with the children and caregivers.**

Note: Highlight the importance of children not being labeled as being different. As facilitators they will need to work together so that one facilitator can work, if needed, individually with a child so that the other activities can carry on for other children. Facilitators should also learn how to communicate with caregivers on any concerns that they may have and offer positive suggestions on how to help their children.

Discussion points:
There may be specific examples that the facilitators have already noticed from the news and observations of children around them. Allow time for them in this session to use some of their own examples if that seems more appropriate and will help them think about the real signs of stress and that these signs are normal reactions to stressful situations.

D. Helping Children Feel Comfortable and Secure within the Child Friendly Space
Time: 60 minutes

Steps:
1. **Large group discussion of the question: *What are the key things that would make children feel more comfortable and secure within the Child Friendly Space?* Write answers on a flipchart.**
   - *Examples:*
     - *Sense of routine: Children re-establish routines or build new ones; provide structure.*
     - *Communication: Children need to be able to have somewhere to talk, express opinions, ideas, hopes for the future, natural fears.*
     - *Sense of optimism: Children are in an environment that is focused on how to move forward – that tomorrow will be better. Children have a sense of purpose.*
     - *Coping with emotions: Children have appropriate comfort if they become upset during a session. Such comfort does not make them feel worse for expressing their true emotions.*

- *Provide opportunities to play: Children are able to express themselves more freely through play and can act out different situations, thoughts and energy with regular opportunities to play on their own and with peers.*
- *Providing opportunities for arts and crafts: Children enjoy the sense of expressing themselves through arts and crafts, as well as the opportunity to beautify or change their immediate environment – allowing them the possibility to be agents of change.*
- *Storytelling: Children can gain a great sense of security from being able to listen to familiar fables or stories. Such stories provide normalcy and allow children to also remember their life before the recent experiences.*

2. **Divide into small groups and ask participants to think of key ways in which adults should interact with children during the sessions.** *(five minutes)*

3. **Each group is to prepare a short role play (*one minute long*) on good practice of an adult interacting with a child. (Eg. Sitting at children's level, talking with them respectively and being animated in discussions.)**

4. **Other participants to comment on what they learned from the role plays and explain additional ideas on how the interaction could be improved.**

5. **Remind the group that there are a few key things to always remember when communicating with children. Flipchart the following information for participants to reference:**

    Communicating with Children
    - *Be sensitive*
    - *Listen to the children about how they want things done*
    - *Do not say "you poor little thing" – do not patronize children*
    - *Relax with the children*
    - *Give age-appropriate information that is accurate and factual*
    - *Be willing to talk about the event if the children wish*
    - *Explain to children that what happened is not normal, but their feelings are normal; reassure them*
    - *Find out the cultural norms for talking about emotions; not all cultures value open expression of emotions*
    - *Encourage creative activities including arts, drama and music to allow children to express themselves*
    - *Let children explain their drawings if they want to, but do not interpret drawings*

    Note: Some children do not want to talk about what happened
    - *Children should be allowed to talk to who they want – let the children lead*
    - *Be patient*
    - *Try to prevent too many people asking children the same thing*

III. PROTECTION ASPECTS OF A CHILD FRIENDLY SPACE
Time: 30 minutes

Key Statement:
Child Friendly Spaces bring together adults and children to build protective community networks and mobilize communities to concentrate on the special needs of children in an emergency.
Flipchart

Steps:
1. **Write on a flip chart the five key areas that children have a Right to protection from:**
    a. **Right to protection from Physical Harm**
    b. **Right to protection from Psychosocial Distress**
    c. **Right to protection from Family Separation**
    d. **Right to protection from Armed Forces or Armed Groups**
    e. **Right to protection from Exploitation and Gender Based Violence**

2. **Divide into five small groups, and assign each group one of the Right to Protection categories. Each small should identify and discuss examples for protecting children in their assigned area.**
    Examples:
    Right to protection from Physical Harm
    *   *Referring urgent medical cases, or other urgent cases, and following up*
    *   *Disseminating life-saving information to children and community members, such as the risk of harm from mines, unexploded ordnances or cluster bombs, and strategies to mitigate the risk*
    *   *Providing a secure environment*
    *   *Showing parents how to use positive forms of discipline*
    *   *Encouraging positive communication*
    *   *Offering life skills training such as lessons in First Aid and in how to manage anger or aggression*

    Right to protection from Psychosocial Distress
    *   *Offering semi-structured and structured activities that promote positive cognitive, emotional, and social functioning*
    *   *Providing referral to specialized services, such as psychological services where they exist and do no harm for children who have extreme or problematic behavior patterns*
    *   *Actively involving children and youth as a strategy of empowerment*
    *   *Creating a network of children*

    Right to protection from Family Separation
    *   *Identifying separated children and referral for family tracing*
    *   *Identifying, with parents and caregivers risks of and common reasons for family separation and developing strategies to mitigate the risks*
    *   *Identifying and referring children at risk of family separation (either to a case management system through which their care can be monitored or to another service provider)*
    *   *Disseminating information on family tracing activities*
    *   *Regular checking of attendance lists and screening for especially vulnerable children*
    *   *Encouraging links to protective community structures*

- *Developing advocacy messages for and with duty bearers*
- *Offering advice and support to parents and caregivers*
- *Supporting peer support systems*

Right to protection from Armed Forces or Armed Groups
- *Educating children on the risks of recruitment*
- *Assessing with children the reasons and factors that put children at risk of recruitment and alternative strategies*
- *Developing advocacy targeted at duty bearers*
- *Coordinating with community protection structures and other agencies*
- *Building children's self confidence and validating education and social norms*
- *Providing and validating alternative development, education, and social opportunities*
- *Feeding information into incidence reports*
- *Offering peer support*

Right to protection from Exploitation and Gender Based Violence
- *Including both genders and ensuring that a gender-sensitive approach is applied at all times*
- *Providing life skills education as appropriate to the situation (for example, giving information about safe migration or managing gender relations)*
- *Developing ideas for parent, youth, and community awareness-raising initiatives*
- *Supporting the establishment of child protection networks*

3. **Have a representative from each small group present their ideas to the large group.**

4. **Explain to the group the importance that community members and leaders realize that Child Friendly Spaces are for a larger purpose than to solely have children come together to play, there are real benefits for all concerned.**

Discussion points:
Other key priorities and examples that could be discussed:
- **Developing advocacy messages for different targets – including duty bearers, parties to conflict, official or unofficial figures of authority, community members, children, humanitarian workers.[2]**
- **Disseminating key messages to children, their care givers, and other community members (e.g., through outreach led by children or Child Friendly Spaces volunteers)**
- **Supporting the establishment of child protection networks or committees**
- **Encouraging links to existing protective community structures, such as local social workers or child protection networks or committees**
- **Developing ideas for parents, youth, and community awareness-raising initiatives**

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[2] Save the Children's advocacy guide, *Advocacy Matters*, can be a very helpful resource when thinking about advocacy work. Save the Children (2007). *Advocacy Matters: Helping Children Change Their World, An International Save the Children Alliance Guide to Advocacy.* Accessed at
https://www.savethechildren.net/xtranet/resources_to_use/prog_areas/advocacy_initiatives/AllianceAdvocacyGuide.html?location=/xtranet/index.php.

IV. DESIGNING A CHILD FRIENDLY SPACE

Key Statement:
Child Friendly Spaces should be adapted to meet the specific emergency situation as well as to contextual and cultural sensitivities. Child Friendly Spaces should not compete with, substitute for, or be confused with formal/non formal basic education activities.
Flipchart

A. Prior to Establishing a Child Friendly Space
Time: 15 minutes

Steps:
1. **Remind participants that before establishing a Child Friendly Space to carry out an assessment of children's psychosocial and protection issues within the emergency/ post emergency.**
   Examples of Child Protection Assessment and Rapid Assessments are in the Save the Children Alliance Child Friendly Spaces Manual (October 2008).

2. **Explain to participants that it is usual to have a number of NGOs establishing Child Friendly Spaces or similar programs during a response – emphasize the importance of participating in the cluster/coordination programs to be able to make sure that there is no duplication and standards are established for Child Friendly Spaces.**

   Q. What are some of the issues that could be discussed during a Cluster/Coordination meeting?

   A. Examples of discussion during cluster/coordination meetings:
   - *Approaches and objectives of Child Friendly Spaces;*
   - *Locations of Child Friendly Spaces;*
   - *Level of incentives/salaries for Child Friendly Spaces staff;*
   - *Size of Child Friendly Spaces and activities conducted;*
   - *Arrangements with authorities; and*
   - *Exit options (for example, whether Child Friendly Spaces likely to become community centers, or temporary or permanent schools) and when the options should be exercised*

Discussion points:
It is important to also consider authorities who would need to give permission to establish any community based programs:
   Examples:
   - *Ministries*
   - *Local provincial leader*
   - *Community leader*
   - *UN agencies*
   - *Camp managers*

B. Site Selection
Time: 20 minutes

Steps:
1. **Divide into small groups and give each group a large piece of flipchart paper and markers.**

2. **Ask the groups to draw a picture for each of the things that they need to consider when selecting the site for a Child Friendly Space:**
    Examples:
    - *Draw a school building or a tent – are there locally available structures that could be used for the space*
    - *Draw a tree – are there shaded places if activities are outside to prevent children getting too hot*
    - *Draw a water tap – is there nearby access to safe or portable water*
    - *Draw a latrine – are there nearby facilities for children to use, with gender and adult separation*
    - *Draw a ramp – is there access for children with disabilities*

3. **Explain to the group that prior to using any existing structures, a civil engineer must check out the facilities. If there is any question about the safety of the building, use a tent or temporary shelter until an engineer can make a formal assessment.**

Discussion points:
Remember to work with the logistic teams when selecting locations for Child Friendly Spaces. They will be able to help with procuring materials and setting up the space, as well as adapting the Child Friendly Spaces so that they meet the Sphere standards.
   Example: The Child Friendly Spaces in Emergencies Handbook (October 2008) ("Handbook") in Annex 9 contains a Logistics Checklist that should be reviewed in this training section.

C. Space Requirement/Layout
Time: 10 minutes

Steps:
1. **Ask the participants to identify additional space requirements – points to remember. Facilitator writes answers on a flipchart.**
    Examples
    - *Number of children who can safely participate in the space*
    - *Access for children with disabilities*
    - *Space for team games or sports available*
    - *Space for children to have quieter activities such as reading, arts and crafts, puzzles*
    - *Secure storage*
    - *Free from trash and broken items such as glass and nails*
    - *Materials safely stored*

2. **Explain that Child Friendly Spaces can be separated into areas or zones by marking out areas for different activities or for different group. Use materials such as rope, bollards and curtains.**

3. **Explain that Child Friendly Spaces will conduct quiet play, active play and structured activities. Adequate space and layout must be taken into consideration for all of these activities.**
   Example: Drama activities should not be near the quieter reading corner or where there are individual activities taking place.

Discussion points:
Participants can, if time allows or more explanation is needed, use a piece of paper to draw a blueprint of how they see a Child Friendly Space layout. These blueprints can be compared with the example in Annex 10 in the *Handbook.*

D. Safety Standards
Time: 15 minutes

Steps:
1. **Divide into small groups and give each participant a piece of paper. Ask each person in the group to draw a different logo or sign that they would expect to see a Child Friendly Space or a standard that needs to be met.**
   Examples:
   - *Health and safety policy or certificate*
   - *Special space only for children*
   - *Visitors must sign in at the entrance and not walk freely into the space*
   - *No photos*
   - *Children must be registered by a caregiver*
   - *Welcome sign*
   - *No guns/weapons*
   - *Safe distance from traffic*
   - *Emergency procedures*
   - *Rules of the Child Friendly Space*
   - *No smoking*
   - *Notice board of services - distribution times and locations; family tracing.*
   - *Child Protection Policy*
   - *First Aid kit*
   - *Fire extinguisher*

2. **Participants should next attach their signs to the wall. The facilitator then recaps key important signs that should be on display. Encourage others to look at all the posters during the break.**

3. **Explain there are also a number of safety procedures that need to be followed:**
   Examples
   - *Areas must be checked where there have been landmines to ensure the area is free from any unexploded ordinances*

- **GPS coordinates are available and have been given to the relative authorities that this is a humanitarian program**
- **One staff member is to be First Aid trained in triage care**

Discussion points:
There are examples of safety standards in the *Handbook* annexes:
- *Annex 11 – Health and Safety Checklist*
- *Annex 12 – Minimum Health and Safety Standards*
- *Annex 13 – First Aid Kit*
- *Annex 14 – Emergency Procedures*
- *Annex 15 – How to Set Up a Child Friendly Space with Physical Safety in Mind*

E. Equipment and Materials
Time: 10 minutes

Steps:
1. **Brainstorm as a large group factors to consider when identifying the equipment and materials for a Child Friendly Space. Facilitator to write answers on a flipchart.**
   Examples:
   - *Culturally appropriate*
   - *Age appropriate*
   - *Availability of supplies locally for start-up and restocking*
   - *Cost of each item*
   - *Use of traditional toys and games*
   - *Appeal to both girls and boys*
   - *Environmentally friendly*
   - *Checking toy safety standards – such guaranteed safe source so that they are not toxic*
   - *Hygiene – easy to clean*

2. **Divide into small groups. Distribute handouts of Annexes 16 - 19 from the *Handbook*. Request each group discuss for 15 minutes the types of materials they think would be useful in their Child Friendly Space, taking into consideration the list they brainstormed in Step 1.**

Discussion points:
Examples of kits and standards that need to be met can be found in the following *Handbook* annexes:
- *Annex 16 – Examples of Child Friendly Spaces Materials/Equipment Kits – Save the Children UK SOS Catalog*
- *Annex 17 – Example of Child Friendly Spaces Materials/Equipment Kits – Pakistan*
- *Annex 18 – Child Friendly Spaces Water, Sanitation, and Hygiene Kits lists*
- *Annex 19 - Technical Specifications for 41m² Tents*

F. Staffing
Time: 10 minutes

Steps:
1. **Explain that the Save the Children Child Protection Policy, which all staff signed (or should be signed and trained on), it states that no staff member should be left alone**

with a child at any time; there must be **AT LEAST TWO ADULTS** in one Child
Friendly Space at all times.

2. Prepare in advance a flipchart with the Child to Caregiver ratio. Explain to participants.

Age of Child	Number of Children to Child Friendly Spaces
Under 2	Should not be attending without an adult caregiver
2-4	15 children to at least two adult caregivers
5-9	20 children to two adult caregivers
10-12	25 children to two adult caregivers
13-18	30 children to two adult caregivers

3. Divide into small groups and hand out copies of *Handbook* Annexes 20 – 24. Small group
members should discuss the responsibilities of each team member. Discussions
outcomes and any questions can be reported back to the facilitator.

Discussion points:
- If there are more children than the space can accommodate or properly supervise,
  shifts can be considered so that more children are able to access the Child Friendly
  Space.

- General staffing suggestions can be shared with the management or implementing
  partner of Child Friendly Spaces activities.

Management	Implementation
1. _Child Friendly Spaces Coordinator*_ Responsible for the overall project management; works with and supervises the implementation staff at the Child Friendly Spaces 2. _Child Friendly Spaces Supervisor/Monitor*_ Assists the Coordinator in the overall project management; directly supervises and monitors staff.	1. _Child Friendly Spaces Facilitators*_ (minimum of two) Responsible for the implementation at the Child Friendly Space; works directly with children 2. _Guards*_ (minimum of two) Ensures the security of the equipment and materials; monitors guests/visitors 3. _Cleaner*_ Ensures the cleanliness of the Child Friendly Space

> Annex 20 – Child Friendly Spaces Coordinator (example job description)
> Annex 21 – Child Friendly Spaces Supervisor/Monitor (example job description)
> Annex 22 – Child Friendly Spaces Facilitator (example job description)
> Annex 23 – Staffing Recruitment Considerations, What to Do, and What to Avoid
> Annex 24 – Caring for the Carers – Dealing with Stress

V. CHILD FRIENDLY SPACES ACTIVITIES

Key Statement: *Children need the opportunity to use five types of play – creative, imaginative, physical, communicative and manipulative. The activities that you choose will depend on local culture, the nature of the emergency and the resources available and the needs of the children. (Flipchart)*

A. Types of Play
Time: 45 minutes

Steps
1. Write on a flipchart the five different types of play:
    *   **Creative**
    *   **Imaginative**
    *   **Physical**
    *   **Communicative**
    *   **Manipulative**

2. Divide into five small groups and assign each group one of the play categories. Have each group meet in a different part of the room – symbolizing the five different areas that you would want to have in a **Child Friendly Space**. Based on their category, the groups should themselves decide in which parts of the room it would be appropriate for them to work.

3. Ask each group to divide their flipchart paper into three columns. In the first column they should write examples that answer the question, "What type of activities can take place in this area?"

4. Ask the group to write examples in the second column that answer "How will these activities help children?"

5. Ask the group to write in the third column examples that answer "What can facilitators do to help encourage children?"

Type of Activity	Examples	Purpose – How it Helps Children	What We Can Do
Creative	Painting, drawing, clay, collages, making dolls, puppets, and animals, pasting pictures using grains of wheat, corn, sand, bookmarks / greeting cards from dried flowers, finger painting, posters	• Helps children to express their feelings and ideas • Externalizes emotions, promotes understanding, self-esteem and empathy • Promotes experimentation • Promotes creativity and respect for the resources available by using local materials or materials from nature	• Guide children with a theme – their family, the mountains, the ocean/beach, nature • Encourage children to decorate an area • Organize displays and invite parents/community members to see them
Imaginative	Dance,	• Develops creative and	• Invite community members to

	theatre/drama, music, singing, role play, acting performances (dance, drama, singing)	*social skills, coping skills, self-esteem* • *Helps children understand what happened/happens in their lives as they act out experiences* • *Creates fun, relaxes, and promotes team spirit, active participation*	*perform and hold workshops with the children* • *Organize performances for the community*
Physical	*Sports – football, volleyball, outdoor team games, handball, local traditional children's games*	• *Develops self confidence* • *Builds relationships and teamwork skills – interaction with peers, rules and cooperation* • *Develops motor skills, muscles, coordination*	• *Designate specific safe areas for sports and games* • *Create a rotation system for sports equipment* • *Form teams* • *Hold tournaments* • *Schedule different times for boys and girls if needed*
Communicative	*Story telling – books/ oral, reading, story time, conversation time, discussion groups*	• *Helps children express feeling in words without personalizing* • *Appreciates local culture and tradition* • *Develops imagination* • *Allows children to discuss issues that are important to them*	• *Have a storytelling hour, encourage children to make up stories* • *Start a story with one sentence and ask the children to continue (add on) to the story* • *Use a story to start a discussion* • *Facilitate discussions with groups of children, following their areas of interest and/or guiding them through a theme, such as one of the risks they or their peers face*
Manipulative	*Puzzles, building blocks, board games*	• *Improves problem-solving skills* • *Builds self-esteem and cooperation*	• *Children can work alone or in groups* • *Set aside a quiet area*

6. **Explain to the participants it is important to develop an activity plan/schedule for each week in advance: Include in the plan:**
   - *Hours of operation*
   - *Types and times of activities/resources needed*
   - *Age of the children who will participate and location*

7. **Hand out copies of Annexes 26 – 28 to each group. Group members should take ten minutes to practice filling out the annex forms. Time should be allotted for any questions about the format.**

Discussion points:

Children should be able to participate in a variety of activities during each session and ideas on how to plan each session's Child Friendly Space activity plan format. Formats are available in the *Handbook:*

- *Annex 26 – Child Friendly Spaces Activity Plan Format*
- *Annex 27 – Child Friendly Spaces Plan and Schedule*
- *Annex 28 - Frequently Encountered Difficulties*

VI. RECEIVING AND ADDRESSING FEEDBACK AND COMPLAINTS
Time: 15 minutes

Key Statement: *Feedback and complaint mechanisms can reinforce the quality and accountability of Save the Children's work and improve the situation for the children and caregivers that we are entrusted to assist. (Flipchart)*

Steps:
1. **Discuss with the participants that a complaint mechanism MUST be in place and MUST:**
   - *Be confidential and safe, recognising the many risks associated with reporting allegations in situations of extreme vulnerability*
   - *Handle any complaint of sexual exploitation and abuse against children and adults, regardless of whether the perpetrator is a representative of an international organisation or from the local community*
   - *Be available at the community level*
   - *Be sensitive to the local context and build upon positive local norms, values and structures*
   - *Be easily accessible for children and young people, as well as reaching out to marginalized groups*
   - *Connect to existing community and government structures as much as possible*
   - *Complement and build upon existing related monitoring bodies associated with the international community[3]*

Discussion points
The Senior Management Team within the country or the Emergency Response Team will be responsible for deciding how to follow country office procedures for responding to complaints.

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[3] Save the Children UK (2008). *No One to Turn To: The nder-reporting of Child Sexual Exploitation and Abuse by Aid Workers and Peacekeepers*, p. 23.

VII. TRANSITION AND EXIT
Time: 30 minutes

Key Statement: *Child Friendly Spaces emergency activities should evolve into development programming that is complementary to or already an integral part of country programs. In some countries, Child Friendly Spaces are a part of the disaster preparedness plan – organized as responses that either build on existing structures (such as children's clubs) or transform into children's clubs or other structures after the immediate emergency response. (Flipchart)*

Steps:
1. Review with participants the key project cycle stages and how **Child Friendly Spaces**, even in an emergency, need to be planned with a transition and an exit strategy.

2. **Brainstorm ideas on how Child Friendly Spaces could transition.**
    Examples:
    - *Early Childhood Development Centers*
    - *After school clubs*
    - *Youth groups*
    - *Vocational training courses*
    - *Parenting courses*
    - *Sports clubs*
    - *Child-to-Child clubs/activities*

3. **In small groups, participants should brainstorm how to prepare communities for transition.**
    Examples:
    - *Meet with community members on a regular basis*
    - *Find out when schools will be returning to full operation*
    - *Find out what services are locally available for children and any additional support needed to become operational again*

Discussion:
There are a number of points to consider when designing **Child Friendly Spaces** activities. As part of the transition or exit strategy, examples of additional points to consider can be found in the *Handbook.*
> *Annex 40 – Transition or Exit – Questions and Items to Consider*

VIII. MONITORING AND EVALUATION

Time: 1day

Key Statement: *Child Friendly Spaces often operate in complex conditions. Many obstacles exist in getting a project up and running. Monitoring and evaluation is central to any project and should be included from the beginning. Monitoring and Evaluation can provide accountability to beneficiaries and donors; improve the quality of the program by suggesting areas for ongoing modifications; ensure that learning from the project or program feeds into broader initiatives. (Flipchart)*

A. What participants understand about DME *(see Annex A for DME definitions)*
Steps:
1. **Brain storm as a group and write the responses to the following questions on a flipchart.**
     What does "D" stand for? And what does it mean?
     What does "M" stand for?
     What does "E" stand for?

2. Give each participant a piece of paper and have them write one sentence on the piece of paper in response to the question "What is your understanding of "D&ME"? Have each participant place these pieces of paper on the wall.

3. Read some of the responses off the wall – highlighting the key areas of successful DM&E

4. Be sure to include in discussion the meanings for design, monitoring, evaluation *(see Annex for DME definitions and meanings)*

B. What is the program cycle?
Steps:
1. **Divide participants into small groups. Each small group receives a set of cards with each card having the name of one of the eight steps of the project/program cycle** *(see Annex B for project/program cycle)*

2. **Participants put the pieces together to form the cycle**

3. **Using a flipchart, facilitator goes through the cycle with group members to volunteer naming, one-by-one, the proper sequence. With each name of the cycle, a volunteer comes to the front to tape the card with the cycle step onto the appropriate place on the flipchart.**

4. **When finished, post the flipchart with the cycle steps in a prominent place in the training room**

C. Review – Information needed for each program cycle step
Steps:
1. **Quickly review the flipchart with the project/program cycle.**

2. **Back in the small groups, each group will receive another packet of cards with eight questions**

3. **Each group will match a question with the appropriate cycle step. Questions to match:**
    - **What is the problem? (Situational Analysis)**
    - **What do we need to do? (Project Design)**
    - **How are we going to measure success? (M&E Plan Design)**
    - **What is the status of the problem? (Baseline)**
    - **Are things going all right? (Monitoring)**
    - **Did it work? (Evaluation)**
    - **What could we have done better? (Lessons Learned)**

D. Review results
As in the previous exercise, review results in the big group – posting the cards with the relevant cycle step

E. Introduction to Project Design Fundamentals
Steps:
1. Explain using a flip chart that the fundamentals of good project design are important because:
- *Projects are more likely to be effective if they are well-designed.*
- *Projects are much easier to monitor and evaluate if they have been designed from the beginning with M&E in mind.*
- *Given frequent staff turnover, well-articulated plans (in accessible format) are critical for ensuring continuity from design to implementation to final evaluation.*

2. Explain using a flip chart two tools that help develop good project design:
   First Tool: Results Framework / Logframe
- *Is both a planning and a management tool.*
- *Provides a program-level framework for managers to:*
    - *Assess progress toward the achievement of results*
    - *To adjust relevant programs and activities accordingly*
- *Provides clear ways to work with partners*
- *Builds consensus and ownership around shared objectives and approaches*
- *Presents key elements of a strategy for achieving an objective.*
- *Helps analyze and report on performance*

Activity
- **Divide into four small groups**
- **Imagine that there is the problem of "how are we going to notice any change for children who participate in the Child Friendly Space"?**
- **Think for five minutes and answer:**
    - **What changes do we hope to bring about?**
    - **Come up with one statement or phrase**
- **Read out some of the statements - This is the project goal**
- **Now groups should take ten minutes and think what is required to achieve this impact; then think what effects will these changes will produce**
- **Are there any objectives (effects) like this: *Children are participating regularly in activities, parents notice change***

- **In discussion, emphasize how:**
    - much of the time, we need to change peoples' knowledge, attitudes or behaviors.
    - these changes will produce project's *effects* (objectives).
    - each *effect* takes us one important step closer to achieving planned impact
- **Now ask groups to think what goods and services will be needed to help people change their knowledge, attitudes or behaviors.**
- **Are there any outputs like this: *well-equipped child friendly spaces***
- **Discussion topics:**
    - **After we know what effects the change will bring, we determine what "inputs" are needed to achieve these effects.**
    - **Once inputs are included, the project produces concrete things to achieve the "effects". These are also called "outputs."**
    - **In this case, in order for mothers to make pre-natal visits to clinics, we might need to ensure that sufficient clinics exist (output), and that they are adequately staffed and equipped (inputs).**
- **Now in order to get outputs, what different kind of activities should there be?**
- **Are there any activities like this: clinic construction/rehabilitation; clinic staff training**
- **Show flipchart with the complete sample results framework *(see Annex for example)***
- **Discussion topics:**
    - **As this example suggests, it is much easier to design effective activities when we are clear about the impact and effects that we want to achieve.**
    - **The strength of this approach is that it reminds us to start with the "impact" and work backwards, ensuring that each step in the pathway is logically linked to the following one.**
    - **It is also much easier to measure progress and evaluate impact when we have clearly expressed what we want to achieve and how we plan to get there.**

F. Review the difference between monitoring and evaluation *(see Annex C for completed table)*
1. **Divide participants into small groups.**

2. **On a flipchart sheet, participants should make two columns – one for *Monitoring* and the other for *Evaluation***

3. **Under each column, they should highlight the differences between monitoring and evaluation, including:**
    - **when they occur**
    - **frequency**
    - **purpose**
    - **what do we learn**
    - **what does they measure**

4. **Groups then share answers in the large group. To save time, each group should share one item from its flipchart, one at a time – not repeating a point from another group – until all groups are finished.**

G. Child Friendly Spaces Log-frame

1. Divide participants into small groups *(Note: for more creative ideas on how to form small groups, see Self Esteem Games by Barbara Sher or use Google for additional ideas).*

2. Distribute copies to the small groups of the sample Child Friendly Spaces logframe from the *Child Friendly Spaces in Emergencies Handbook.* – except that the Data Source column should be blank. *(See Annex D for Log-frame)*

3. Review the Objectives, Outcomes and Indicators

4. In small groups, participants should complete the Data Source column – also known as Means of Verification

5. Each small group presents its ideas on Data Source – compare with Data Source column from the *Handbook*

6. Compare with sample

H. Introduction to Project Design Fundamentals II
Steps:
Second Tool: Indicator Plan
1. Topics for discussion in a large group:
- **Indicators are units of measure that demonstrate our success in implementing our project.**
- **Indicators tell us what we want to measure. They are units of measure only.**
- **Poorly thought-out indicators are worse than no indicators at all because they:**
    - o **May be impossible to measure**
    - o **Produce inaccurate information**
    - o **Waste resources by tracking unnecessarily**

2. Questions to ask regarding indicators – *Use a flipchart*
- *Is this indicator relevant to the program design?*
- *Is this indicator useful for communicating program results to others?*
- *Will this indicator help you make decisions to improve the program?*
- *Will the data that is used to calculate the result be easy to analyze?*

3. Activity
- **Divide into small groups. Distribute copies of a sample indicator plan and blank indicator plan *(see Annex E for sample plan)*. For the sample plan, review each heading and take an example from each heading.**
- **Groups should now look at the blank indicator plan. Taking the previous handout with the logframe, choose two process indicators (i.e., "number of…") and two results indicators (i.e., "% of…"). Complete the rest of the blanks for each indicator. Use the annexes in the *Child Friendly Spaces in Emergencies Handbook* for additional ideas on tools.**
- **Each group to present one process and one results indicator.**

ANNEX A
What is DM&E?

- **A process to design high quality programs**
- **A process to design efficient and effective strategies**
- **A process to measure outcomes and impact effectively (meaningfully)**
- **A process to document experiences and share them across the agency, with donors and communities.**

Design:
A good project design is impact oriented, easier to monitor and evaluate through:
- **A goal-driven design process and Results framework**
- **Selection of SMART Objectives and indicators.**
- **Collection of baseline data related to indicators.**
- **Creation of an efficient M&E system (participatory methods)**
- **Creation of programs that best meet local needs and conditions.**

Monitoring:
- **Uses a tool/s to measure performance against objectives and targets.**
- **Improves program management by giving managers:**
  - **Timely feedback on what is working and what is not**
  - **Adequate time to change procedures and modify budgets**
- **Assists managers in documenting program results on a regular basis.**
- **Holds the agency and its partners accountable to the donor and the communities (through regular, participatory monitoring and clear communication).**
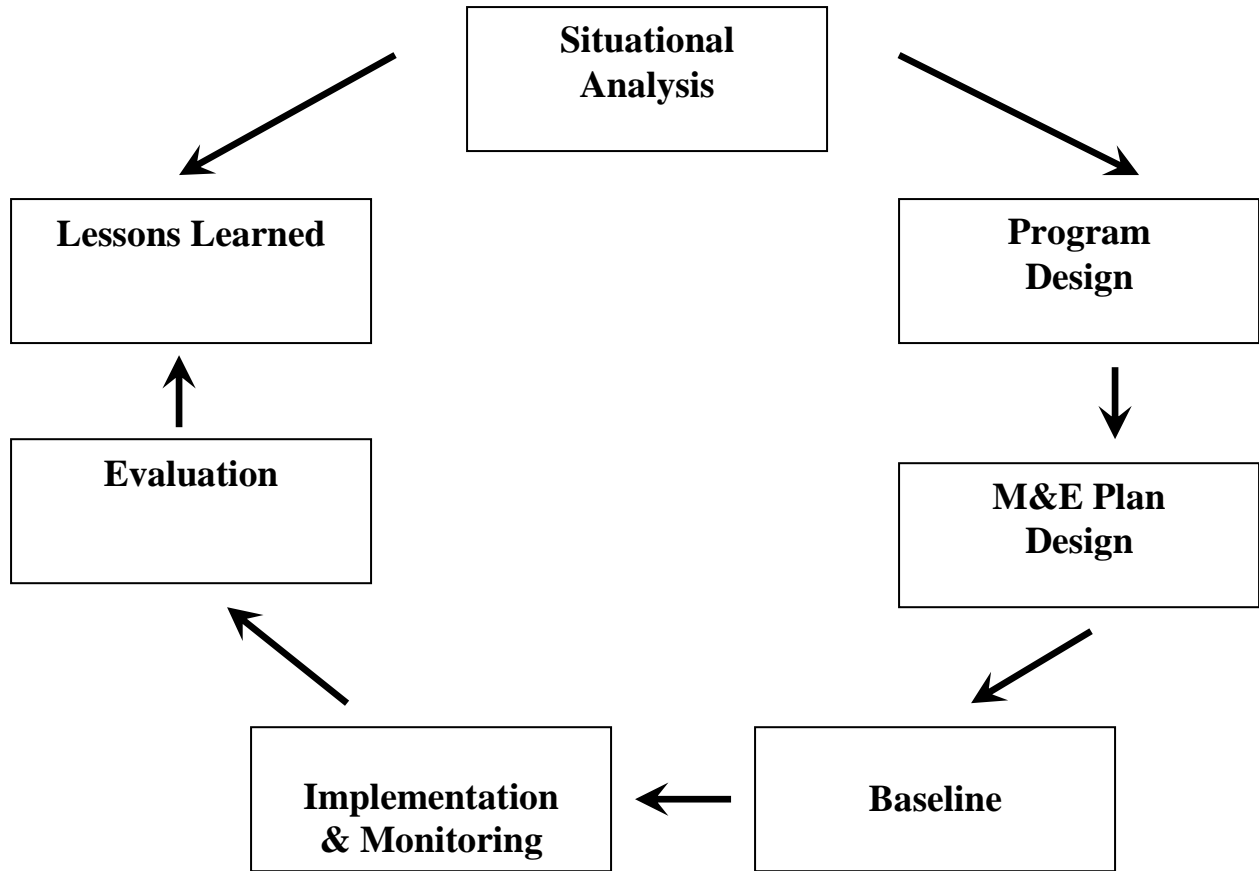
Evaluation:
- **Improves future program design/implementation by:**
  - **Documenting successful strategies,**
  - **Documenting potential pitfalls and effective methods for avoiding them.**
- **Help assess the end-result of program activities**

- **Document what was achieved and measure impact.**
- **Hold agency and partners accountable to both the donor and the communities.**

ANNEX B
Monitoring and Evaluation Table

Monitoring	Evaluation
…is ongoing …to assess performance at timely intervals so as to make corrections as needed	…is at the end of the midpoint or end of the project ..a structured, systematic and analytic effort conducted to selectively assess a project
Gathers information on a day-today basis	Assess impact at key decision making points
Keeps track of activities	Analyzes results, as well as the process/ methods
Asks if things are being done right?	Asks if the right thing is being done?
Provides information on if and how the planned activities are implemented	Provides the information on what their effect is in relation to the objectives
Refers to activities, outputs and intermediate results	Refers to intermediate results and bigger objectives
Promotes informed re-design of project methodology	Promotes informed design of new projects

Situational Analysis

Lessons Learned

Program Design

Evaluation

M&E Plan Design

Implementation & Monitoring

Baseline

Goal (Impact)
A healthy mother/infant population

Objective (Effect)
Mothers make Pre-Natal Visits to Clinics

Outputs
Well Equipped, Staffed Clinics

Activities
Clinic Construction/Rehabilitation, Training for Clinic Staff

Objectives	Output / Outcomes	Indicators	Data Source
1. To offer children opportunities to develop, learn, play, and build/strengthen resiliency after an emergency or crisis, or during a protracted emergency	Establish X number of Child Friendly Spaces to reach affected population of children	*Number of Child Friendly Spaces established*	Operating reports
		Number of children attending Child Friendly Space each week, disaggregated by gender and age	Attendance register
		Evidence that affected population of children have close and safe access to Child Friendly Spaces	Community focus group discuss
	Train X number of staff and volunteers to help support Child Friendly Spaces	*Number of Child Friendly Spaces staff and volunteers trained*	Training register; operating rep
	Develop training modules for children, community, volunteers and staff	*Number of training modules completed*	Operating reports
	Operate Child Friendly Spaces regularly	*Number of days per month with regular operating hours*	Operating reports
		Number of activity sessions conducted per day	Operating reports; activity plan
	Children are offered appropriate activities and materials given their age and developmental stage	*% of children and parents who report that activities were appropriate*	Child and parent focus group discussions
	Children are offered quality activities to play, learn, develop and build resilience	*% of children and parents who report that activities and opportunities offered were of high quality, engagement and enjoyment*	Child and parent focus group discussions
	Children report positive thoughts of their life and hopes for the future	*% of children and parents who report children's positive thoughts of their life and hopes for the future*	Child and parent focus group discussions
	Children report positive social connection and interactions	*% of children and parents who report children's positive relationships with peers, family and community members*	Child and parent focus group discussions
	Children have increased knowledge relating to protection (or other issues covered by learning activities)	*% of children and parents who report that children have increased knowledge of local protection issues*	Child and parent focus group discussions
2. Identify and find ways to respond to particular threats to all children and/or specific	Key child protection issues are identified in the course of the	*% of reports that key protection related issues are identified*	Self-assessment by Child Friendl Spaces staff and volunteers (inte or focus group discussions)

groups of children after the emergency/crisis, or during a protracted emergency	intervention		
	Key protection related issues identified are responded to in an appropriate and adequate way	*% of reports that key protection issues are responded to*	Self-assessment by Child Friendl Spaces staff and volunteers (inte or focus group discussions)

DRAFT

ANNEX VI

The following plan is a sample from a suggested indicator plan (based on the Common Approach for Sponsorship-funded Programming) for the Sichuan earthquake response in China:

Sichuan Earthquake Indicator Planning Tool

Please indicate the status of each indicator in the left-hand columns.

Status of Indicators				Definition			Means of Verif...	
Already Tracking √	Need to Track *	No longer tracking X	**Indicators**	**Description**	**Calculation of Indicator**	**Data Source**	**Tool**	
SPECIFIC OBJECTIVE 1:			To provide 1,000 children from the earthquake affected areas with safe and supportive environments which enable them to participate... locations during the first 3 months of the project.					
Please check one of the columns below to indicate the status of each indicator.			Results Related Data 1.1: Child Friendly Spaces/Initiatives children in temporary IDP camps, prefabricated settlements or rural area...					
			80% of target children report positive impact	Proportion of children enrolled in the Child Friendly Spaces/Initiatives who can identify activities offered that they like(disaggregated by sex and age group)	[Total number of observed and reporting children that CFS activities offer activities that they like] X100 divided by [Total number of children observed and reporting]	Child Friendly Space/Initiative Records	CFS Supervisory Reports	W
							Group Observation Tool	M
							Parent Survey	M
							Children's Ranking Activity	M a... P...
			Process Related Data 1.1: Child Friendly Spaces/Initiatives children in temporary IDP camps, prefabricated settlements or rural area...					
			10 Child Friendly Spaces/Initiatives established	The number of sites, supported by SC through funding and/or technical assistance, offering Child Friendly Spaces or Initiatives.	Total number of sites (villages, camps, pre-fab housing communities or schools) with Child Friendly Spaces or Initiatives	Child Friendly Space/Initiative Records	CFS Monitoring and Evaluation Data Entry Form	M...
			1000 children participate in semi structured and structured activities	The number of children enrolled in Child Friendly Spaces activities or Child Friendly Intitiatives funded or technically supported by SC, disaggregated by age group and sex.	Total number of children enrolled in Child Friendly Spaces or Initiatives funded or technically supported by Save the Children	Child Friendly Space/Initiative Records	CFS enrolment / attendance records; CFS Monitoring and Evaluation Data Entry Form	Bi...
			50 volunteers trained	The number of Child Friendly Space/Initiatives volunteer facilitators (university students, teachers, community leaders) trained in implementing CFS activities funded or technically supported by Save the Children, disaggregated by sex.	Total number of volunteer facilitators, disaggregated by sex, trained in CFS program activities funded or technically led by Save the Children (may be village, camp, pre-fab housing or other)	Child Friendly Space/Initiative Records	Training attendance records	M...

Blank Sample Indicator Plan Form

Indicators	Definition		Means of Verification		
	Description	Calculation of Indicator	Data Source	Tool	Frequency
OBJECTIVE 1:					