Child Friendly Spaces in Emergencies:

A Handbook for Save the Children Staff

Yang, 5, draws a picture at a Child Friendly Space at the Mainzhu Stadium in China's Sichuan Province in the aftermath of the devastating May 12, 2008 earthquake.

Save the Children

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The International Save the Children Alliance is the world's leading independent movement for children, with members in 28 countries and operational programs in more than 120 countries. Save the Children fights for children's rights and delivers lasting improvements to children's lives worldwide.

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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 as they rebuild their lives. This handbook will guide Save the Children emergency response personnel and implementing partners in the rapid implementation of effective Child Friendly Spaces for children during and immediately after an emergency such as a natural disaster or situation of armed conflict. It is based on the United Nations Convention on the Rights of the Child (UNCRC),[1] reflects the Interagency Network for Education in Emergencies' (INEE) Minimum Standards on Education in Emergencies and the INEE's related good practice guide, *Emergency Spaces for Children: Draft INEE Good Practice Guide*,[2] and the Sphere Project's *Humanitarian Charter and Minimum Standards in Disaster Response*.[3] It also reflects the programming priorities set out in Save the Children's *Child Protection in Emergencies: Priorities, Principles and Practices*.[4]

This handbook is meant for staff who have limited experience with Child Friendly Spaces programming in emergency situations, as well as for more experienced staff who would like to strengthen their understanding and expand their skills by using additional resources and tools.

The first part of this handbook is an Overview of Child Friendly Spaces. It includes nine sections that give a general introduction to Child Friendly Spaces and highlight key concepts and guidance for developing and implementing Child Friendly Spaces. The sections include an introduction to Child Friendly Spaces and how they can provide care and support to children in emergencies; components of Child Friendly Space activities (assessment/plan, site selection, safety/security, activities, and monitoring and evaluation); staffing; materials/equipment; and transitioning from the emergency phase. It makes clear references to implementation tools and resources found in the second part of the handbook. It concludes with a list of useful resource documents and links. This section is intentionally brief, as staff in emergencies may have little time for reading.

The second part of this handbook is an annex of 40 Implementation Tools and Resources. The tools and resources include examples of assessment tools, activities, indicators, job descriptions, materials/equipment lists, and more. It is organized so that team members can copy or print out the sections they want to use on a particular day.

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[1] United Nation Convention on the Rights of the Child. Accessed at http://untreaty.un.org/English/TreatyEvent2001/pdf/03e.pdf.

[2] Please visit the INEE website and view the *Interactive Minimum Standards Toolkit*, accessed at http://www.ineesite.org/, the Good Practice Guide on Child Friendly Spaces, accessed at http://www.ineesite.org/page.asp?pid=1323 and Overview of Good Practice Guides accessed at http://www.ineesite.org/page.asp?pid=1238.

[3] http://www.sphereproject.org/content/view/27/84

[4] Save the Children (2007). *Child Protection in Emergencies: Priorities, Principles and Practices.* Accessed at https://www.savethechildren.net/alliance/resources/reports/ChildProtectioninEmergenciesPositionPaper.pdf

PART I
OVERVIEW OF CHILD FRIENDLY SPACES

I. PURPOSE AND OBJECTIVES OF CHILD FRIENDLY SPACES

The **purpose** of a Child Friendly Space is to provide 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. Child Friendly Spaces are one of Save the Children's key programmatic interventions to protect children from physical harm and psychosocial distress and to help them continue learning and developing both during and immediately after an emergency.

Child Friendly Spaces are places that can help reduce a range of distressing effects of a crisis on children. However, they are not the solution to all of children's problems. Child Friendly Space activities are designed to build on children's natural and evolving coping capacities, and proactively involve children in the selection of activities to ensure that the activities are relevant to children. Child Friendly Spaces can provide a child-focused and child-friendly environment in which children continue their cognitive development and can give them opportunities to learn on a variety of levels. In many cases, they can help minimize the disruption to the learning and development opportunities that schooling provides. Child Friendly Spaces reaffirm the concept that children are capable of positive self-direction and do not place inappropriate responsibilities on children. They can help children establish a sense of security and build self-esteem.

Child Friendly Spaces are supervised environments in which parents and caregivers can leave their children while they collect food and water, rebuild homes or seek new income-generating activities. They are places to provide care while family, community, and social structures are being restored. They provide opportunities for parents and caregivers to be actively involved, share information, provide input and guidance, and increase their own self-confidence to protect and care for children.

The two most common objectives of Child Friendly Spaces are:

1. To offer children opportunities to develop, learn, play, and build/strengthen resiliency after an emergency or crisis, or during a protracted emergency.
2. 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.

(*Please note*: The objectives are not limited to those above. Other objectives may be relevant, depending on the needs and constraints of the context and the situation on the ground. In some situations, for example, Save the Children might seek to link Child Friendly Spaces to education or health and/or social service systems, have an objective that is advocacy-oriented, focuses on inclusion of especially vulnerable groups of children, or facilitates family tracing.)

Key Principles and Approaches for Child Friendly Spaces

The key principles and approaches related to Save the Children's Child Friendly Spaces come from the United Nations Convention on the Rights of the Child (UNCRC). One important way to think practically about the principles and approaches in the UNCRC is to use a child rights programming lens.[5] Child Friendly Spaces also reflect the five priorities set forth in Save the Children's *Child Protection in Emergencies: Priorities, Principles and Practices* document.[6]

Rebuilding Structure and Strengthening Psychosocial Resilience

Those working with children in emergency situations have observed the remarkable natural resilience of children. Resilience is the ability to "bounce back" from adversity and return to normal levels of functioning, even in the often unpredictable and changing environment of an emergency. While all children are different, resilient children do share some common characteristics. These include:

- Strong attachment to caring adults and/or peers;
- An ability to seek out positive, encouraging role models;
- Easy interaction with adults and peers;
- A level of independence and an ability to request help when necessary;
- Regular engagement in active play;
- An ability to adapt to change;
- A tendency to think before acting;
- Confidence to act or control aspects of his or her life or circumstances; and
- An active interest in hobbies or activities.

Just as adults need structure, children also need to feel a structure, purpose and meaning in their lives. Experience from the field suggests that children are able to cope psychologically better in and after an emergency if structure and routine can be created (the more familiar, the better) that allows them to return to a sense of normalcy despite ongoing disruption and changes around them.[7] Child Friendly Spaces can help create or continue familiar and routine activities that facilitate a supporting environment for children to apply their naturally occurring capacities to be resilient. They can help children continue some of the basic learning tasks of childhood and learn additional positive coping strategies through socializing activities with other children that further assist a return to a sense of normalcy.

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[5] "Child Rights Programming brings together a range of ideas, concepts and experiences related to child rights, child development, emergency response and development work within one unifying framework. It is primarily based on the principles and standards of children's human rights but also draws heavily on good practice in many areas of work with children as well as lessons learnt in relief and development." Save the Children (2005). *Child Rights Programming: How to Apply Rights Based Approaches to Programming, A Handbook for International Save the Children Alliance Members*, p. 26.

[6] Save the Children Alliance (2007). *Child Protection in Emergencies: Priorities, Principles and Practices.* The five priorities are right to protection from physical harm, right to protection from psychosocial distress, right to protection from family separation, right to protection from recruitment into armed forces or armed groups, right to protection from exploitation and gender-based violence.

[7] Christian Children's Fund (April 2003). *Children in Conflict: Afghanistan*; Christian Children's Fund (no date). *Child Centered Spaces: Safe Places for Healing: An Account by the Program Director.*

Implementation Tools and Resources

- For more information about the psychosocial support aspects of Child Friendly Spaces, please see Section 2 – Psychosocial Support Aspects of Child Friendly Spaces
- For additional information on psychosocial issues after an emergency, please see Annex 1 – Being Aware of Sources of Stress and Common Reactions after an Emergency
- Annex 2 – Resilience Factors
- Annex 3 – Psychological First Aid

Identification of Issues or Threats Facing Children

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, for example, through direct referral to health or other life-saving facilities or advocacy activities. Children at particular risk may include:

- Children who do not play and/or show psychosocial distress;
- Children who are separated, or at risk of being separated, from their primary caregivers;
- Children who are at risk of being recruited into armed forces or armed groups;
- Children who are heads of households, who are young mothers, or who take care of other children;
- Children who are at risk of physical harm;
- Children who are involved in exploitative child labor;
- Children with disabilities;
- Children who are otherwise marginalized and lack access to support and services;
- Children who are at risk of sexual exploitation or other gender-based violence, or who are at risk of early marriage.

Implementation Tools and Resources

- For more information about how Child Friendly Spaces can help identify and address protection threats to children, please see section 3 – Protection Aspects of Child Friendly Spaces.

Building on the Strengths of the Community and Child Participation

Children, parents, caregivers, community leaders, service providers (such as education, health, and social welfare professionals) and the local community are essential to create positive relationships and environments to mitigate the impact of an emergency situation on children. The comprehensive involvement of the community assists in the identification of needs and rights violations, the delivery of services to address the needs and violations, and

the development of ownership of the process to create and sustain a safe and healthy environment for children and their development.

The community–based approach used by Save the Children in Child Friendly Spaces works to build and strengthen community structures and capacities. Interventions should be culturally grounded and based on a clear understanding of children's own resilience, the community's capacity to respond to adversity and community power dynamics. Successful work with communities builds on the individual and group strengths that are already there, includes an understanding of how existing routines can be supported, and perhaps better routines identified, created, and sustained, through effective planning and design. Not everyone in a community will be equally involved, but a core group of actively involved people can be the key to project sustainability and/or transition to longer-term activities.[8]

Girls and boys, as actors in their own protection, can help develop appropriate community-based interventions, and this gives them a sense of control, competence and self-confidence.

Implementation Tools and Resources

- For additional information regarding talking with children, please see Annex 4 – Talking with Children: A Quick Introduction to Principles and Techniques.
- For additional information on working with communities, please see Annex 5 – Working with Communities.

Inclusive/targeted approach

Child Friendly Space activities are designed to reach large numbers of affected children as opposed to a distinctive group. Including all children ensures community support. At the same time, it is important to be aware of particularly vulnerable or marginal groups who may need special consideration in order to participate (young mothers, children who head households, children who take care of other children, disabled children, poor children, adolescents, etc.). It is important to consult with children who are particularly vulnerable or who may be marginalized to make suitable programs and activities available. This support might include activities at the Child Friendly Space or the Child Friendly Space helping children in these groups link with other available support and services.

Experience shows that most children who initially attend a Child Friendly Space are the most well-off in the community. You should investigate ways to identify and encourage children not attending Child Friendly Spaces to participate or design alternative activities with them.

[8] Sheridan Bartlett and Selim Iltus (2007). *Making Space for Children: Planning for post-disaster reconstruction with children and their families*. Save the Children UK, Save the Children Sweden – South and Central Asia Region. Accessed at http://shop.rb.se/Product/Product.aspx?ItemId=4975477&SectionId=2017326&MenuId=74347. One useful reference on working with communities is the Foundations – Community Mobilization module in the Action for the Rights of Children package developed by Save the Children and UNHCR. You can access the 2001 version at http://www.unhcr.org/protect/PROTECTION/3bb81d2b4.pdf. It is being revised in 2008.

2. PSYCHOSOCIAL SUPPORT ASPECTS OF CHILD FRIENDLY SPACES

Child Friendly Spaces can improve children's psychosocial well-being by strengthening and nurturing children's cognitive, emotional, and social development. They can strengthen children's internal and external support systems by offering socializing and structured play activities with peers. Child Friendly Spaces can give children time and space to:

- Restore their normal flow of development through normalizing play activities;
- Process and reduce harmful levels of accumulated stress from events;
- Learn and share new positive coping strategies by socializing with other children and adults in supportive environments with adult supervision;
- Learn information about relevant personal safety concerns (in Lebanon in 2006, for example, children at Child Friendly Spaces developed awareness of landmines and cluster bombs.).

Child Friendly Spaces can also enhance the capacity of families to care for children by helping parents or other caregivers understand how to talk to their children about recent experiences, their current fears, and their hopes for the future. Through family involvement, they can help to build or rebuild a sense of community.

The following table shows typical reactions during different phases of an emergency and examples of what can be appropriate psychosocial support. Phase 1 is the first two days of an emergency. Phase 2 is the first three to four weeks after an emergency. Phase 3 runs from the first three to four weeks to some three months after an emergency. Child Friendly Space activities should be developed with these phases, reactions and appropriate types of support in mind. It is unlikely that a Child Friendly Space would be developed in Phase 1, but it is useful to be aware of typical reactions.

Post-Emergency Reactions and Appropriate Psychosocial Support

Phase	Common Reactions Found in Children	Appropriate and Responsive Psychosocial Support
Phase 1 – Acute onset of emergency (first two days)	• Numbness, shock, and confusion are common reactions • The feeling that "This is not real" is common	• Giving reassurance and comfort (psychological first aid)[9] • Helping culturally appropriate grieving rituals • Providing access to information on the disaster and associated relief efforts • Tracing and care for separated children
Phase 2 – Reaction within the first three to four weeks; lifesaving operations are in place	• Intense grief, horror, anger, or mood swings • Need for productive activities and a safe environment to process distressing events • Trying to make sense of what	• Widely disseminating information on common reactions to abnormal situations (involve social leaders) • Identifying and communicating what caretakers can do to support their children and the importance of returning to whatever structure of everyday life that is possible

[9] Psychological first aid refers to empathetic listening, non-invasive interest, comfort, avoiding overwhelming people with information, reassurance, not forcing talk. Being calm, warm, and friendly is imperative.

	happened	• Remembering that most people will recover in due course • Starting with games and activities with children according to their reactions and needs (see *Games and Activities* handbook) • Quickly involving children in designing activities in Child Friendly Spaces • Allowing free play and some open sessions, but aiming at structure and predictability • Providing basic psychosocial information for children and simple coping exercises • Offering recreation activities
Phase 3 – From three to four weeks to the end of the lifetime of the Child Friendly Space (could be up to three months, or possibly longer in occasional situations)	• Losses begin to "sink in" – trying to understand the sequence of events and how it will affect the family future • Some children isolate themselves • Other children have a strong need and are able to participate in concrete and purposeful activities that allow them to demonstrate success (however small) in improving their individual/shared conditions (could be relief/development activities) • Trying to regain some control over their lives	• Offering recreational activities, physical activities • Offering drama, expressive drawing, painting, targeted games with a psychosocial purpose • Offering arts and crafts • Offering cultural activities • Awareness raising and educational activities • Gradually adding more activities to stimulate concentration and facilitate hope for the future and relaxation • Actively involving the community and parents • Supporting and encouraging parents and caregivers • Organizing caregiver meetings or open days, which help caregivers discuss, share, and exchange experiences, and disseminating information regarding their children's reactions and how they can be supportive • Encouraging, but not imposing, community groups

Research on trauma suggests that only 10 percent of those in a conflict setting require intensive psychological attention.[10] Save the Children does not create Child Friendly Spaces with the purpose of providing individual psychological counseling or trauma therapy to children; this may be risky for children and is likely to be more costly than beneficial. In most circumstances, Save the Children would not consider this type of program, since we believe that more children are helped, and helped better, by caring adults in a supportive environment.[11] You should refer children requiring special attention to appropriate services.

[10] Cairnes, E. (1996). *Children and Political Violence.* Oxford: Blackwell.
[11] Save the Children (1996). *Promoting Psychosocial Well Being among Children Affected by Armed Conflict and Displacement: Principles and Approaches.* See also Artnson, Laura and Knudsen, Christine (2004). *Psychosocial Care and Protection of Children in Emergencies: A Field Guide.* Save the Children. Accessed at http://www.savethechildren.org/publications/technical-resources/emergencies protection/PSYCHOSOCIAL_CONTENTS_1.pdf.

Implementation Tools and Resources

- For additional information about stress, see Annex 3 – Being Aware of Sources of Stress and Common Reactions after an Emergency
- To help understand the concept of resilience in children, see Annex 4 – Resilience Factors
- To learn more about psychological first aid as a way to reduce and alleviate the immediate distress and promote and support short- and long-term coping and adaptation, please see Annex 5 – Psychological First Aid

3. PROTECTION ASPECTS OF CHILD FRIENDLY SPACES

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. Psychosocial support is generally seen as a main focus of Child Friendly Spaces, although programs should always consider how other relevant areas of child protection can be addressed. The table below shows how activities and practices in Child Friendly Spaces can address the five Save the Children global child protection-in-emergencies priorities where relevant.[12]

How Child Friendly Spaces Implementation can Address Child Protection Principles

Key Child Protection Areas	How Child Friendly Spaces can Address Protection Risks
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 ordnance, 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 (for example, lessons in first aid, or in how to manage anger or aggression) • Advocacy and CRC awareness
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 Recruitment into 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

[12] Save the Children Alliance (2007). *Child Protection in Emergencies: Priorities, Principles and Practices.*

	• 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
All priorities	• Developing advocacy messages for different targets – including duty bearers, parties to conflict, official or unofficial figures of authority, other community members, other children, humanitarian workers, etc.[13] • Disseminating key messages to children, their carers, and other members of the community (e.g. through outreach done 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 child protection networks or committees; or local social workers • Developing ideas for parents, youth, and community awareness-raising initiatives • Regular checking of attendance lists, screening for especially vulnerable children

[13] Save the Children's advocacy guide, *Advocacy Matters*, can be a very helpful resource as you think 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.

4. DESIGNING A CHILD FRIENDLY SPACES PROJECT

Every Child Friendly Spaces project should address the short-term emergency/post-emergency needs of children. The project should be part of an overall emergency response that complements and coordinates with other child protection, psychosocial, education and other sector projects to achieve overall emergency response goals. Child Friendly Spaces should not compete with immediate life-saving interventions (such as shelter, health, or food interventions) but they can complement those interventions. Child Friendly Spaces should not compete with, substitute for, or be confused with formal/non-formal basic education activities – they are safe, clean, and healthy environments that can keep children learning actively and help in their transition to school or other longer-term learning environments. An exit plan or transitional phase to other appropriate activities, perhaps run by the community, should be part of your project design.

Adapt your Child Friendly Spaces project to suit the specific culture and emergency in which you are working, and to contextual sensitivities. The decision on whether or not a Child Friendly Space is appropriate must be weighed carefully. Situations where a Child Friendly Space may not be in the best interests of children include: environments in which there are outbreaks or high incidences of measles or diarrhea and limited water and sanitation facilities; the risk of the forced recruitment of children into armed forces or other groups which might be heightened by children's participation in Child Friendly Spaces (through abduction on the way to the space or recruitment of children perceived to be skilled because of their participation in the space); and situations in which children would face greater risk of abduction, intimidation or attack due to the presence of Child Friendly Spaces.

4.1 Assessment

Before starting a Child Friendly Spaces project, you need to conduct an assessment of children's psychosocial and protection issues within the emergency/post emergency context. An assessment is an essential first step, as it provides information that will help you decide, in some cases together with local partners, whether or not a Child Friendly Spaces project is an appropriate intervention.

Implementation Tools and Resources

- Annex 7 – Afghanistan Child Protection Quick Assessment
- Resources and Links – Draft Interagency CP Rapid Assessment Tool developed by the Geneva Child Protection sub-cluster.

4.2 Coordination

Your assessment should not only highlight what the immediate and future prevailing issues are for children, but identify other actors and agencies who are responding to the emergency, and how. Child Friendly Spaces are an intervention/concept that a number of different agencies support, although sometimes with a different name. You should coordinate with other agencies, and coordinate with relevant government authorities responsible for child welfare and learning in site selection. If agencies implementing Child Friendly Spaces coordinate, it will facilitate the process for all and help the group create a set of minimum standards relating to:

- 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, are Child Friendly Spaces likely to become community centers, or temporary or permanent schools?) and when the options should be exercised.

4.3 Site Selection

The identification of a suitable location is a key step in establishing a Child Friendly Space. You should select the location together with the community, including agreement with owners of the land/building and local government agencies. You can establish Child Friendly Spaces in existing community centers, multipurpose structures, tents, open ground under the shade of trees, and in rented/loaned rooms. Locations need to be close to existing potable water sources. Toilets (for both sexes and a separate one for adults) need to exist, or need to be installed. Child Friendly Spaces located near other community services are convenient for children and parents to access.

Select the site in coordination with the logistics team in country or a local specialist who is able to look at the area and make suitable recommendations for making it safe. Your site selection must also consider the communicable disease environment, such as the prevalence of malaria (open still water sources, etc.).

The importance of inspecting existing structures cannot be overstated, particularly after earthquakes or floods that may have damaged a building's foundation or compromised its structural integrity. Only a civil engineer is qualified to sign off on the safety of a building. When in doubt, use a tent or temporary shelter until a civil engineer can perform an inspection. Remember that your partners may not have staff qualified to make an engineering assessment. You cannot rely on their judgment unless they do. It is important that international minimum standards such as those developed through the Sphere Project are also followed when designing the site.[14]

Implementation Tools and Resources

- For additional information regarding site selection, please see Annex 8 – Decision Making about Child Friendly Spaces in Emergency Response.
- Annex 9 – Logistics Checklist

4.4 Space Requirement/Layout

The space allocated for Child Friendly Spaces will greatly depend upon what is available and what is appropriate (for example, the number of children that can safely participate and the types of activities planned). Child Friendly Spaces should provide access for children with disabilities (for example, by providing ramps for wheelchair access in addition to or instead

[14] The Sphere Project (2004). *Humanitarian Charter and Minimum Standards in Disaster Response.*

of steps). If possible, have indoor and outdoor spaces to allow for team games and sports activities, as well as space for activities such as reading and facilitated sessions.

The area immediately outside of, and next to, the Child Friendly Space should be clear of all rubbish and trash or items that can cause harm to children, including nails, broken glass, broken concrete blocks, etc. Child Friendly Spaces need a secure storage area for the materials; if a secure area is not available, night guards or security personnel are required to ensure that materials are not damaged or stolen. There should also be a secure area for the first aid kit and storing of confidential files, or confidential files should be stored securely in a Save the Children office.

You should divide the Child Friendly Space into separate areas or zones by marking out areas for different activities or for different groups with ropes, curtains, etc. By dividing your space, you can conduct a number of different activities at the same time. Child Friendly Spaces can be divided and cordoned off according to ages, gender specific areas, or types of play that will be conducted – quiet play, active play, and structured activities.

Implementation Tools and Resources

- Annex 10 - Child Friendly Space Layout (Example)

4.5 Safety Standards

You should mark and secure Child Friendly Spaces to indicate that they are special spaces for children, if this will not place children at additional risk. The spaces should be free of dangerous traffic, mines/unexploded ordnance, and building debris. If local health and safety policies exist, you should adhere to them, and provide relevant training to all staff at the Child Friendly Spaces.

Emergency procedures should be in place and adequately displayed prior to Child Friendly Spaces becoming operational. Caregivers and children must know that Save the Children or its partners are providing a place which meets suitable standards of care for the child to the best extent possible. There must be at least one member of each Child Friendly Space team who has a basic understanding of first aid and can provide initial triage. The Red Cross is usually available in country to support training of volunteers.

When operating in a conflict zone, you should ensure that the building is clearly identifiable (for example, by using a banner on the roof) as a school or children's center in adherence with international humanitarian law. Where this is likely to improve security for the Child Friendly Space and the civilian population in general, the exact GPS coordinates of the building must be given to both sides of the conflict with a letter stating the neutrality and international laws which protect the facility.

No person should be allowed to enter a Child Friendly Space with any form of a weapon; this is Save the Children policy. If a person wishes to enter the Child Friendly Space, that person must relinquish his or her weapon to one of his or her party remaining 50 meters from the location. Clear explanation signs and "No Guns" signs must be present at any entry point to the Child Friendly Space.

Due to the nature of disasters and the disruption of personal hygiene and potential immunity, it is critical that additional hygiene protocols are in place. The close proximity of children in a Child Friendly Space increases the risk of a communicable disease being spread. Not only will it spread among children, but it will also be taken back to the household. Measles is one of the main causes of death among children under age 5 in complex emergencies; in displacement camps, between 10 and 30 percent of children infected with measles could die of the disease. A single case of measles can create an outbreak, and all non-immune children exposed to the first case are at high risk of becoming ill. They can then infect their families and neighbors, and everyone they infect can infect more people.

Implementation Tools and Resources

- 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

4.6 Equipment and Materials

Materials in Child Friendly Spaces kits can vary depending on culture and context. As part of your emergency preparedness planning process, decide what the appropriate contents are. If you have the resources and storage space, Child Friendly Spaces kits can be prepositioned. If it is not realistic to preposition kits, you can create lists of materials needed (including quantities) and establish pre-agreements with local manufacturers and vendors. Prepositioned kits or pre-arrangements to create kits can save time during an emergency. You can purchase the contents of the kits locally. In case of a rapid onset emergency where a rapid response is required, Save the Children UK also has prepositioned kits at its headquarters that can be released quickly. See Resources and Links section (end of the Part 1) for the Save the Children UK SOS Catalogue information.

When putting together kits, consider the following:

- Pay attention to culturally-specific forms of learning/play and to emergency-specific needs, and include traditional toys and games to ensure a sense of continuity and familiarity;
- Materials should appeal to both girls and boys and be appropriate for children with disabilities and/or language differences;
- You must be able to restock consumable items such as paper, crayons, and sanitary supplies quickly and with minimal difficulties;
- You should not include sharp objects (such as scissors or knives);
- Materials should be age-appropriate and, if possible, also environmentally-friendly;
- Often, toys available in the local market are not safe. They can be painted with toxic paints or non-food-grade plastics. Buy materials from a guaranteed safe source if you have doubts about materials from other sources;

- Consider the hygiene aspect of materials. Toys should be able to be dipped in an antiseptic solution at the end of each day. For this reason, soft toys made out of absorbent materials are not appropriate.

Implementation Tools and Resources

- 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 41m^2 Tents

4.7 Staffing

The size of the project (number of children, number of Child Friendly Spaces), funding, and other resources available will determine the number of staff and staffing structure of Child Friendly Spaces. Save the Children's Child Protection Policy requires that no staff member can be left alone with a child at any time, so there must be at least two adults in one Child Friendly Space whenever it is open. The ratio of caregivers to children varies by age of children, since children of different ages need different levels of supervision. The suggested ratio of child to caregiver per age group is shown in the table below.

Suggested Ratio of Child to Caregiver per Age Group

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

If there are more children than space can accommodate or adult caregivers can supervise, consider morning and afternoon shifts. If demand is high, you may need to create selection standards for participation. For example, you may want to or need to prioritize children with working parents or those children who are the most vulnerable. Save the Children also has had success in involving youth as facilitators; however, it is important to note that children should not be left to the sole responsibility of youth who are still children themselves (under the age of 18).

The table below shows suggested general staffing at a Child Friendly Space.

Indicative Staffing of a Child Friendly Space

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*	1. Child Friendly Spaces Facilitators* (minimum of two) Responsible for the implementation at the Child Friendly Space; works directly with children

Assists the Coordinator in the overall project management; directly supervises and monitors staff.	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

*Position titles are flexible

In some cases, the Child Friendly Spaces staff are part of the Save the Children country team and are provided employment agreements (contracts) that include competitive benefits and salaries that are consistent and equitable with other organizations and are consistent with the local salary for someone of the same skill level. The selection process should be open, transparent, and based on an established criteria and process. All staff should follow local Save the Children human resources policies and procedures.

General considerations regarding the candidate's suitability for a position should include her/his involvement with the local community, overall interest and enthusiasm for Child Friendly Spaces, ability to work as part of a team, and professional experience and qualifications. The candidate's attitude and experience working with children is also very important. Be aware of how staff working in Child Friendly Spaces are feeling and reacting; they too are affected by the emergency and are under stress.

National partners with the necessary experience or training can also be supported to establish Child Friendly Spaces. If there is more than one national partner, it is important that all partners are using the same job description and compensation package for staff. The safety and security of children in the Child Friendly Spaces should never be compromised, no matter how or by whom the Child Friendly Spaces are implemented.

Implementation Tools and Resources
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

4.8 Proposals and Budgets

The proposal-writing process includes using information from the assessment conducted to develop a project justification, developing a results framework/logframe, drafting the program design, and developing a monitoring plan. Your Child Friendly Spaces project is most likely a part of a larger emergency response proposal (master proposal) that is written jointly by Save the Children senior field staff members and headquarters' technical staff members. In addition to the narrative proposal information, the proposal should include budget information with costing of staff, materials and equipment (kit supplies), training, and transportation.

Implementation Tools and Resources

- Annex 25 – Proposal and Budget Checklist

5. CHILD FRIENDLY SPACE ACTIVITIES

You can implement different activities to meet the different objectives of your Child Friendly Spaces project. The activities you choose will depend on local culture, the nature of the emergency, staff and resources available, community context, and the needs of children.

Children need the opportunity to use five types of play – creative, imaginative, physical, communicative, and manipulative.[15] Typical Child Friendly Space activities include games, sports, expressive/creative activities, life skills educational activities,[16] and other activities that promote child development/psychosocial well-being and coping skills (the skills that help us function positively and deal with emotion in difficult situations). When working with children it is important to remember to be sensitive, listen to how they want things to be done, and be patient. Remember to treat children with respect.

5.1 Types of Activities

Try to mix the types of activities in a Child Friendly Space, alternating structured, and less structured, physical and quiet, and indoor and outdoor. The table below shows how you can use activities to accomplish different purposes.

Activities to Organize for Different Purposes

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, etc., 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, etc. • Encourage children to decorate an area • Organize displays and invite parents/community members to see them
Imaginative	Dance, theatre/drama, music, singing, role play acting performances (dance, drama, singing)	• Develop creative and 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	• Invite community members to perform and hold workshops with the children • Organize performances for the community

[15] Elkind, David (2007). *The Power of Play: How Spontaneous, Imaginative Activities Lead to Happier, Healthier Children*. Cambridge, MA: Da Capo Press.

[16] WHO defines life skills as abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. For INEE's good practice guide *Life Skills and Complementary Education Programs*, please see http://www.ineesite.org/page.asp?pid=1137.

		participation	
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 • Encourage children to develop key messages for others in the community, authority figures, and other actors; facilitate the communication of these messages to these audiences by children, e.g. through performances, discussion, scheduled meetings, or written / visual media such as posters, letters and pamphlets.
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

The table below shows how you can use cultural, life skills education, leisure, and public awareness activities in your Child Friendly Spaces project.

Cultural, Life Skills, Leisure, and Public Awareness Activities You can Use in Child Friendly Spaces

Cultural/ Traditions	Traditional dancing/ singing/ storytelling/ poetry, celebrating traditional holidays,	• Builds self-esteem, self-respect and respect for others (peers, family, and community)	• Integrate activities with activities mentioned in the table above • Ask people from the

	traditional games ** Can be integrated with any/all of the aforementioned activities)		community to come and tell stories, lead dances, songs, etc. from their culture
Life Skills	Literacy, numeracy, landmine awareness, health education, problem-solving skills, communication skills	• Enhances resilience • Gives children a sense of mastery • Ensures restoration and development of cognitive functioning • Enhances the existing support systems for children when involving caretakers	• Organize literacy and numeracy based on written materials, games or play with a purpose • Involve local capacity and partners in awareness sessions • Teach conflict resolution through structured games and in formal classes • Enhance positive coping through targeted activities • Promote peer support and safety awareness as an efficient protection tool
Leisure	Children's clubs, free play	• Empowers children and youth through participation • Promotes resilience and healthy adaptation through relaxation and fun	• Games are not structured, but supervisor ensures a positive environment and enhances a validating, inclusive and safe environment with positive discipline
Public Awareness	Radio spots, community events, open days at Child Friendly Spaces	• Cooperate with community leaders to organize relevant initiatives	• Plan for advocacy and information dissemination from the beginning • Promote/support child-led activities • Facilitate well-planned parents meetings (that can include structured activities, case studies and group work on identified children/ family issues, sharing experiences and discussing possible actions); Be sure <u>not to raise expectations</u> or make promises

<u>Implementation Tools and Resources</u>

- Annex 26 – Child Friendly Spaces Activity Plan Format

5.2 Activity Plans and Schedules

It is important to develop an activity plan/schedule and provide this information to all staff and the community. A plan of activities should be for at least one week at a time in order for children and parents to prepare for the activities. The schedule should include:

- The days of week the Child Friendly Space will be open;

- Types of activities;
- Time of the activities;
- Ages (and gender, if relevant) of the children who should attend the activities;
- Other relevant information – specific locations, families or community members invited, etc.

Implementation Tools and Resources

- Annex 27 – Child Friendly Space Plan and Schedule
- For ideas about games and activities, see Save the Children's handbook, *Games and Activities for Children*.
- For help in solving common problems, see Annex 28 – Frequently Encountered Difficulties.

6. MONITORING AND EVALUATION[17]

6.1 Introduction to Monitoring and Evaluation

Child Friendly Spaces often operate in complex conditions. Many obstacles exist in getting a project up and running, including time pressures, chaotic settings and increasing numbers of children attending. Under such conditions, monitoring and evaluation can be seen as time-consuming and wasteful of resources that can be used in implementation. However, without ongoing monitoring and evaluation, activities can easily be misdirected and miss important opportunities to make lasting impact in the lives of children. Monitoring and evaluation are central to any project and should be included from the beginning.

Monitoring and evaluation are important for a number of reasons:

- They provide accountability to beneficiaries and donors,
- They improve the quality of the program by suggesting areas for ongoing modifications,
- They ensure that the learning from the program can be fed into broader initiatives.

Implementation Tools and Resources

- For information on some of the important principles of monitoring and evaluation (participatory and culturally appropriate, informed consent and feedback, and confidentiality and data security), see Annex 29 – Important Principles of Monitoring and Evaluation.

6.2 Main Components of Monitoring and Evaluation: Output, Outcome and Impact Measures

Monitoring is an ongoing process to regularly assess progress and guide Child Friendly Spaces implementation. It allows for periodic corrections and improvements to the intervention. Monitoring helps you see if your Child Friendly Spaces are doing what you want them to do on a day-to-day basis. For example, monitoring can help you to determine whether or not you established Child Friendly Spaces as planned, if children are attending, and if staff is performing duties as instructed.

Evaluation occurs at key decision points, such as at the midpoint or end of an intervention, and seeks to understand whether or not a Child Friendly Space has achieved its main objectives. Evaluation helps you examine how successful a Child Friendly Space has been in achieving its intended results for children.

You can assess the success of your project on three levels, ranging from the most immediate project outputs to intermediate project outcomes and, less commonly, to longer-term impacts. The difference between outputs, outcomes, and impacts is important to emphasize,

[17] Two main sources inform much of the content of this section and related annexes: Duncan, Joan and Arntson, Laura (2004). *Children in Crisis: Good Practices in Evaluating Psychosocial Programming*, accessed at http://www.savethechildren.org/publications/technical-resources/emergencies-protection/Good_Practices_in_Evaluating_Psychosocial_Programming.pdf, and Boothby et al (2006). *Assessment and Evaluation of Psychosocial Programming for Crisis-Affected Children: A Good Practice Initiative.*

especially since people often confuse the terms. An effective evaluation of a Child Friendly Space should look at the output and outcome level at a minimum. Assessing impact may be beyond the scope and capacity of the intervention and the staff. You should make decisions about evaluation according to the context.

Implementation Tools and Resources

- Annex 30 – Important Components of Monitoring and Evaluation

6.3 Linking Objectives with Output and Outcome Indicators

For all Child Friendly Space objectives, you need to define how you would measure success by identifying indicators (what it is you want to measure and how you will measure it). For output objectives, output indicators are usually very straightforward: they are often the concrete activities that have been completed.

Defining suitable indicators for outcomes can be somewhat challenging as it requires finding ways of linking program activities with desired outcomes. This means identifying what you hope will be the changes in the lives, experiences, knowledge or attitudes of children and the communities in which they live as a result of the Child Friendly Space. You may find it useful to involve children and caregivers in the process of developing indicators. They can give very important input as you try to develop indicators of children's well being and as you try to assess improvement in children's well being.

Implementation Tools and Resources

- Annex 31 – Example of Output Indicators that can be Considered for Child Friendly Spaces
- Annex 32 – Example of Outcome Objectives and Indicators
- Annex 33 – Well Being Exercise (Example of an Exercise Involving Children in Developing Indicators of Well Being)

6.4 Monitoring and Evaluation Plan and Methodology

A clear and detailed methodology and plan that is easily understood and accessed by all staff is critical to successful monitoring and evaluation. The monitoring and evaluation you do should be useful to you in improving your program activities. You need a clear and detailed methodology and plan from the beginning, and it can be fairly simple. There are three main aspects of monitoring and evaluation methodology: 1) the tools you will use to collect information (the methods), 2) the people that you will collect information from (the sample) and 3) the way you will proceed to collect information (the approach).[18]

In an emergency, it can be difficult to develop good, locally-relevant quantitative tools for evaluation before you initiate Child Friendly Space activities. To minimize challenges, it may be better to use qualitative tools such as focus group discussions with groups of 6 to 10 children, groups of caregivers, and groups of adult community members to evaluate the objectives of Child Friendly Spaces. You may also want to include a self-assessment tool

[18] UNICEF (2006), *Assessment and Evaluation of Psychosocial Programming for Crisis-Affected Children: A Good Practice Initiative*, Developed by the Psychosocial Working Group.

that will specifically address successes and gaps in the way your Child Friendly Spaces project meets the second objective of the intervention. Qualitative tools can generate a lot of information about how Child Friendly Spaces have (or have not) met their objectives. Plan to collect information related to some objectives before the Child Friendly Space opens and when it closes so you have information about progress over time.

Implementation Tools and Resources

- Annex 34 – Monitoring and Evaluation Plan and Methodology
- Annex 35 – Evaluation Tool for Children Ages 7 – 12
- Annex 36 – Evaluation Tool for Children Ages 14 -18
- Annex 37 – Evaluation Tool for Adults and Caregivers
- Annex 38 – Focus Group Discussion Guidelines
- Annex 39 – Self-Assessment Tool

The tools in Annexes 35, 36, and 37 suggest issues to cover at the baseline and follow-up to track progress.

It is good practice to add to the proposed examples other context relevant issues you may want to discuss with beneficiaries, parents or community members. Special attention should be given to choosing appropriate focus group facilitators. Ideally, these would be local people who are able to make others at ease in a group setting, who are good listeners and are able to navigate discussions effectively.

In addition to the focus group discussions, we recommend using a self-assessment tool (see Annex 29) on regular basis that will specifically address successes and gaps in Child Friendly Spaces project meeting the second objective of the intervention.

The Sample: A sample is a 'subset' of a population which should be broadly representative of the entire population. For qualitative methods such as focus group discussions, it is advisable to select participants purposively to represent girls and boys, the appropriate age range, children from different ethnic and social groups. However, we need to be careful not to select children who attended most regularly, or children who live close to the center, or children whose parents are more closely involved in the center activities. All of these samples will be unrepresentative of the rest of the children attending.

We recommend selecting six to 10 children or adults per focus group. Depending on the context, you may consider holding separate focus groups for each gender. In addition, we strongly recommend holding separate focus groups for younger and older children, as group dynamics and activities may differ a great deal for these age groups.

To generate sufficient data from which you can draw conclusions, we suggest facilitation of at least four focus groups with children and youth and two focus groups with adults per Child Friendly Space at baseline and the same number of focus groups at follow-up:

	Young boys	Young girls	Older boys	Older girls	Caretakers of beneficiaries	Other community members
Minimum # of focus groups	1	1	1	1	1	1

If staff capacity is available, it is advisable to double the number of focus groups to ensure an adequate amount of data. Baseline and follow-up focus group participants do not need to be the same individuals but can be different individuals.

Approach: The best way to track progress over time is to assess beneficiaries' status on core indicators before programming begins (the baseline) and at the end (or key point) – follow-up. This is feasible for some but not all of the indicators in the table; some indicators can only be assessed once a Child Friendly Space is operational. The tools in Annexes 24, 25, and 26 suggest issues to cover at the baseline and follow-up to track progress.

6.5 Organizing, Analyzing, and Storing Data

Part of your monitoring and evaluation plan is the systems and procedures to properly organize, analyze, and securely store the data collected. It is important to have a clear and understandable system to file, code and secure the data. If you have a large amount of data from different locations, it is good to set up a database for the data.

You should analyze all the data you collect and collate regularly. Conduct meetings with the Child Friendly Spaces staff to discuss the data and findings. You can then make changes or modifications based on the analysis of the data.

You must store data about the project and children securely. A storage system of file folders (paper - hard copies) can be kept in a locked file cabinet and/or an electronic computer-based file system can be kept in password-protected files. Security and confidentiality is required for any child-specific data (child's name, personal details, and other sensitive information). Only staff with permission should have access to the information.

7. RECEIVING AND ADDRESSING FEEDBACK AND COMPLAINTS

Feedback and complaint mechanisms can reinforce the quality and accountability of Save the Children's work and improve the situation for children and caregivers that we are entrusted to assist. It is not always easy to create an environment conducive for feedback and reporting complaints. Many people in vulnerable situations are reluctant to report violations, for example, especially when it comes to sexual exploitation and abuse, because they fear losing future assistance, do not want to create problems for others or be seen as troublemakers, or fear retaliation.[19] It is important to create feedback and complaint mechanisms and a positive environment of mutual trust so that children, caregivers and the community will be safe and feel comfortable giving feedback, raising concerns and voicing complaints.

Complaint mechanisms should:

- 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.[20]

Above all, feedback services must act in the best interests of children and be consistent with best-practice international standards and legal frameworks, such as the UNCRC, the Code of Conduct for Humanitarians, and International Humanitarian Law. As with your monitoring and evaluation systems, participants should understand that their feedback or complaints will not have an impact on their continued receipt of program services. Complaint and response structures must also be culturally-sensitive and situation-appropriate, and be sensitive to unequal distributions of power and cultural norms. For example, it may not be easy for a female to disclose a complaint to a male and vice versa.

If a complaint or report of abuse is received or disclosed, all staff are obliged to report it. Information must be passed on to the senior manager. Both female and male personnel should be able to explain the complaints-handling procedure to children, caregivers and the

[19] Save the Children UK (2008). *No One to Turn To: The under-reporting of child sexual exploitation and abuse by aid workers and peacekeepers*, pp. 12-14. Accessed at http://www.savethechildren.org.uk/en/docs/No_One_to_Turn_To.pdf.

[20] Save the Children UK (2008). *No One to Turn To: The under-reporting of child sexual exploitation and abuse by aid workers and peacekeepers*, p. 23.

local community, and you should train them on how to be accessible for complaints.[21] Every Child Friendly Space must also display contact details for reporting possible child abuse and every staff member must know how to report and to whom they should report.

You can ask for general feedback, both positive and negative, through surveys, checklists, questionnaires or interviewing children or caregivers, in order to identify what is working well, possible problem areas and solutions. By continually seeking the guidance and views of children and local community, you can shape your Child Friendly Spaces project to respond to the rights of children and identified protection concerns.[22]

Members of the International Save the Children Alliance will ensure that they:

- Take seriously any concerns raised;
- Take positive steps to ensure the protection of children who are the subject of any concerns;
- Support children, staff or other adults who raise concerns or who are the subject of concerns;
- Act appropriately and effectively in instigating or cooperating with any subsequent process of investigation;
- Are guided through the child protection process by the principle of best interests of the child;
- Listen to and takes seriously the views and wishes of children;
- Work in partnership with parents/carers and/or other professionals to ensure the protection of children.

[21] Save the Children UK (2008). *No One to Turn To: The under-reporting of child sexual exploitation and abuse by aid workers and peacekeepers*, p. 12.
[22] Save the Children (2007). *Getting it Right for Children: A Practitioner's Guide to Child Rights Programming*, pp 116-17.

8. TRANSITION AND EXIT

Save the Children's response in any emergency is designed to progress from emergency response to self-sustaining development through the active participation of the community in its own relief and rehabilitation. Child Friendly Spaces emergency activities should evolve into development programming that is complementary to or are already an integral part of programs in the country. In some countries, Child Friendly Spaces are a part of the disaster preparedness plan, and are 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.

The needs of children, resources available, local context and solutions that reflect local options will help you to determine the transition/exit strategy of Child Friendly Spaces. Possible options could be:

1. Closing down Child Friendly Spaces by a given point in time and distributing the materials locally;
2. Continuing the Child Friendly Space in IDP and refugee camp situations or in complex emergencies where people are displaced until they return to their areas of origin;
3. Transitioning Child Friendly Spaces into more community-supported initiatives, such as children's community areas supported by community resources, another international agency, or by Save the Children as part of a longer-term education, child development, psychosocial, protection, or advocacy program/project;
4. Transferring Child Friendly Spaces to local schools, which might integrating the activities into their lesson plans. However, as formal education institutions and schools are reestablished, Child Friendly Spaces should not compete with the schools, but should be complementary to or part of educational programs;
5. Turning Child Friendly Spaces programs into Early Childhood Development programs.

From the beginning, you should establish dialogue with community members about the plans and future (including funding) of the Child Friendly Spaces.

<u>Implementation Tools and Resources</u>

- Annex 40 – Transition or Exit – Questions and Items to Consider

9. REFERENCES AND LINKS

1. United Nations Convention on the Rights of the Child (UNCRC). Accessed at http://untreaty.un.org/English/TreatyEvent2001/pdf/03e.pdf

2. Save the Children Alliance (2007). *Child Protection in Emergencies: Priorities, Principles and Practices*. Accessed at https://www.savethechildren.net/alliance/resources/reports/ChildProtectioninEmergenciesPositionPaper.pdf

3. Save the Children (2005). *Child Rights Programming: How to Apply Rights Based Approaches to Programming, A Handbook for International Save the Children Alliance Members*. Accessed at http://seap.savethechildren.se/upload/scs/SEAP/publication/publication%20pdf/child%20rights%20programming/Child%20Rights%20Programming.pdf

4. The Sphere Project (2004). Humanitarian Charter and Minimum Standards in Disaster Response. Accessed at http://www.sphereproject.org/content/view/27/84

5. *Interactive INEE Minimum Standards Toolkit* (2008). Accessed at www.ineesite.org/toolkit/.

6. Action for the Rights of Children (ARC) Training Materials, being revised in 2008. Currently being revised. 2001 version can be accessed at http://www.unhcr.org/protect/PROTECTION/3bb81d2b4.pdf

7. IASC Guidelines for Mental Health and Psychosocial Support in Emergency Settings. Accessed at http://www.humanitarianinfo.org/iasc/content/products/docs/Guidelines%20IASC%20Mental%20Health%20Psychosocial.pdf

8. Draft Interagency Child Protection Rapid Assessment Tool

IA CP RA Tool - Field Testing Draft.zip

9. Save the Child UK SOS Catalogue – Poster

SOS_Poster_A3_110308.pdf

10. Example of Child Friendly Spaces Volunteer Manual – from China

Child_Friendly_Space
s_Manual_for_China_

11. Save the Children Alliance Child Protection Policy

SC_Alliance_Child_Pr
otection_Policy[1].pd

12. 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

13. Save the Children (1996). *Promoting Psychosocial Well Being Among Children Affected by Armed Conflict and Displacement: Principles and Approaches.*

promoting_psychosocial_well-being_among_children.zip

PART 2

IMPLEMENTATION TOOLS AND RESOURCES

Annex 1

Being Aware of Sources of Stress and Common Reactions after an Emergency

Emergencies can place a great deal of new stress on children. Child Friendly Spaces staff need to be aware of the sources of the stresses that children may be experiencing so that they can adjust programs and activities appropriately (such as being prepared to give certain children more individual time). Changes that cause stress and negatively affect children's psychosocial development and well being after an emergency may include:

- Death of parents/caretakers
- Separation from one or more caretakers
- Separation from, worry about or loss of siblings and other family members
- Separation from friends or animals (respect that friendship and/or animals can be very important even to small children)
- Loss of possessions
- Loss of home/destruction or having to flee
- Changes in adults' behavior – they are "not themselves"
- School is closed
- Daily routines are gone
- Danger for life or health
- Worry or concerns for the future
- Situation exceeds what children have learned to cope with or have had previously experienced
- Some children may have witnessed or participated in horrifying events (e.g. pulling siblings out of the rubble after an earthquake)

Situations can worsen over time or more devastating changes can add to the stress in children's lives; this is especially true in a prolonged armed conflict. Some of the most damaging situations are those that involve prolonged states of stress.[23]

Stress reactions may appear immediately after the distressing event, or within several days. In some cases, weeks or months may pass before the stress reactions appear. The signs and symptoms of a stress reaction may last several days, weeks or months, and occasionally longer depending on the severity of the event. With the understanding and support of loved ones, stress reactions usually pass more quickly. Occasionally, the stressful event can be so painful that specialized professional assistance may be necessary. This does not imply mental disorder or weakness. It simply indicates that the particular experiences were just too powerful to manage without help.

Everyone reacts in his or her own individual way, both during and after an emergency. However, there are some social, cognitive and physical reactions in children that are common globally.

[23] Children's Risk, Resilience and Coping in Extreme Situations, J. Boyden, G. Mann, Background paper to the Consultation on Children in Adversity, Oxford, 91-2 September 2000

Common reactions of preschool age children:

- Inactive; unable to follow usual routines
- Does not play or plays repetitive games
- Anxiety, fear of things and situations; afraid of losing or breaking objects
- Doesn't speak; crying
- Sleeping or eating problems (including nightmares)
- Clinging behavior or overly independent
- Confusion
- "Naughty behavior" – regression to younger behavior
- Impaired concentration
- Tries to comfort the parents/siblings – sometimes taking an adult role
- Physical symptoms such as stomach aches or bedwetting
- Irritability
- Asking the same questions repetitively
- Blaming himself/herself

Common reactions of children ages 8-12:

- Alternating swings in level of activity from passive to overactive
- Withdrawing from social contact with family or friends
- Talking about the event in a repetitive way (keeps returning to details)
- Reluctant to go to school
- Underachieves in school
- Fear, especially when he/she is reminded of the shocking events
- Unwilling recalling of the event (triggered by sounds, smells, etc.)
- Emotional confusion
- Impact on memory, concentration and attention
- Sleep and appetite problems
- Aggression or irritability
- Self-blame and guilt feelings
- Avoiding behaviors
- Mood swings

Common global reactions of youth

- Feeling different because of the different and unusual experience
- Increase in risk-taking behavior
- Substance abuse or other self-destructive behavior
- Avoiding people, places or situations that remind him/her of the shocking events
- Aggression
- Intense grief (understands the consequences of loss better than that of a younger child)
- Feeling hopeless

- Incompliant with authorities/parents
- Trying to be involved; re-establish a sense of mastery and control over his/her life to be useful

Annex 2

Resilience Factors

Resiliency is defined as "the capacity to withstand stress in a way that allows self-confidence and social competence to increase through mastery and appropriate responsibility."[24] One's resilience changes point over time and circumstance.

Relationships, particularly those formed with primary caregivers; serve as the foundation of youths' social and psychological development;[25] and are very important in children's resilience. As Suniya Luthar (2005) and other leaders in resilience research maintain, "Resilience rests, fundamentally, on relationships." Children react differently to emergencies. Some children are able to draw on internal resources and external support to help them cope and adapt more easily; they are described as "resilient."

Research has found that children do share certain characteristics or factors that seem to protect them in the short term and help them avoid long-term negative psychosocial effects.[26] These factors are:

- Strong attachment to caring adults and/or peers;
- An ability to seek out positive, encouraging role models;
- Easy interaction with adults and peers;
- A level of independence and an ability to request help when necessary;
- Regular engagement in active play;
- An ability to adapt to change;
- A tendency to think before acting;
- Confidence to act or control aspects of his or her life or circumstances; and
- An active interest in hobbies or activities

Resilience is comprised of protective characteristics in the child (some learned, some part of the individual makeup) and protective environmental factors. The table below shows some of these factors.

Resilience Factors in Children and Their Environments

Resilience Factors in the Child	Resilience Factors in the Environment
Takes positive steps to solve problems	The existence of a secure bond with parents/caregivers
Seeks support – talks to others about feelings	Parents/caregivers who model coping and appropriate behavior
Is creative and inventive	Parents/caregivers whom the child can trust and who provide warmth and support

[24] Rutter, M. and Garmensky, N., eds (1985). *Stress, Coping and Development in Children.*
[25] Resilience in development: A synthesis of research across five decades, S. Luthar, D. Cicchetti, & D. J. Cohen (Eds.) *Developmental Psychopathology: Risk, disorder, and adaptation*, Vol. 3 (2nd ed), New York: Wiley. 2005
[26] Adapted from Donahue-Colleta, n(1991) *Understanding Cross-Cultural Child Development and Designing Programs for Children.* PACT.

Takes responsibility for own actions	People who set limits and prevent the child from getting into danger
Is hopeful about the future	Predictable routines, and structure (e.g. school attendance)
Is respectful of self and others	Access to shelter, hygiene, medical care, and opportunities to play
Has the ability to interact/play with others	Access to education and/or economic opportunities
Takes pleasure in learning	Positive and consistent discipline
Has a sense of humor	Presence of supportive family, friends, community support networks, including religious groups

Annex 3

Psychological First Aid[27]

1. Purpose

Psychological first aid (PFA) is an approach for assisting children and adults after a crisis. Its purpose is to reduce and alleviate the immediate distress, reduce psychosocial chaos in connection with disturbing events, and to promote and support short- and long-term coping and adaptation. Psychological first aid is not psychoanalysis or psychotherapy, since it does not provide treatment. Instead, it gives immediate comfort and support.

Psychological first aid can be provided to survivors of a distressing event, to children, youth and adults who are either directly or indirectly affected, and can/should be provided to humanitarian workers who are providing immediate relief in the first phases of disaster response. Psychological first aid can be done by mature and well-balanced staff and volunteers, but these individuals should be trained in advance and provided ongoing support and supervision.

2. Timing

Psychological first aid should be given immediately after a disturbing event (natural disaster, man-made disaster, crime, violence or armed conflict). Immediately after a disturbing and overwhelming event, the affected population is likely to show some common signs of acute distress:

- Disorientation and confusion
- Panic and extremely active
- Irritable or openly aggressive
- Withdrawn
- Some affected people react with load screaming or crying
- Clinging behaviours

In the immediate aftermath, within hours and the first days, the main intervention is to provide a sense of calm, structure and reassurance.

3. What to do

A core purpose of PFA is to provide culturally appropriate support and a sense of stability, not a debriefing of the details of the distressing event.

Timing	Characteristics of the affected population	Do	Do Not
Immediate response	• Disorientation and confusion	Orient yourself to understand the cultural	Make assumptions about the reactions of affected people

[27] Berliner et. al (1997). *Psychological First Aid and Human Support*. Danish Red Cross. View table of contents at http://psp.drk.dk/sw2995.asp; available for purchase through IFRC Reference Centre for Psychosocial Support. National Child Traumatic Stress Network (2006). *Psychological First Aid: Field Operations Guide*, *2nd Edition*. Accessed at http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa or http://www.ncptsd.va.gov/ncmain/ncdocs/manuals/nc_manual_psyfirstaid.html.

	• Panic and extremely active • Irritable or openly aggressive • Withdrawn • Some affected people react with load screaming or crying • Clinging behaviors Remember that a crisis may also include positive reactions as helping behaviors, feeling solidarity, determination and increased energy	context	
		Establish connections- remember to introduce yourself. Practical assistance is a good way to make connection	Talk too much about yourself
		Be interested and empathetic	Over-involve and probe into details. In the immediate aftermath, people may not be able to set their own boundaries as well as before.
		Provide comfort, if appropriate- hold hands	Make false promises or use clichés like "you will get a new house soon."
		Allow expressions of feelings	Push for any specific reaction. There are no right or wrong reactions
		Help survivors to tell you their immediate needs and make sure that you know where to report	
		Ensure to provide safety and basic information, such as where services are available etc. Connect with appropriate stakeholders for safety, ensure that environments are physically safe.	
		Support culturally appropriate grieving processes- make sure that you are informed about burial arrangements etc.	
		Speak calmly, be patient	Think you can solve everything or are personally responsible for everything
		Be prepared that you may be overwhelmed or experience aggression from survivors. It has to do with common reactions, not necessarily with what you are doing.	Think all survivors have the same reactions, some may not be very affected emotionally
		Speak slowly	
		With children: sit so you are in eye level. (applies also to people in wheelchairs)	
		Focus on listening- practice "active listening"- and make sure that you have understood what the person has said and vice versa.	

		You can work with groups although PFA is primarily for individuals or smaller groups- like families.	Be too problem oriented- make sure that everyone hears the necessary information
After the first shock and feelings of being overwhelmed	Survivors will start to solve problems and seek the necessary information. Many people will need this support after only a few hours	Get information on: relief plans, activities, common reactions and coping	Assume or invent. If you do not know, say so and get back with the information if possible
		Be honest	Over-expose children to distressing details
		Allow for different expressions of grief. Convey the message that there are many ways of grieving- children, especially young children, grieve for short period of time and then resume their activities. This is common	Make statements like: "You will get over it" "Stop crying" "Fortunately, no one else was hurt" " You must cry" "You need to get away from it all"
		Respect privacy- wait a few minutes. You may just stand nearby and be busy doing something else	Impose yourself
		Start with manageable feelings or issues	
		Give information about common reactions. Reassure people.	Diagnose or patronize- generalize "many people feel..."
		You may suggest breathing exercise or other techniques for relaxation	
After the first days and ongoing	Survivors may start to think about the future, worry about basic practicalities, experience reliving the distressing event	Ask additional information about health, losses, post-disaster concerns, separation, physical illness, feelings, possible abuse of drugs or alcohol, availability of social support	Probe or make unrealistic promises
		Explore support systems "who could help you, who do you talk to, etc." Explore where the survivor can get: emotional support, connect with others people, feel part of a group and feel useful, get material assistance and reliable information	
		Provide information on common reactions. Make sure that people continuously have access to information about the situation, services available	

		and how to access services. Convey messages about common reactions and provide information about self-care, family and coping. Highlight positive coping that the survivor is already doing.	

Basic information about health coping can be given to children, youth and parents in a variety of ways:

1. At distribution points, where humanitarian workers meet affected populations
2. In meetings where coping or other issues are on the agenda
3. Meetings in Child Protection Committees
4. During house/tent visits
5. Broadcast on radio/loudspeakers
6. Folders (where people can read)
7. Parents meetings held at Child Friendly Spaces
8. In sessions for children/youth in Child Friendly Spaces or other interventions

Basic information about healthy (adaptive) coping reactions and (negative/counterproductive) maladaptive reactions

Positive coping	**Counterproductive coping**
Talking to others	Isolating yourself (not wanting to burden others)
Getting involved	Blaming others
Getting and seeking information	Violence
Enough sleep and nutrition	Overworking
Exercise	Risk-taking behaviors
Engaging in physical exercise	Eating too much or too little
Maintain a daily routine	Consuming alcohol to cope
Do daily chores	Using drugs to cope
Allowing yourself to be upset	Not taking care of yourself
Engaging in pleasant activities	Listening to frightening rumours without checking the information
Keeping a journal	Thinking that you are obliged to solve all problems
Taking "time outs"	Thinking that the events are your fault
Using relaxation methods	
Seeking additional support	
Spend time with family and friends	
Remember what has worked for you before	

Annex 4

Talking with Children: A Quick Introduction to Principles and Techniques

There may be many reasons that you are talking with children: you may be interested in their opinions and perspectives as a part of your programming, involving children in monitoring or talking to children for purposes of support. You may be talking to children alone, in pairs or bigger groups of children. The following is a listing of the keys issues and advice for the adult who is talking directly with children.

1. The atmosphere

When you talk to children, you are responsible for the communication, although talking to children is not always predictable. You should take care to create the best possible atmosphere by using the following principles:

A. Safety

It is essential for children to feel safe. This will make them more open, and give a good experience of joining the group.

Do	Do Not
Make sure that venue is physically safe	Punish children
Make sure the venue is healthy and hygienic	Create an infectious environment
Set ground rules. Children have the right but not the duty to speak. Everyone must listen.	Laugh at children or allow mockery
Smile, be interested	Interrupt or allow interruptions
Be kind	Apply pressure for answers
Make sure that the children know what you will do with the information and know your purpose.	Intimidate
Keep a light atmosphere	Pass personal judgement You can say "It was very wrong what happened, children should not experience this…." Never say: "Your mother was bad to hit you."
Get consent before talking to children	
Be respectful when talking about parents, communities and culture.	

B. Validation

Create an atmosphere in which all the participants are valued and that all statements are acceptable, as long as they comply with the rules of mutual respect in the group. Many children in difficult circumstances feel shameful and have low self-confidence. Let them feel that they are valued and acknowledged.

Do	Do Not
Let children finish their sentences	Let anyone feel silly or inferior
If the discussion gets off track- sum up, validate the statements ("thank you," "right now you are telling us about"… and bring the conversation back on track.	Try to argue or impose an adult perspective - keep the child's experience in focus.
Be flexible. Some unexpected important issues may turn up. Be prepared to follow the thinking of the children, but make sure that the whole group is following, and ask "is it OK we talk about this now?"	
Validate the child's perspective, as a situation may be	

seen differently by adults.	

C. Inclusiveness

In a group, everyone is a member, and should be allowed space. Children will share more with the group if they feel included and the group atmosphere is better if you make sure to include everyone.

Do	Do Not
Let children take turns	Let anyone monopolize the situation
Some children need to be "invited." You can use concrete examples to get the quiet children started.	Apply pressure
Let the group feel that you are equally interested in everyone.	Show more interest in some children than in others

2. Purpose

State your purpose clearly. Are you going to provide children with information? Do you need information from them? Or, are you talking to children with the purpose of comfort, reassurance and support?

Tell the children what your purpose is, and keep that purpose in mind. Children may start talking about something else. Be prepared to change focus according to the children's interests. Sometimes children change focus to get a small "break;" if they do, allow some small talk (it can be relaxing and create a good atmosphere in the group) but bring the conversation back on track, respecting the personal space of the children.

3. Prepare Yourself

- What is the purpose of talking to the child/children?
- What do you want the child/children to gain?
- Do you need more information in advance? It is wise to know something about the life conditions of children in the area/ under the same conditions.
- Does the child/children know that you will talk to the parents and vice-versa?
- What problems and consequences could this communication have for the child and for you (moral, practical, etc.)?
- Prepare any materials (paper, pens, flipchart, etc.)

Most children enjoy talking to an adult who is genuinely interested in hearing what they are sharing. Remember to be aware of the children's and your own body language. Are you at ease and relaxed? While you are responsible for the communication, situations can be unpredictable. You cannot solve the situation for all children, but listening to them is important and a great support for most children. Make sure that you:

- Know something about the issues that the children are facing.
- Know your own reactions, so that you are prepared to handle them when talking to children.
- Are comfortable with hearing about abuse and neglect.
- Learn how to protect yourself from being emotionally overwhelmed.

- Are aware that any grief or aggression is not personally directed at you.
- Maintain your emotional reserves (find things that make you laugh, seek support, spend time with people you enjoy).
- Accept that no one is perfect.

4. Techniques for Talking to Children

Do	Do Not
Mark clearly when you start and end.	Focus on facts – it is the children's experience and feelings that are important.
Make the child visible (identity markers). "Oh you are smiling today, I see you have a new pencil, etc...)	Be too vague
Structure (create common focus). "Today I would like to hear your opinions about…"	Promise more than you can provide
Inform about plans and purpose	Speak in a devaluating way about parents
Acknowledge when he/she speaks about something difficult.	Give direct advice
Take the child's perspective seriously.	Pressure the child to talk about personal issues that they are not comfortable with sharing
Be sensitive to any feelings of guilt or conflict of loyalty in the children.	Create a situation in which the child thinks that he/she has to please you by saying something specific
Reduce any emotional chaos by containing, accepting and identifying feelings. "I think that may have made you feel proud," "Perhaps you are angry about that." Highlight coping. "When you were scared, you ran to the neighbour's house. That was good. Then what?"	Talk too much about yourself or your own experiences
Explore the child's experience/be curious.	Confuse children with irony
Mirror "I see that this makes you upset."	
Respect the child's physical and emotional boundaries	Ignore a complaint about their wellness. Children know when they are not well.
Give concrete examples	
Sum up periodically	
You can ask the same question in many different ways	
Parallel stories "I know another boy who experienced the same thing…"	
Generalize "Many children have experiences…" Normalize the children's reactions	
Use I-statements. "I think that this must have made you confused..."	
Use child-friendly language	

5. Feedback from Colleague

Talking to a group of children usually requires two people: one to facilitate and one to take notes and observe. Ask your colleague:

- What went well/not well?
- Was the purpose met?
- Was I clear, open, acknowledging and focused?
- What were the child's and the caretaker's perspectives?
- Was the communication good?
- Were there any dilemmas for the child/child or for me?

Annex 5

Working with Communities

Making Space for Children: Planning for post-disaster reconstruction with children and their families is a useful reference for those seeking to work with children and communities.[28] The sections below share key quotations and offer two methods you can use to gather information, plan and involve children and communities in that planning.

Key quotations

"There is one golden rule – to make maximum use of the strengths of a particular community or setting. One energetic, respected individual for example, a women's savings group, or a group of children or teenagers already organized around some project, could be excellent entry points for identifying local priorities. Instead of re-creating networks and structures, the participatory process can build on what already exists. The strengths of a community can also include physical characteristics. A special place where children and teenagers come together regularly, or a tree that people think of as the heart of the community, can become a 'hub' for the participatory process. Meetings should happen where people feel relaxed and comfortable." (Page 40)

"In discussing, observing and analyzing local routines with adults and children, it is always critical to work towards an understanding of how these routines might best be supported, how various daily challenges might be addressed, and even how new, more desirable routines might be made possible through targeted attention in planning and design. Much of "planning" is a process of identifying problems in the environment, so that they can then be responded to…" (Page 44)

"It is not feasible for everyone in the community to be equally involved in the planning phase. A core group will generally be the motivating force behind the planning process, and the liaison with the rest of the community. These core planning groups are often the people who help to ensure the sustainability of the project once facilitators leave the site. Often these core group members emerge from discussion groups early in the process." (Page 45)

Method 1: The Daily Activity Matrix

This method is best conducted with a small group. The facilitator draws a line with a sun rising and setting above it, representing a typical day. Then participants are asked to give a detailed account of their day, from the time they wake up until they go to sleep. Each activity is recorded in the diagram as the day progresses. It is essential to go slowly and collect as many details as possible for each activity. People often tend to skip important information unless they are asked specifically to provide the details. In order for this method to be useful

[28] Sheridan Bartlett, Selim Iltus (2007). *Making Space for Children: Planning for post-disaster reconstruction with children and their families*. Save the Children UK, Save the Children Sweden – South and Central Asia Region. Accessed at http://shop.rb.se/Product/Product.aspx?ItemId=4975477&SectionId=2017326&MenuId=74347.

in the planning and design of homes and community spaces, it is essential, for instance, to relate each activity to physical space and to the lives of children. For example, when a mother describes waking up and going to wash early in the morning, the facilitator must ask where she washes, where the water comes from, whether small children are awake yet, and if so, where they are while she is washing. These details should be carefully recorded. It's usually necessary to do a daily activity matrix for different kinds of days such as weekdays, weekends, special holidays, and so on.

Activity matrices can also be useful for understanding the lives of children. For very young children, caregivers will be the best source of information. School-aged children will enjoy doing it themselves. It should be noted that the activities of girls and boys are likely to be very different, and separate working groups should be established for school-age boys, school-age girls, teenage boys and teenage girls. Although the method used is identical to that used with adults, most children and teenagers have a wider geographic range than adults, and in the course of their play are likely to use many outdoor spaces in the community that adults usually do not go to. While doing the daily activity matrix with children, it is important to understand this "spatial" dimension of their lives in full. Source: **Making Space for Children, p. 43**

Method 2: Mapping

Although this may not be possible in many cases, the community should ideally be involved in site planning decisions. At a minimum, the proposed site plans should be explained to them and suggestions invited.

A reliable base map of the site is a critical starting point. The scale should be large, and people should have a clear understanding of what the scale represents. It is important to use methods and materials that allow for flexibility and continuous rearrangement. Paper, pens and markers are not a good idea, since when a line is drawn, it is not easy to change it. Instead, cutout templates and local materials can be used as building blocks. Rope or yarn, for instance, can be used to mark roads, paper templates can represent houses, leaves and sticks can stand for plantings.

Another possibility is to draw large maps directly on the soil with sticks. Such maps can be erased and redrawn very quickly. Whatever method is used, it is important to draw or photograph the final outcome so that it can be communicated to others. **Making Space for Children, p. 48**

Annex 6

Working with Other Sectors

Issue /Topic	Do	Do Not / Carefully Consider
Non-food Items	Identify appropriate NFI distribution sites together with community members and children attending Child Friendly Spaces (CFS)	Conduct NFI distributions within a CFS in cases where this would mean a suspension of activities for children or children could be harmed during the distribution
	Use the CFS as a platform to disseminate information to the community on dates for distributions / next cycles, etc.	
	Explore ideas of gathering feedback on NFIs distributed with children attending the CFS and community members	
Food / Nutrition	Identify what sites would be appropriate as food distribution sites together with community members and children attending CFS	Conduct food ration distributions within a CFS in cases where this would mean a suspension of activities for children or children could be harmed during the distribution
	Liaise with WFP/agency responsible if a child is identified in the CFS who is not receiving food rations but should be	
	Ensure CFS staff are aware of CTC or other nutrition programs in the area, how they operate and how to refer cases	Consider carefully the provision of meals for children attending in the CFS when there are other mechanisms for ensuring they can access their food entitlements.
	Develop nutrition messages along with children and community members attending CFS for dissemination.	
	Consider role CFS can play in infant feeding / breast feeding promotion	
Health	Develop a list of locally available medical treatment options for children and ensure that staff are aware of what is available and how to access it	Send a child from a CFS to a clinic/place for medical treatment without an accompanying adult
	Identify appropriate sites for medical distributions with community members and children attending CFS	Distribute medical items and medications to children without guardian's supervision in a CFS
	Develop health messages along with children and community members attending CFS to disseminate	
	Use CFS as a site to spread messages about a vaccination campaign	
Education	Work with communities (could be through focus group discussions with children and adults) to explore main barriers to schooling and find solutions for getting access to for all children. Use children's networks to identify and support children for whom access to school was an issue before and after the emergency. Work with Education Officials and communities when identifying/selecting sites for CFS. Inform Education Officials when appointing teachers as supervisors/carers in CFS. Be aware of school terms/semesters and timetables and how CFS operate to complement them.	Establish CFS without having had any consultation/communications with formal education authorities (if they exist and are operational). Employ teachers as supervisors unless the strategy is complementary to the official school system. (i.e. to avoid depleting schools of teachers when they are needed.)

	Consult education authorities if establishing services for very young children (ECD services), especially if there is the possibility of them becoming more formal establishments in the future. Avoid developing a parallel system, where CFS compete with schools. Use teachers and other education personnel to better understand local practice, curriculum that can be useful or drawn upon in the emergency. Use the CFS as a platform for disseminating school/education-relevant information – ie. Back to School campaigns etc.	
Livelihoods	Explore opportunities of holding focus group discussions with community members and children in CFS on livelihoods related issues (if useful for livelihoods team)	Raise expectations you cannot meet
	Identify what sites would be appropriate as cash grant distribution sites together with community members and children attending CFS	Conduct cash grant distributions in CFS in cases where this would mean a suspension of activities for children or children could be harmed during the distribution

Annex 7

Assessment Tool Example
Afghanistan Child Protection Quick Assessment[29]

Location: _____ Person conducting the assessment _____

General Situation:
How many children are there at this location/village? _____
Adults, men _____ Adults, women _____
Approximate number of households _____
Approximate number of female- headed households_____

Are people at this location displaced from their original home? If so, give details

Did people stay in this location for the past 6 months or have they moved? If so, from where?

What is the community view of female-headed households?

What is their general economic and social status?

How do children spend their time generally?

How has life changed in the past 3 months?

Community Networks
Which community members have the most influence in children's lives?

What kind of social groups exist among children and among adults?

Separated Children
Are there unaccompanied children (children with no adults) at this location?

Are there children at this location who are separated from their primary caregivers? If so, how have these children been separated?

How are they being cared for?

Are there concerns about how these children are being card for?

[29] Save the Children (2004). *Psychosocial Care and Protection of Children in Emergencies, A Field Guide.*

Are these concerns different from boys and girls? Give details.

Are there child-headed households? Give details.

How are these households supported? What additional support is needed?

Recruitment
Are there reports that children under 18 years have been recruited to fight, have left to join the fighting, or have returned after fighting?

How does the community view these children?

How does recruitment take place?

Are children joining militarized madrassas?

Disappearances
Are there reports of children disappearing from the area for long periods of time? If so, give details.

What information is available about what has happened to these children?

Sexual Abuse
Do you hear or observe any report of sexual abuse among children? Give details.

Child Labor
What kinds of work are children involved in?

How old are they?

Is the work considered dangerous or is it exploitative? Give details

What support is there among working children?

Education
What education opportunities do children have?

How old are the children participating in these activities?

Which children participate in these activities?

Which children do not participate and why?

Recreation
What recreation opportunities do children have?

What is the difference in access for boys and girls?

What ages of children participate in these activities?

Why do children not participate?

Youth
How do adolescent boys and girls spend their time?

Do they have access to education and recreation activities?

What do adolescents see as the most important issues for them?

Children with Special Needs
Are there children with special needs at this location?

Do they have access to education/recreation opportunities?

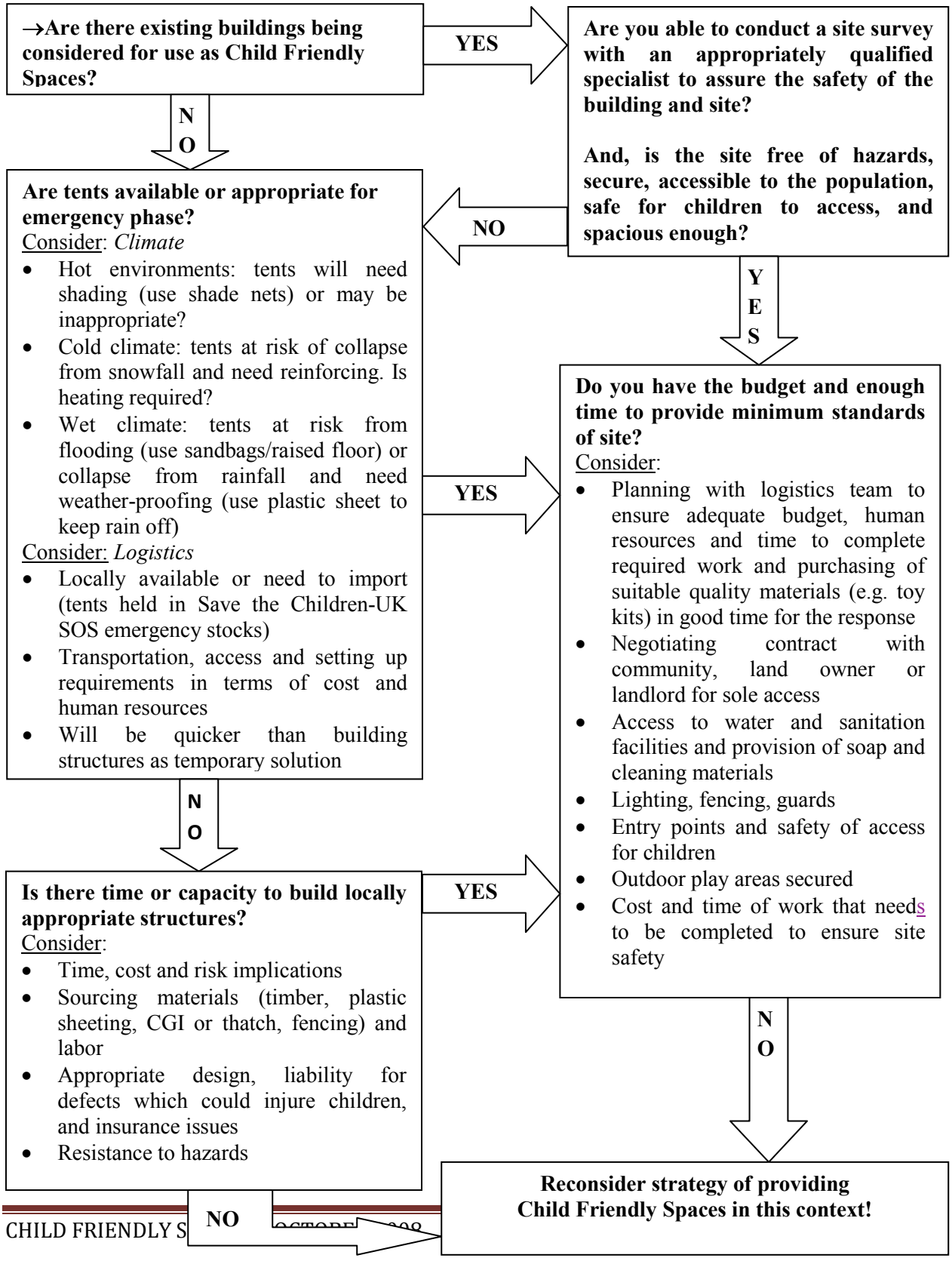
How are these children being supported within the community?

Health
Do children and their families have access to health care?

What problems exist in accessing this care?

Annex 8

Decision Making Child Friendly Spaces in Emergency Response



Annex 9

Logistics Checklist

1. Has the logistics department been asked for costing and timeframes for implementation of program plans?

2. Is there adequate logistics capacity to set up sites, tents or temporary structures in the timeframe proposed?

3. Is there a requirement for procurement of materials and have these been planned and budgeted for? Can we meet quality standards in the timeframe?
   - Program supplies: e.g. toy kits* or education materials?
   - Structure supplies: e.g. tents*, roofing or fencing* materials?
   - Site health and safety supplies: e.g. signs, water filters*, soap?

4. Is there adequate provision at the site for safe water supply, soap and latrine facilities (as per Sphere, 2004) planned and budgeted for:
   - If water supply system is required, design is safe and has capacity.
   - If latrines are required to be built, design is safe and has capacity.
   - Health and sanitation consumable supplies are provided for.

5. Is there adequate safety and security planned and budgeted for:
   - Guards (need Child Protection training and reference checks)
   - Fire extinguishers and first aid kits
   - External fencing*
   - Shading*
   - Safe lighting and electricity supply (if available) or solar lighting*
   - Cleaning materials for site and toys
   - Safe cooking devices (if appropriate)
   - Lockable storage

6. If using tents, plan for the following:
   - Sourcing appropriate quality tents as gift in kind from UNICEF or other agencies, and recording the donations with finance department.
   - Importing tents from emergency stocks; considering international freight and internal storage and transportation implications.
   - Climate and changing seasons: temperature, flooding or snow; and protecting the tents adequately with shade netting, raised flooring and plastic sheeting over the canvas, or clearing snow.

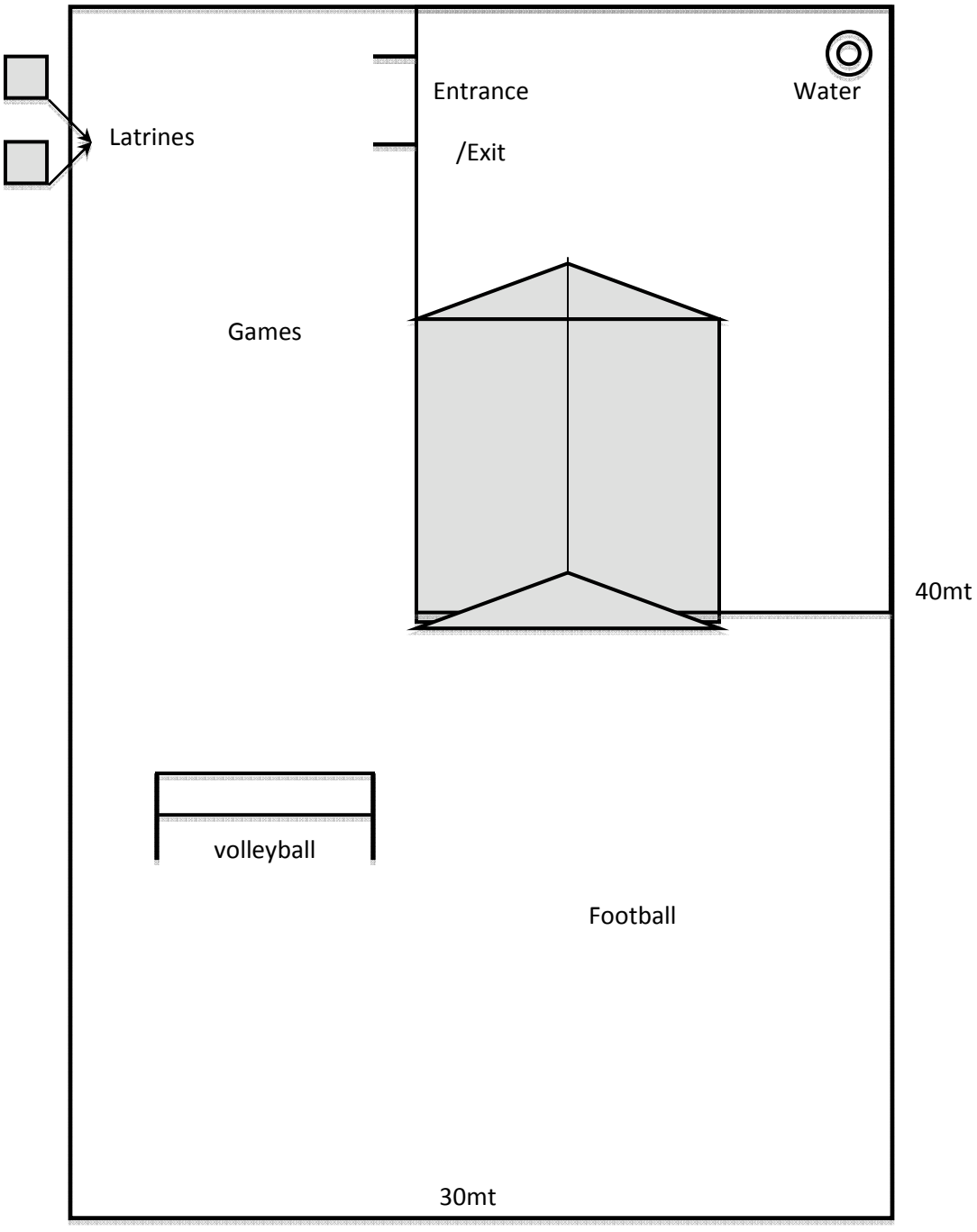
* Available from Save the Children-UK International Supplies department SOS emergency stocks

7. If building temporary structures, plan for the following considerations:
    - Design drawings and bill of quantities approved by appropriately qualified specialist, program adviser, and logistics manager.
    - Procurement and delivery to site of required materials at suitable quality planned and budgeted for within a realistic timeframe.
    - Following donor and Save the Children's procurement processes and tendering requirements as required
    - Management, timeframes and cost of labor teams to clear site and build structures.

Annex 10

Child Friendly Spaces – Layout

Example from Mozambique flood response



Annex 11

Health and Safety Checklist

AREA	*CHECK*	*YES*	*NOTES/ACTION*
HEALTH:			
• **Sunsafe**	Shady area available for adults and children	☐	
• **First aid kit**	Inaccessible to children	☐	
	Regularly checked and updated	☐	
	Someone in group has first aid training	☐	
• **Emergency procedures**	Group has guidelines in event of an emergency	☐	
• **Toilets/ latrines**	Clean	☐	
	Hand washing facilities available, clean and working	☐	
OUTDOOR SAFETY			
• **General**	No poisonous plants in play area	☐	
	Grounds safe – no animal feces, broken glass, tins cans, etc.	☐	
• **Water**	Any tanks covered	☐	
	No standing water (mosquito breeding)	☐	
	Drinking water available throughout session	☐	
	Use plastic containers	☐	
PLAY SAFETY			
• **Equipment**	Clean	☐	
	No dangerous broken pieces	☐	
	Non-poisonous	☐	
• **Supervision**	Children supervised at all times	☐	
BUILDING SAFETY			
• **Play area**	Safe	☐	
	Clean	☐	
• **Storage**	Safe and secure	☐	
INFORMATION			
	Family contact information and register kept up to date and available immediately	☐	

Annex 12

Minimum Health and Safety Standards

1. *General Guidance*
    1. Safety precautions
        a. Play materials and equipment must be safe and free from sharp or rough edges and toxic paints
        b. Keep sharp materials, plastic bags, cigarettes, matches, medications, cleaning supplies
        c. Avoid toys that explode or that shoot things (toy guns, darts, fireworks)

    2. Hygiene and sanitation: ensure that children wash hands with soap and water
        a. Before: eating, playing in a water play area
        b. After : toileting, outdoor activities, playing in sand/mud, touching animals

    3. Medication at center: with the exception of emergency first aid, prohibit administration of medication, vaccination, and other invasive medical procedures

    4. Children who might need special care (diabetic, epileptic): if center is admitting children with special care needs, recommend to have paramedic (nurse/health assistant)

    5. Food preparation at center: If food is prepared and/or served at the center, there is a need to have a separate guidance. This will include hygiene/sanitation when preparing food, serving food, and how to manage incidents like choking (food that present a risk for choking include hot dogs, whole grapes, hard candy, nuts, raw peas, meat larger than can be swallowed whole) or allergic reaction to certain food

    6. First aid and CPR: One caregiver per group of children must have current training in first aid with rescue breathing and one employee per center must have current training in CPR, if good CPR training is available

    7. Eliminate or minimize the occasions where one caregiver is alone with a child and not easily observed from outside the area

2. *What Type of Illness Would Prohibit a Child From Being Admitted to Child Friendly Space?*
    1. The illness prevents the child from fully participating

    2. The illness results in greater need for care than caregivers can provide

    3. The child has one of the following signs and/or symptoms
        a. Fever (high body temperature)
        b. Lethargy
        c. Vomiting

d. Diarrhea
e. Abnormal breathing (e.g. fast breathing)
f. Body rash
g. Cough with fever
h. Behavior changes (e.g. irritable, sleepy, drowsy)
i. Ear or/and eye discharge
j. Body itching (scabies, lice infestation)
k. Disease conditions that staff identify: measles, chickenpox, mumps, scabies, common cold

4. Child has been diagnosed with communicable disease (e.g. tuberculosis), and doesn't have medical documentation to indicate that the child is no longer contagious

Encourage full immunization for all children who participate in Child Friendly Spaces

3. *What to do if a Child Becomes Ill While in the Center*

1. If ill:
   a. Contact parents to pick up child immediately, and give extra attention until caretakers arrive
   b. If critically ill or injured – notify child's parents and take to the nearest health facility for medical care immediately.
2. For other illness, notify parents and give extra attention until parents arrive
   a. child is injured (minor) at the center – first aid
   b. child has sign and symptom requiring exclusion from center and/or child has acquired a communicable disease – isolate child until parents arrive to collect and exclude from center until child is well and no longer contagious
   c. if center has an outbreak of lice or other infestation in the group, or communicable disease; inform parents, advise them to monitor child for signs/symptoms of illness

4. *Staff Working in Child Friendly Spaces*

1. Hand washing, with soap and water
   a. After: using the toilet, outdoor activities, assisting a child with toileting, handling animals, handling or cleaning body fluids – like wiping noses, mouths, or sores
   b. Before: feeding a child; preparing food; serving food or drinking water
2. Staff behavior: must not consume alcohol or be under the influence of alcohol or controlled substances, must not smoke in center or playground
3. Staff illness/exclusion from center: if personnel have fever, diarrhea, vomiting, or communicable disease like common cold, chest infection, throat infection, tuberculosis, they should be prohibited from entering the center, and should not be readmitted without notice from health care provider that they are no longer contagious.

5. How Some Childhood Infectious Diseases Are Spread

Method of Transmission			
Contact (touching infected person's skin, body fluid or a contaminated surface	**Respiratory Transmission** (passing from the lungs, throat, or nose of one person to another person through the air)	**Fecal-Oral Transmission** (touching feces or objects contaminated with feces then touching your mouth)	**Blood Transmission** (direct contact with blood)
Chickenpox* Cold sores Conjunctivitis Head Lice Impetigo Ringworm Scabies Influenza* Hepatitis B* Pertussis* Pneumonia	Chickenpox* Common Cold Diphtheria Fifth Disease Bacterial Meningitis* Hand-Foot-Mouth Disease Impetigo Measles* Mumps* Rubella* Influenz*a	Chickenpox* E coli 0157:H7** Enterovirus Giardia Hand-Foot-Mouth Disease Hepatitis A* Infectious Diarrhea Pinworms Polio* Salmonella** Shigella Cryptosporidosis	Cytomegalovirus Hepatitis B* Hepatitis C HIV infection
*Vaccines are available for preventing these diseases **Often transmitted from infected animals through foods or direct contact			

Annex 13

First Aid Kit: Sample Contents

First-aid training should be given as part of a standard training package; use of first-aid kit contents should be explained thoroughly before being given or used.

First-aid kit should contain:

1 bag or box for storage of kit
1 packet of 25 individually wrapped adhesive strips (plasters)
2 sterile eye pads
1 triangular bandages
12 safety pins
5 sterile gauze pads
2 rolls adhesive tape, 1.25 cm wide (preferably microspore tape)
2 crepe bandages
Cotton wool (one packet)
1 pair sharp scissors
3 pairs disposable gloves
1 pair tweezers
2 small bottles of sterile eyewash solution
Alcohol swabs/wipes
Dettol (small bottle) or antiseptic solution
Antiseptic wipes
Soap
List of emergency contact numbers
Thermometer
Calamine lotion
Hydrocortisone cream (1%)
Elastic bandage
Adhesive bandages in variety of sizes

Annex 14

Emergency Procedures

In each Child Friendly Space, volunteers need to agree on the gathering point for children in the event of an emergency. This place should be in a flat, clear, open space, a significant distance from buildings, sudden drops, power lines, or rivers and should be located close to the Child Friendly Space. There should be enough space to accommodate at least 100 children.

All parents and community members should be briefed on where their children will be in the event of an emergency. They should be responsible for collecting their child from the gathering point after an emergency. If a child is not collected, an alternative care arrangement should be sought after discussion with the child and volunteer.

General emergency procedures

In the event of an emergency in the vicinity of the Child Friendly Space, the volunteers should follow these procedures:

- Instruct the children to remain calm and not to run.
- Pick up attendance register and fire extinguisher.
- Organize the children to walk in pairs to the gathering point.
- Instruct the children to sit on the ground and remain still.
- Call the emergency help number focal person for immediate assistance, and brief them on the situation.
- Do NOT attempt to deal with the situation themselves (e.g. fire, flooding), but await assistance.
- If a child is at risk of injury, supervisors should take all reasonable measures to address the situation, without compromising their own safety.
- If a child is injured, call for medical assistance IMMEDIATELY, and then follow first aid procedures. Do not attempt to move a seriously injured child until medical help is at hand.
- Use the register to ensure that all children are present in the gathering point.
- Remain with the children, reassure them and keep them calm.
- Once the emergency situation is under control, ask the volunteers to brief the community on the whereabouts of their children.
- Remain with the children until their parents have collected them.

Fire specific procedures

If there is a fire in or near a Child Friendly Space, call **"FIRE"** as loud as possible several times, and remove everyone from the immediate area as quickly as possible. If possible, use the fire extinguisher provided. *Children can be taught as part of emergency preparedness to* ***"Stop Drop and Roll"*** *in case a child's clothes catches fire* ***Stop*** *what you are doing,* ***drop*** *to the ground, cover your face, and* ***roll*** *back and forth until the flames go out. Running will only make the fire burn faster. Practicing makes the actual response more of an appropriate reaction, requiring less thinking time during an actual emergency situation.*

Annex 15

How to Set Up a Child Friendly Space with Physical Safety in Mind

The following checklist is to ensure that the physical protection needs of children are met in a Child Friendly Space.

Shelter: A key aspect of a Child Friendly Space is to ensure that adequate shelter is given so that children are able to play safely free from climatic conditions.

Tent

- ☐ Tent acquired based on 1 sqm per child
- ☐ Tent is ventilated and allows for a temperature range of 15ºC - 30 ºC
- ☐ Tent flooring can be kept clean (dirt is not acceptable, nor concrete for safety reasons)
- ☐ Regular cleaning staff and cleaning products in place
- ☐ Tent pegs hammered completely into the ground or covered by sand bags
- ☐ All guide ropes marked with colored flags

Permanent Shelter (Building)

- ☐ Building has been certified by an engineer as safe
- ☐ Buildings larger than 50 sqm have 2 evacuation points (door or full-size window onto a landing)
- ☐ Ensure rental agreement has been signed for the building and that it is a legally acceptable document

Sanitation

- ☐ 1 toilet per 30 girls, separated from adult use
- ☐ 1 toilet per 60 boys, separated from adult use
- ☐ 1 toilet per 20 male staff, separated from the children's toilets
- ☐ 1 toilet per 20 female staff, separated from the children's toilets
- ☐ Are the toilets designed for children? (Note: adult-size squatting plates often pose a threat to children or they may be afraid to use them, resulting in children urinating and defecating in the stall and not in the latrine.)
- ☐ Regular cleaning staff hired and latrine cleaning products provided.
- ☐ Adequate drainage from either sinks or toilets has been established and isolated from children
- ☐ Latrines are within 20 meters of the Child Friendly Space and in clear line of site
- ☐ Daily disinfecting toy bath in place with 1% chlorine solution
- ☐ Hand washing water at latrine point (1-2 lts/child/day)
- ☐ Hand washing water at Child Friendly Space center (1-2 lts/child/day)
- ☐ Soap available at washing point
- ☐ Cup washing point available with 1% chlorine solution
- ☐ Child-focused hygiene promotion in place

Water

- ☐ 3 lts/child/day CLEAN drinking water
- ☐ Water treatment and regular testing in place
- ☐ Clean cups available

Signage

☐ Child Friendly Space policy and entry condition signs up at all entry points in ALL appropriate languages

☐ Child-focused warning signage for relevant threats up in Child Friendly Space (hygiene, UXO – unexploded ordinances, evacuation)

Security and Safety

☐ Fire extinguisher in place

☐ First aid kit in place

☐ Minimum of 1 staff member of shift trained in first aid

☐ Weekly evacuation drills practiced with adults and children

☐ Appropriate fence around complete Child Friendly Space in place

☐ Child Friendly Space area and pathways clear of all UXOs

☐ All visitors are registered in a registration book

All above referenced items are in accordance with Sphere guidelines 2004 Ed[30]

[30] The Sphere Project, 2004. *Humanitarian Charter and Minimum Standards in Disaster Response.*

Annex 16

Child Friendly Spaces Materials/Equipment Kits: Example from Save the Children UK SOS Catalog

Save the Children UK has developed a catalog of Standby Operational Stocks (SOS) which conforms to donor procurement guidelines, so that items can be used in any emergency context and recharged to the donor. The items are stored in Europe for rapid consolidation and are dispatched to the field. Technical input from the emergency policy and logistics advisors was provided to ensure good quality and appropriateness of the kit contents and relief items.

What is in a Child Friendly Spaces kit?

Provision of Child Friendly Spaces in emergencies often forms a key strategic organizational response. The 12 kits are designed to provide a fast, effective response where local market conditions and resource constraints make purchase and assembly of equipment unrealistic in the short time frame of first phase response.

- Six $27m^2$ and xo $41m^2$ multipurpose tents
- 12 toy/education kits
- 12 safe play equipment/furniture
- 12 rolls of shade netting to protect tented or outdoor spaces from sunlight
- 12 water filters to provide safe drinking water
- 12 rolls of barrier fencing to provide rapid boundary demarcation

Children's play kit

Items and quantities

Jumbo size trunk – strong, but lightweight aluminum construction, with easy-carry metal handles, metal corners for added strength and high-impact plastic edging

1 padlock aluminum container
1 padlock for above
4 footballs
1 compact and lightweight double action pump
4 volleyballs
6 badminton rackets sets (2 rackets per set)
2 tubes of 12 plastic indoor shuttlecocks
1 net set
10 tennis balls
4 cricket bats
2 boxes of marbles
40 story books
5 slate chalkboards
4 ludo
2 abacus
2 packs of 12 standard pencils
5 pencil sharpeners
10 packs of 10 triangular crayons
5 glue sticks
4 skipping ropes
5 beach balls
1 pack of 5 toy cars
4 play tea sets
2 packs of 40 plastic wild animals
2 dolls – culturally mixed, female
2 dolls – culturally mixed, male
4 baby dolls – mixed
10 cuddly toys
4 wooden brick sets
10 packs of 12 coloring pencils

100 chalk sticks
5 pencil erasers
5 small metal scissors
10 white paper pads
5 sticky tape

Remember why games and toys are good….

Puzzles can facilitate concentration, enabling children to divert their focus and attention to something different, with a positive outcome.

Dolls can aid expression of difficult messages that children have, can foster social development through enabling children to play together, and can be a play tool for a child who is more comfortable in solitary play.

Drawing materials can aid children's expression, help children to express worries, concerns, memories, messages they have.

Non-competitive sports materials can facilitate cooperation between children, engage children in positive physical exercise.

Annex 17

Child Friendly Spaces Materials/Equipment Kits: Example from Pakistan

Item	No.
Battery-powered lamps	2
Large rug to fit the tent. If rugs are not appropriate or available, consider other options of floor cover such as carpet or woven mats. Depending on the weather, other options to consider: wooden pallets, plastic sheeting, canvas, raised flood-safe flooring, wood sheets, and rubber – waterproof carpets.	1
Small cushions (2 x 2 or 1 x 1) for reading/drawing time	50
Large cushions (4 x 4)	6
Banner/Logo – Child Friendly Spaces in local language and English	1
First aid kit	1
Cleaning kit	1
Fire extinguisher	1
Blankets	6
Waterproofing – depending on weather (trenches should be dug around the tent to help with this)	1
Save the Children-UK tabard for supervisors	2
Laminated information for children on a poster (local language)	4
Laminated information for the community on a poster (local language)	4
Children's tables and chairs	4 sets
Children's Play Kits (see Annex 16)	1 – 2 per center
Small water tanks with filters and glasses/cups	1
Basic latrine equipment	
Poles and tarp for demarcation (10m x 10m)	

Annex 18

Child Friendly Spaces Water, Sanitation, and Hygiene Kit Lists

Latrines

Item N#	Description	Unit	QTY
1	Water Tank 500lt with 1m Tank Stand for gravity feed	Pcs	1
2	Tap Stand	Pcs	4
3	Piping and Connections for Tap Stands	Set	1
4	Squatting Plate (child)	Pcs	2
5	Squatting Plate (Adult)	Pcs	2
6	Superstructure Sheeting (Plastic/Tin)	Sqm	8
7	Superstructure poles 3m length	Pcs	5
8	Bucket	Pcs	2
9	Mop	Pcs	2
10	Disinfectant spray bottle	Pcs	2

Sanitation in Child Friendly Spaces

Item N#	Description	Unit	QTY
1	Basin 60lt for washing toys	Pcs	1
2	Bucket (same mop and bucket can NOT be used in latrine)	Pcs	2
3	Mop (same mop and bucket can NOT be used in latrine)	Pcs	2
4	Disinfectant spray bottle	Pcs	2
6	Bucket 20lts for cup washing	Pcs	2

Water in Child Friendly Spaces

Item N#	Description	Unit	QTY
1	Water Tank 500lt with 1m Tank Stand for gravity feed	Pcs	1
2	Tap Stand	Pcs	2
3	Piping and Connections for Tap Stands	Set	1
4	2lt Water Jugs	Pcs	5
5	Cups	Pcs	80

Consumables (per month)

Item N#	Description	Unit	QTY
1	Bleach Liquid 4%	Lts	20
2	Soap Bars	Pcs	30
3	Sawdust/Sorbaphane (for covering vomit, urine and feces	Lts	50
3	Cleaning Cloths	Pcs	20

Annex 19

Technical Specifications for 41m^2 Tents

General Description: Tent, 42 square meters, rectangular, frame type, white canvas

Brief Technical Specifications:

- Length: 6.8m x Width: 6m
- Central height: 3m; Wall height: 2.1m
- Single-Fly rectangular tent with 4 entrances

With the following MINIMUM specification

- Canvas: cotton 50%/polyester 50%
- Waterproof and rot proof
- 420 g/m^2
- Mud flaps: polyethylene - 250 g/m^2
- Frame: one size aluminum/alloy tubes - sand cast aluminum/alloy couplings; enables connection to another tent to produce 82m^2 Tent
- 4 x rectangular windows, 30 x 185cm with mosquito net and flap
- 2 x small openings for electrical cables
- Closing from the inside or outside with 2 rows of toggles and overlaps
- Secured to the ground by elastic straps along the sides and one stay at each corner
- Color - White
- Should come with waterproof, rot-proof bag

Detailed Specification

For both outer fly and inner tent fabric: Water proofing/resistance to water penetration and stabilization against decomposition of the fabric/rot proofing.

Frame (aluminum): Self supporting frame to be secured with a minimum of ropes and guy wires. Frames are supported by steel cable internal guy wires.

Ropes: Guy ropes made of 9 mm, 3 strand nylon or polypropylene.
Tensile strength not less than 750 kg.
Each side 3 guy ropes of 7 m long, each corner double rope of 4 m;
Other 32 ropes each 3.5 m long

Groundsheet: 7 m x 6 m made of woven polypropylene laminated covered on both sides with low density polyethylene, 200 g/m^2.

Save the Children logo:

Save the Children logo to be printed in red with white logo and lettering on 4 sides of the outer fly sheet or on removable Velcro panels. Logo Plaque 80 cm long. Alternatively use large size flags.

Supplied with:
1 2 iron pegs T-bar type length 50 cm
2 metal hammers with 45 cm wooden handle
36 metal pins 40 cm long
1 repair kit
1 assembly instruction

Annex 20

Job Description – Example
Child Friendly Spaces Coordinator

Position: Child Friendly Spaces Coordinator
The Child Friendly Spaces Coordinator ensures the proper implementation of the Child Friendly Spaces project.

Roles and Responsibilities:

- Supervise the Child Friendly Space Supervisors/Monitors and Child Friendly Facilitators in X Child Friendly Spaces locations
- Provide training and orientation for Child Friendly Space Supervisors/Monitors and Child Friendly Space Facilitators on setting up and managing a Child Friendly Space, child rights, child participation, child protection (including the Child Protection Policy), and provide ongoing support and mentoring to practice these concepts
- Ensure that safeguarding standards are understood and met
- Compile quantitative and qualitative updated data and reports
- In coordination with the Child Protection team members, support regular participatory activities with different groups of children to identify issues affecting children in their communities, and assist the teams to develop appropriate responses
- Report general protection issues present in the operational areas to the Child Protection Manager
- Ensure effective links are developed with the camp services and/or other emergency initiatives
- Participate in the Child Protection assessment and analysis process
- Work with the community and/or camp authorities to address protection issues
- Communicate and share learnings with other Child Friendly Coordinators involved in the emergency response
- Ensure referral systems (health, education, psychosocial, income generation, food security, etc.) are identified as appropriate
- Advocate when necessary to ensure that other international and local service providers in the area act on behalf of children affected by the emergency in relation to the Child Friendly Spaces
- Screen for and monitor protection needs and gaps in and around the Child Friendly Spaces

Reports to: Save the Children Program Manager

Annex 21

Job Description – Example
Child Friendly Spaces Supervisor/Monitor

Position: Child Friendly Spaces Supervisor/Monitor
The Child Friendly Spaces Supervisor/Monitor ensures that the activities are properly implemented at the Child Friendly Spaces.

Roles and Responsibilities:

- Supervise the Facilitator in X Child Friendly Space locations by visiting Child Friendly Spaces on a regular basis, ensuring that activities are implemented in an appropriate manner
- Ensure that safeguarding standards are understood and met
- Ensure a safe and child-friendly atmosphere in the Child Friendly Space
- Ensure that equipment inventories are up to date and that replacement needs are highlighted
- Ensure that health and safety regulations are understood and followed and that health and safety incidents are logged
- Assist the Facilitators in solving problems arising in the Child Friendly Spaces
- Assist the Facilitators in working with children to develop new, creative activities as appropriate
- Ensure the participation of all groups of children, especially children who are the most vulnerable
- Assist the Facilitators in conducting parents' and community meetings
- Ensure adherence to the Child Protection Policy and reporting procedures
- Screen for and monitor protection needs and gaps in and around the Child Friendly Spaces

Reports to: Child Friendly Spaces Coordinator

Annex 22

Job Description – Example
Child Friendly Spaces Facilitator

Position: Child Friendly Spaces Facilitator
The Child Friendly Spaces Facilitator implements activities at the Child Friendly Spaces.

Roles and Responsibilities:

- Supervise and support children's play activities for a minimum of X hours per day/week, at the agreed times
- Ensure a safe and child-friendly atmosphere within the Child Friendly Space
- Conduct a daily visual assessment of the children and ensure a variety of structured games and activities within the Child Friendly Space, catering to the needs of children of different ages, genders, and abilities
- Ensure that children feel comfortable, safe, and respected
- Ensure that children's participation and input form the basis of the Child Friendly Space and the activities
- Establish a rotation system to promote the sharing of equipment and games between children
- Be a positive role model and demonstrate conflict-solving behaviors
- Ensure that all games and equipment are accounted for and stored securely at the end of the day
- Liaise with parents and the community regularly to keep them informed of any developments or problems within the Child Friendly Space and surrounding areas
- Screen for and monitor protection needs and gaps in and around the Child Friendly Space

Reports to: Child Friendly Spaces Supervisor/Monitor

Annex 23

Staffing Recruitment Considerations: What to Do and What to Avoid

Selecting staff for the Child Friendly Spaces requires close cooperation with the community. General considerations regarding suitability for a position include the candidate's involvement with the local community, overall interest and enthusiasm for Child Friendly Spaces, ability to work as part of a team, and professional experience and qualifications. Depending on the culture, emergency situation, and context the following items may need to be considered:

Job Description:

Consideration/Issue:	• Provide a clear detailed Job Description that allows for some flexibility, as Child Friendly Spaces may change and evolve depending on the context and emergency
What to Do	• Ensure that all staff understand their roles/responsibilities and the roles/responsibilities of other staff members • Include training, supervision, and administrative duties
What to Avoid	• DO NOT develop a Job Description based on individual skills and experience – A Job Description designed for a specific individual rather than the needs of the position to successfully implement Child Friendly Spaces

Salary and Benefits

Consideration/Issue	• How to balance the salary level among Child Friendly Space staff on all levels
What to Do	• Contact (survey) other organizations and government institutions regarding benefits and pay scales in order to determine realistic and fair compensation; salaries and benefits should be equitable with other organizations
What to Avoid	• DO NOT compete with other organizations offering high salaries and benefits • DO NOT underpay staff and risk losing them

Salary and Benefit

Consideration/Issue	• Incentive or linking to "cash/food for work" programs
What to Do	• Ensure that staff do not have to work additionally to provide for their families; Incentives can also be a way of showing acknowledgement
What to Avoid	• DO NOT create a "conflict of interest" situation

Job Advertisements

Consideration/Issue	• Job vacancy announcement in the community to support and promote transparency
What to Do	• Ensure the criteria for selection is clear and open • Discuss the Child Friendly Space program and staffing needs with the community, including children
What to Avoid	• DO NOT practice exclusion and favoritism (including the perception of exclusion and/or favoritism)

	• DO NOT hire an individual who does not have the community's trust, especially someone whom children are insecure with

Contracts

Consideration/Issue	• All staff need to have a contract and have clear roles/responsibilities and expectations
What to Do	• Include in the contact start date / end date, remuneration, roles/responsibilities, Code of Conduct; Child Protection Policy, in addition to providing the Personnel Handbook
What to Avoid	• DO NOT suggest that due to the emergency situation and lack of time, staff is being hired without a contract • DO NOT hire someone without providing a contact

Staff Selection – Gender

Consideration/Issue	• In some places it is inappropriate for men and women to directly work together; and/or certain activities are suitable for only one gender
What to Do	• Try to have an equal gender balance; flexibility based on cultural appropriateness
What to Avoid	• DO NOT make assumptions

Staff Selection – Caste/Clan/Ethnicity/Language

Consideration/Issue	• In places where there are class or caste systems, care should be taken to offer opportunities to include all parties and not discriminate
What to Do	• Cooperate closely with community mediators, women's groups or village elders to understand the situation and dynamics
What to Avoid	• DO NOT make assumptions

Staff Selection – Qualifications

Consideration/Issue	• Professional qualifications are not necessary for the position of Child Friendly Space Facilitator – attitude and experience working with children is more important
What to Do	• Acknowledge that competencies can be both formal qualifications as well as interpersonal skills • Interviews should explore attitudes and behaviors towards children
What to Avoid	• DO NOT hire someone who may have the right qualifications but does not have a positive, caring, sensitive attitude towards children • DO NOT pull highly qualified people away from public sector jobs

Staff Selection – Age

Consideration/Issue	• Youth and older children can be great facilitators and can have good access to the thinking and concerns of their peers • Elderly adults usually carry respect and have a reassuring impact on children
What to Do	• Involve youth, with adult supervision, to assist with younger children • Involve the elderly in storytelling, traditional arts/crafts, or other activities, especially as a way to preserve and celebrate cultural

	identity and continuity • Be sensitive to cultural norms and role expectations
What to Avoid	• DO NOT create situations where you have too many youth or elderly and too few staff (Facilitators) to properly supervise or manage the Child Friendly Space

Annex 24

Caring for the Carers: Dealing with Stress

Humanitarian workers, whether they are paid staff or volunteers, generally have a very high level of commitment to working for the survival and well-being of children in need. But while workers' roles and responsibilities are highly satisfying and meaningful, they can also be extremely stressful.

As a manager, coordinator or supervisor, it is important that you recognize signs of stress from staff who work in Child Friendly Spaces. When left unaddressed, prolonged stress may lead to decline in commitment, tensions among staff, and decline in quality of work.
Field experience shows that stress in humanitarian workers can have different sources:

1. Related to how the work is managed and organized
2. Working conditions
3. Relationship with co-workers
4. Issues among beneficiaries
5. Dealing with the severity of the situation (disaster, armed conflict, etc.)
6. Personal issues (many volunteers are themselves affected by the emergency that the CFS is addressing).

Here are some findings from the field:

What stresses a humanitarian worker?

- A job that never ends
- Unclear expectations from leadership
- Unrealistic expectations
- Feeling that she or he cannot do enough
- Criticism from beneficiaries
- Personal problems
- Plight of children

Signs of stress in humanitarian workers:

- Fatigue
- Sleeping problems
- Irritability
- Decline in commitment

It is also important to be aware of signs of stress that are revealed as tensions within the group of humanitarian workers:

Signs of stress in groups of humanitarian workers:

- Gossip
- Arguments

- Lack of cooperation
- Competition
- Finding a "black sheep" in the group

What can you do as a manager/supervisor?

- Give clear job descriptions and communicate clearly
- Be open about changes in decisions
- Avoid favoritism
- Give feedback and acknowledgement – this is very important and can slip in the busy schedule
- Give staff time off
- Make sure that everyone feels that they have the chance to be heard
- Ensure that there is a daily wrap-up
- Ensure that there are debriefing sessions regularly
- Give relevant training and inspiration

Daily wrap-up
This can be done be the team leader and should not take more than 15- 20 minutes

- Sit in a circle
- Set the rules once, so they become a habit
- No-one is obliged to speak, but must listen
- No personal criticism is allowed
- Do not interrupt
- There are no right or wrong opinions
- Let everyone speak in turns – allow them to say what was difficult
- Ask if there are things that need further attention
- Let everyone speak in turn —what went well. It is preferred that everyone has the chance to express something positive
- Wrap-up, reinforce the positive experiences and thank the participants.

Debriefing sessions

These should be held regularly so that problems or issues are not "bottled up." If a critical incident has occurred (severe aftershocks after an earthquake, renewed violence, etc.) a debriefing should be held as soon as possible. A debriefing should not include more than 12 people and can last up to 2 hours. These sessions are not for dissemination of general information or disciplining staff.

- Set the rules from the first (see above)
- If it is a critical incident, debriefing the facilitator should start by summarizing the known facts (prepare well and check so all facts are correct, if you do not know, say so)
- After a critical incident, let the participants say how they have been affected, where they were, how they felt, etc. Make sure that each participant gets to talk about how they seek support and who their support person is.

- After a critical incident, sum up and generalize – make sure that the participants know that their reactions are common for all human beings. You can give simple advice such as:
- **Eat regular meals**
- **Take time off**
- **Sleep enough**
- **Think clearly - "this is not my fault"**

- In a regular debriefing session, let everyone take turns to express what stresses them and what gives them energy and joy. Remember that not all problems have solutions – sharing can be enough. Debriefing is about sharing, reframing and working on ways to deal with problems. Reframing in this context means generalizing "many people react like you," receiving support from the group and dealing with identified issues as a group.
- Separate the issues that have to do with personal problems, management of the CFS, or other factors. Ask "what do you need from me/us to address this?"
- Let everyone have their turn. Do NOT let personal arguments take much space – find out how the possible conflict is related to working conditions and remember that personal tensions can be a result of frustrations coming from working conditions, objectives that are not clear, etc.
- During wrap-up, ask if there is anything else that should be addressed.
- Always end with a group exercise that relieves stress and builds team spirit.
- Physical movement and laughter is healthy.

Annex 25

Proposal and Budget Checklist

As part of the development of a master emergency proposal/request, Child Friendly Spaces information should be included in the following proposal/request sections. The proposal (including the budget) would be developed by the country office and Save the Children headquarters staff.

I. Executive Summary
- Background information
- Rationale

II. Technical Approach (Program)
- Results Framework/Logframe
  1) Goal (Child Friendly Spaces should support the overall goal of the emergency project/program)
  2) Objectives (Child Friendly Spaces should support at least one of the Objectives of the emergency project/program
  3) Intermediate Results (Child Friendly Spaces should support at least one of the 4 Intermediate Results)
  4) Strategies (Child Friendly Spaces would be one of the Strategies utilized)
  5) Activities (Child Friendly Spaces Activities)
  6) Outcomes and Outputs (Child Friendly Spaces Outcomes/Outputs – Qualitative and Quantitative)

III. Key Personnel and Staff
- Specific key Child Friendly Spaces staff (and volunteers)
- Overall Country Team (senior staff member responsible for Child Friendly Spaces)
- Headquarters support team(staff responsible for working with the Child Friendly Spaces staff and country program staff)
- Management Plan (country staff management plan – lines of supervision, communication, and coordination)
- Organizational Chart (country staff management/organization chart)

IV. Institutional Capacity
- General Alliance *Child Friendly Spaces expertise and experience
- Organizational (specific Save the Children US, UK, Sweden, Denmark, etc. Child Friendly Spaces expertise and experience)
- Country Office Child Friendly Spaces expertise and experience

*This can include psychosocial, protection, education, or child development expertise and experience

V. Performance Management

- General Implementation Plan (timeframe)
- Monitoring and Evaluation Plan (timeframe)
- Objectives, Indicators, and Outcomes/Outputs

VI. Budget

- Personnel
- Fringe Benefits and Allowances
- Travel and Per Diem
- Supplies and Equipment
- Program Costs
- Sub Agreements (Partners)

Annex 26

Child Friendly Spaces Activity Plan Format

Activity Plan Format

Activity Title:_____

Date:_____

Activity Objectives:

Names of games and activities

Activities	
Time planned for each activity	
Materials needed	
Instructions for games and activities	
Special game rules	
Reflection and processing questions for children	

Annex 27

Child Friendly Spaces Plan and Schedule
Example

Time	Pre-school	School-age	Youth
09:00-09:15	Registration /meet and greet	Registration /meet and greet	Registration /meet and greet
09:15 – 10:30	Psychosocial games and activities	Psychosocial games and activities	Service learning
10:30 – 10:45	Snack	Snack	Snack
10:45 – 12:00	Puzzle, games, centers	Puzzle, games, centers	Life skills/conflict resolution training
12:00 – 12:30	Lunch	Lunch	Lunch
12:30 – 13:00	Story time	Reading circle	Reading circle
13:00 – 15:00	Arts and Crafts	Exam preparation	Exam preparation
15:00 – 16:00	Outside time/ parachute game	Outside time / Sports	Outside time/ Sports
16:00	Parent/guardian pick up	Parent/guardian pick up	Parent/guardian pick up

Morning	Shift 1: Children ages 5-10				
09:00 – 09:15	Registration/meet and greet				
9:15 – 10:30	Psychosocial and local games and activities				
10:30 – 10:45	Snack break				
10:45 – 11:45	Monday Active games & sports	Tuesday Health promotion	Wednesday Arts & crafts	Thursday Active games & sports	Friday Reading, math, school work
11:45 – 12:00	Shift 1 parent/guardian pick up				
12:00 – 13:00	Lunch for Child Friendly Spaces staff				
Afternoon	Shift 2: Children ages 11 – 18 years old				
13:00 – 13:15	Registration/meet and greet				
13:15 – 14:30	Psychosocial and local games and activities				
14:30 – 14:45	Snack break				
14:45 – 15:45	Monday Active games & sports	Tuesday Health promotion	Wednesday Arts & crafts	Thursday Community service projects	Friday Reading, math, school work
15:45 – 16:00	Shift 2 parent/guardian pick up				

Annex 28

Frequently Encountered Difficulties

Save the Children has years of experience establishing Child Friendly Spaces in many different places in the world. The purpose of this section is to briefly bring together some of the difficulties encountered by different groups in different countries in the hope that it can help teams establishing CFS avoid similar issues or be prepared ahead of time in case they arise.

Issue	Things to Consider
Attendance at CFS • There are different ethnic groups/castes that do not want their children to mix in a CFS • Girls and boys are not supposed to play together in this way so boys/girls above a certain age do not visit the CFS	• How has this problematic been solved in other places (i.e. schools or hospitals?) • Has there been an attempt at community dialogue over this issue? What was suggested? • Have the boys / girls been asked what they suggest would be the best solution to the issue? Although inclusion of all is to be promoted at all times different activities may be suggested for different sexes/ages.
Quality vs. Quantity • How many CFS should be established? • What if there areas that will be left out?	• Since children's well-being comes first, quality overrides quantity. Having too many CFS and not enough support can potentially put children at risk. • The answer to the questions will ultimately depend primarily on capacity (current and potential to scale-up) and secondly, how the CFS are likely to evolve or what the exit strategy is likely to be.
Food distributions • When is it appropriate to distribute food at a CFS and when not?	• What distribution mechanisms are in place and note that CFS should never replace a distribution site or a feeding program. • Sometimes offering meals is welcomed if children are at the CFS all day. Continuing hot meals when the school period starts, however, can cause children to drop out / leave school for that time every day.
Community • The CFS is set up in an IDP/ refugee camp where there is little sense of 'community' since people do not know each other very well. It is difficult to gauge involvement	• What are the current spaces being used for • Is the community coming together on a regular basis to gauge appropriate activities

Exit strategy • The community prefers the CFS to the local schools (that have reopened after the emergency) and wants to continue sending their children there instead	• How can the local school play more of a part in the transitioning of Child Friendly Spaces • What improvements need to be made to the local school to encourage communities to send the children to school in the future.

Annex 29

Important Principles of Monitoring and Evaluation

Participatory and culturally appropriate
Methods of monitoring and evaluation should be culturally grounded and appropriate, and involve participation of communities. Often an M&E plan will include core indicators assessing the key aspects of the objectives (this is true for the suggested Child Friendly Spaces evaluation). It is a good practice to work with communities in sharing the main tools you plan to use in assessing core indicators. Generating additional indicators and questions to strengthen the local relevance of the evaluation tools is also recommended.

Informed consent and feedback
Evaluations that collect sensitive and personal information, such as information about psychosocial well-being, must be especially sensitive to issues of ethics and informed consent (from parents and children themselves). Often it may be challenging to obtain the informed consent of beneficiaries and evaluation participants, particularly in the case of children whose parents or caregivers may not be available. Nonetheless, real efforts must be made to explain the evaluation activities to beneficiaries and to obtain their verbal consent. Most importantly, participants should understand that whether they agree to take part (in surveys, interviews of focus groups discussions) or not, their decision will have no impact on their continued receipt of program services.

Confidentiality and data security
Confidentiality must always be observed, especially in regard to collection of information and data. It is important to secure records and files, and clear procedures must be established in regards to information collection, storage and dissemination. Staff, stakeholders, and beneficiaries need to be informed of how information is collected and shared. Children and families have a right to expect and request that their information, including stories of their lives, are kept confidential.

Annex 30

Important Components of Monitoring and Evaluation

Project Outputs are the immediate accomplishments of the project input. In the case of Child Friendly Spaces, these might include Child Friendly Spaces being constructed, teachers and facilitators being trained, youth having attended structured activities, etc. Tracking these outputs is an important part of monitoring and it is advisable to keep a thorough record of such outputs. It may be wise to develop quick checklists and worksheets that document date and location of training sessions, number of volunteers trained, and number of children and young people attending activities daily.

Project Outcomes are the results from a project, based on the stated objectives. For Child Friendly Spaces, we usually seek a range of changes. These might involve increasing access to and utilization of quality and appropriate support services affecting the psychosocial well-being of children, providing children with new skills or knowledge, changing attitudes or opinions in a positive way or fostering new or stable relationships.

An evaluation at this level would reflect on what differences have occurred as a result of children participating in a Child Friendly Space intervention. It is important to keep in mind that output and outcome are different. Children's participation in singing, dancing or story-telling should encourage development, learning, play and resilience but we cannot assume that taking part in such activities in a Child Friendly Space automatically achieves this. In the context of Child Friendly Spaces, the scheduling of such activities and the number of children participating would be considered outputs. The outcomes would require appropriate assessment of whether children learnt something useful, experienced changes in self-esteem, or valued the Child Friendly Spaces activities positively in order to claim that objectives are achieved.

Project Impacts refer to long-term outcomes that we can attribute directly to our Child Friendly Spaces and not to other interventions or contextual/environmental factors. It can be very challenging to measure impact, as it may require following-up with children some time after the end of the project and "isolating" the impact of the Child Friendly Spaces from other possible factors unrelated to the intervention (such as other external support, natural recovery over time, etc). In the context of Child Friendly Spaces, it is usually more reasonable to evaluate just at the outcome level.

Annex 31

Example of Output Indicators that can be considered for Child Friendly Spaces

Output Objective	Output Indicator	Data Source
Establish X number of Child Friendly Spaces to reach affected population of children	*Number of Child Friendly Spaces established*	Operating reports
	Number of Child Friendly Spaces established during the first month of the emergency	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 discussions
	Evidence that all vulnerable groups of children are represented in Child Friendly Spaces, particularly disabled children, girls, etc.	Community focus group discussions
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 reports
Train X number of individuals from partner organizations	*Number of individuals from partner organizations trained*	Training register; operating reports
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 plans
Establish a Monitoring and Evaluation system	*Number of Monitoring and Evaluation analysis meetings per month*	Operating reports; M&E records

Annex 32

Example of Outcome Objectives and Indicators

Turning to outcome objectives and indicators, it is important to consider the two overarching objectives of Child Friendly Spaces[31]:

1. Children will have opportunities to develop, learn, play, and build/strengthen resiliency after an emergency or crisis, or during a protracted emergency

2. Child Friendly Spaces will identify and find ways to respond to particular threats to all children and/or specific groups of children after the emergency/crisis, or during a protracted emergency

The table below provides some example indicators for evaluating the objectives of the Child Friendly Spaces intervention. These can be assessed using the tools provided in the annexes.

Objectives	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	Children are offered appropriate activities and materials given their age and developmental stage	*Children and parents report that activities were appropriate*	Child and parent focus group discussions
	Children are offered quality activities to play, learn, develop and build resilience	*Children and parents report that activities and opportunities offered were of high quality*	Child and parent focus group discussions
	Children enjoy center activities and opportunities	*Children and parents reports children's engagement and enjoyment of center activities*	Child and parent focus group discussions
	Children report positive thoughts of their life and hopes for the future	*Children and parents 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	*Children and parents 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)	*Children and parents 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 groups of children after the	Key child protection issues are identified in the course of the intervention	*Reports that key protection related issues are identified*	Self-assessment by Child Friendly Spaces staff and volunteers (interviews or focus group discussions)

[31] As mentioned previously in the handbook, these are not the only objectives that Child Friendly Spaces should consider, but we will focus on these in suggesting indicators and measurement tools.

emergency/crisis, or during a protracted emergency	Key protection related issues identified are responded to in an appropriate and adequate way	*Reports that key protection issues are responded to*	Self assessment by Child Friendly Spaces staff and volunteers (interviews or focus group discussions)

A quality evaluation should also explore any unintended positive and negative impacts of a Child Friendly Space project. This can be undertaken through focus group discussions with children, parents and community members, by asking for feedback on positive and negative aspects of the Child Friendly Space.

Annex 33

Well-Being Exercise (Example of an Exercise Involving Children in Developing Indicators of Well-Being)

Purpose
To elicit the characteristics (and conceptual categories) that children or adults associate with well-being for children of different age and genders. This exercise can be part of children's workshops, where children identify indicators of well-being, resilience, coping or other relevant issues.

Activity
This activity can be used effectively with children (and adults) over eight or nine years of age. With a diverse group of participants, it may be advisable to group similar individuals together (gender, age, socio-cultural background) and run the activity in parallel for each group. Each group should ideally not be larger than eight people.

1. Introduce the activity to the participating children. Explain that you want them to think of a female or male child/young person/middle-aged person/elderly person that they know about whom they could say: "yes, s/he is basically doing well" – if asked the question "are they doing well?" Specify the age rage you want the participants to choose their person from (i.e. between 5 and 10, between 11 and 15, etc). It may help to draw stick figures on a sheet of paper to denote the particular age group and gender (remember that you will have to use stereotypical presentations for gender).

2. Ask participants if they have the person in their mind. When you have confirmed that they have, ask them to draw a stick figure of that person on their sheet of paper. Ask them to mark the person's actual age (in years) or a good guess under the stick figure.

3. Ask the participants to keep their person in mind, and to write or draw as many as four things about the person that lets them know that they are doing well or that allows them to say, "Yes, s/he is basically doing well." Do not give examples. Avoid asking for "reasons" that they are doing well. Ask the participants to write this down on their piece of paper next to the stick figure that they have drawn.

4. Once everyone has completed this task, ask them to think of a new person of the same age group but different gender. Repeat the steps 2 and 3 for this person, and also for the other ages/genders that you are interested in.

5. Mark cardboard file covers with stick figures and age ranges that correspond to each category that the participants have thought of. Give each group one set of file covers. Ask the participants to briefly explain their "four things" in spoken language, using their notes to aid memory. A designated note taker (perhaps the translator/facilitator) must write down each participant's "four things." Complete this activity for the entire set of file covers.

6. During the exercise, the facilitators can identify commonly occurring or interesting characteristics or markers emerging from the activities. Upon completion of the entire set of file covers, encourage participants to review the file covers and reflect on the characteristics or markers that have been identified. It may be useful to ask questions about "what" these mean in different situations or "how" a person with a particular characteristic would behave in a significant situation (i.e. at home, with neighbors, while working, etc). It may be interesting also to explore "what" and "how" questions about a person who does NOT have a particular characteristic / marker. This may be the most important part of the entire exercise, so spend some time on this.

7. Thank the participants for their time and explain that you will use the file covers and their ideas to plan future activities. Take any feedback on the activity, and provide some feedback on what you may have learned from the activity.

Materials

- 4-6 cardboard file covers for each group
- Two colors of marker pens for each group
- Paper and pen or pencil for each participant

Note for facilitator: At least one facilitator and translator for each working group.

Suggested time: 45 minutes

Note: Participants can select the best indicators from the characteristics and situation that they have chosen. "What is the best way to see if you/other children are doing better/feeling more secure/are happier?

Annex 34

Monitoring and Evaluation Plan and Methodology

A clear and detailed methodology and plan that is easily understood and accessed by all staff is critical to successful monitoring and evaluation. There are three main aspects of M&E methodology: 1) the tools you will use to collect information (the "methods"), 2) the people that you will collect information from (the "sample") and 3) the way you will proceed to collect information (the "approach").[32]

Methods: There are two main methods of data collection: ***quantitative*** and ***qualitative***. Given the constraints of an emergency intervention, it is usually unrealistic that good and locally relevant quantitative tools can be designed before the intervention begins. To minimize challenges, we recommend using qualitative tools to evaluate the objectives of Child Friendly Spaces. In particular, focus group discussions with project beneficiaries as well as adult caregivers and other community members would generate a wealth of information about the ways in which Child Friendly Spaces have succeeded in meeting their objectives.

It is good practice to add to the proposed examples other context relevant issues you may want to discuss with beneficiaries, parents or community members. Special attention should be given to choosing appropriate focus group facilitators. Ideally, these would be local people who are able to make others at ease in a group setting, who are good listeners and are able to navigate discussions effectively.

In addition to the focus group discussions, we recommend using a self-assessment tool on regular basis that will specifically address successes and gaps in Child Friendly Spaces project meeting the second objective of the intervention.

For a sample self-assessment tool, please see Annex 39.

The Sample: A sample is a 'subset' of a population which we aim to be broadly representative of the entire population. For qualitative methods such as focus group discussions, it is advisable to select participants purposively to represent girls and boys, the appropriate age range, children from different ethnic and social groups. However, we need to be careful not to select children who attended most regularly, or children who live close to the center, or children whose parents are more closely involved in the center activities. All of these samples will be unrepresentative of the rest of the children attending.

We recommend selecting six to 10 children or adults per focus group. Depending on the context, you may consider holding separate focus groups for each gender. In addition, we strongly recommend holding separate focus groups for younger and older children, as group dynamics and activities may differ a great deal for these age groups.

[32] Boothby, 2007

To generate sufficient data from which to draw conclusions, we suggest facilitation of at least four focus groups with children and youth and two focus groups with adults per Child Friendly Space at baseline and the same number of focus groups at follow up:

	Young boys	**Young girls**	**Older boys**	**Older girls**	**Caretakers of beneficiaries**	**Other community members**
Minimum # of focus groups	1	1	1	1	1	1

If staff capacity is available, it is advisable to double the number of focus groups to ensure an adequate amount of data. Baseline and follow-up focus group participants do not need to be the same individuals but can be different individuals.

Approach: The best way to track progress over time is to assess beneficiaries' status on core indicators before programming begins (the baseline) and at the end (or key point) – follow up. This is feasible for some but not all of the indicators in the table; therefore some indicators can only be assessed once a Child Friendly Space is operational. The tools in Annexes 24, 25, and 26 suggest issues to cover at the baseline and follow-up to track progress.

Annex 35

Evaluation Tool for Children Ages 7-12

Happy – Sad Faces and Problem Tree

This activity is part of the evaluation process and aims to gather younger children's views on the positive and negative aspects of the Child Friendly Space. It uses simple visuals and active methods which are appealing to younger children. There are two parts to this activity. Part 1 asks children to consider some of the benefits and changes in their lives related to being a part of the Child Friendly Spaces. Part 2 of the activity is discussion of the threats to safety and well-being that children face regularly.

The activity should be undertaken at the end of the first month that a Child Friendly Space is operational and then at the end of each month thereafter to provide ongoing monitoring of how the Child Friendly Space is progressing. Different children can participate each time the activity is undertaken.

Participants: children ages 7-12
Group size: 8-10 children
Facilitators: At least 1 facilitator and 1 person to record responses
Materials required: Several large sheets of paper, pens, happy face and sad face stickers (or children can draw these if not available)
Time: 1 hour

Instructions:

Part 1

1. Introduce yourself and the second facilitator. Explain to children that you are trying to find out about their views on what they have experienced as part of coming to activities at the Child Friendly Space. Explain that their views will help Save the Children run the Child Friendly Space. Explain to the children that they can leave at any time and their views will not affect whether they can take part in activities. Reassure children that they can suggest changes that they do not like about the Child Friendly Space as well as good changes and that this will not affect their participation at any point.

2. Ask children to say their names and age. Stress that you will not record their names at any point or use them in your reports. Ask children how long they have been attending the Child Friendly Space and how often they come.

3. Ask the children to suggest benefits and/or changes that have happened for them since taking part in the Child Friendly Space. Ask the children to write or draw these benefits and changes on the large sheets of paper. Encourage children to discuss these changes with the facilitators or with their peers as they draw and make suggestions. Allow children to use multiple sheets of paper to draw multiple benefits/changes if they have more than one idea they want to share.

4. Keep track of whether children are mentioning benefits/changes identified in the core outcome indicators. If they are not, probe some discussion around these but do not force children to add them as a change if they do not agree with them.

5. Put the drawings of the benefits and changes on the walls so that everyone can see and reach them. Give each child 5 happy faces and 5 unhappy face stickers (or as many stickers as there are changes suggested).

6. Ask the children to put happy face stickers on the benefits/changes that they think have happened to them. Ask children to put the unhappy face stickers on the changes that have not happened to them. Tell the children that they do not have to use all their stickers but can use as many as apply to them.

7. Once all the stickers are up, use the pictures and results to discuss with children the benefits and changes related to Child Friendly Spaces in more detail, with an emphasis on changes where both happy and sad stickers have been stuck. Encourage children to talk about why they have used happy or sad faces. Record children's responses carefully.

Part 2

8. Explain to the children that you are now trying to find out about the things that are problems for them and other children, the things that worry them or situations they are scared about and that you would like them to note these.

9. Lay the sheets of paper out on the ground and distribute pens and cards to everyone. Ask the children to list or draw the things that are a problem for them or other children in the area on cards, allowing one card per problem. The children should be encouraged to discuss the problems they indicate on the cards with the facilitators.

10. After children have identified a number of concerns and problems, ask the children about possible solutions. Ask them to think about ways they have seen these problems addressed or resolved by children, families or community members. These should be marked down on new cards and placed above the problems, as if they were the leaves of the tree.

11. Ask the children what other ideas they may have in resolving some of their concerns or problems and how they could act to change them.

12. Thank the children for their time. Remind them that their contribution is very helpful and will be kept confidential. Tell the children how you will be using their input.

13. After the session has finished and children have left, one facilitator should record the findings of the activity in the form below.

Outcome record sheet for Happy – Sad Faces exercise

Name of facilitators:
Date:
Location of Child Friendly Space:

Child (Do not record name)	Age	Gender	Time attending Child Friendly Space	Frequency of attendance at Child Friendly Space
1.				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Change	Number of happy faces	Number of sad faces	Number of don't knows
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Outcome record sheet for Problem Tree exercise

Problems/concerns generated	Solutions and ideas generated
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Annex 36

Evaluation Tool for Children Ages 14-18

Focus group discussion
This activity is part of the evaluation process and aims to gather older children's views on the issues that they face and the way that a Child Friendly Space can serve their needs effectively.

The focus group discussion should be undertaken at the end of the first week that a Child Friendly Space is operational and then at a follow-up point (at the mid-point or towards the end of a Child Friendly Spaces project). Different children can participate each time the focus group discussion is undertaken.

Participants: children ages 14-18
Group size: 8-10 children
Facilitators: At least 1 facilitator and 1 person to record responses
Materials required: Tape recorder to record discussion
Time: 1 hour-1 hour 30 minutes

Instructions: Facilitator should follow the schedule given below, probing for further information where necessary and refining the language as appropriate to the local context.

WELCOME/PREAMBLE
Thank you for agreeing to participate in this group discussion. My name is _____ and I work for Save the Children in _____ (name of country).

The purpose of this focus group is to better understand the lives of children and young people in this area and to know how our programs can be most useful to you and others. The discussion will take between one hour and one hour and a half. You are free to leave the discussion at any time or to request a break at any time.

In order to remember what we talk about in this group discussion, our meeting will be tape recorded. We will then write a report of what was said in this group. Your identity will be kept confidential, meaning that we will not use your name or other identifying information about you in any of the reports or summaries of our discussion today.

Remember, this is your time and we want to hear from you. There are no right or wrong answers. Please feel comfortable to talk about your thoughts, opinions and experiences openly. We request that everyone in this group keep what we talk about today private. Because we cannot entirely guarantee this, please do not share information that you are uncomfortable with other people knowing.

At this time, we would like to ask if all participants in our group discussion today can agree to not share what is discussed today with anyone else outside of this group. Please indicate

that you agree by raising your hand in a pledge. Do you all agree to not share our discussion today with anyone else?

Thank you again for helping us with this important project. By sharing your ideas today, we hope to improve our understanding of young people's well-being in_____. Let's get started.

Child (Do not record name)	Age	Gender
1.		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Facilitator signatures:

_____ Date:_____

_____ Date:_____

BASELINE QUESTIONS

WARM UP

1. Let's start by telling the group a little about yourselves. We don't have to go in any particular order. We can rotate around the group as you feel ready.
   a. Let us know your name, age, where are you from and how long have you lived in this camp/area? As I said we are asking your name for the purposes of talking in this discussion only. We will not use your names in any of the reports or summaries of our discussion today.

2. The experience of the _____ (disaster or other event) was different for all children and young people. What was it like for you?
   a. Where did you go immediately after?
   b. Did anyone explain to you what happened?

3. What were some things that were helpful in making you feel better/safe after the event?
   a. Probe at the family, community, friends
   b. Probe NGO responses

I'd like to think a bit about the lives of young people since the _____ (disaster).

4. How do young people like you spend their days in a regular week? What would young people typically do in the morning, afternoon and evenings? Has this changed since the disaster, and if so how?
   a. Probe access to education and jobs

5. It is normal after a disaster for young people to feel threatened or afraid for their physical safety. Do young people living here face threats to their physical safety and if so what are these threats?
   a. Are the challenges that young people face the same or different for boys vs. girls? How so?

6. It is normal after a disaster for young people to feel unhappy, nervous, afraid or confused. Do young people living here experience any of these feelings, or other difficult feelings, and if so what are these? What are some of the causes of young people feeling this way?
   a. Probe distress, fear, safety, confidence/self-esteem
   b. Are the challenges that young people face the same or different for boys vs. girls? How so?

7. It is normal after a disaster for there to be some changes in the way that families and friends may behave towards each other. Do young people living here face any changes or difficulties in their relationships with friends, families and other community members, and if so what are these?
   a. Probe family and community relationships

b. Are the challenges that young people face the same or different for boys vs. girls? How so?

8. When young people face these problems we just discussed, are there things that they can do to help themselves?
   a. Probe on whether the help is different for physical, emotional and social problems
   b. Probe on whether the coping actions are the same or different by gender?

9. When young people face these problems we just discussed, what do families do to get help for youth and make them feel better?
   a. Probe on physical, emotional and social problems
   b. Probe on family support and other resources or help seeking. Are these the same or different by gender?

10. What do other people in this community do to help a young person who is having such problems?
    a. Probe on physical, emotional and social problems
    b. Probe on community support and other resources and help giving. Are these the same or different by gender

11. Tell me some of the good things in young people's lives now? What sorts of things provide comfort and/or happiness for you and others your age?
    a. Probe friends, families, communities, cultural practices, activities etc.

12. What do young people like yourselves around here do to enjoy themselves – alone or with friends?

13. What are your hopes for the future?

14. What do you think is most important to young people in _____ right now? In general, what do you think is most important to parents and families? To communities?

15. If you were designing a program to help youth affected by the ____ (disaster), what would you do? What things would it be important for such a program to give attention to?

THANK YOU FOR TAKING THE TIME TO HELP US WITH THIS PROJECT!

Note to facilitator: Ask further questions for more details.

Keep all notes to help remember all details.

FOLLOW-UP QUESTIONS:

The purpose of the follow-up focus group discussion is to compare what has happened as a result of the Child Friendly Spaces with what young people said were the problems.

The follow-up discussion should happen at the mid-point or towards the end of the Child Friendly Spaces project – depending on how long the project lasts.

Note to facilitator: the instructions for undertaking this discussion group are as above.

WELCOME/PREAMBLE

Thank you for agreeing to participate in this group discussion. My name is _____ and I work for Save the Children in _____ (name of country).

The purpose of this focus group is to better understand the experiences and views of young people who are taking part in activities at this Child Friendly Space. The discussion will take between one hour and one hour and a half. You are free to leave the discussion at any time or to request a break at any time.

In order to remember what we talk about in this group discussion, our meeting will be tape recorded. We will then write a report of what was said in this group. Your identity will be kept confidential, meaning that we will not use your name or other identifying information about you in any of the reports or summaries of our discussion today.

Remember, this is your time and we want to hear from you. There are no right or wrong answers. Please feel comfortable to talk about your thoughts, opinions and experiences openly. We request that everyone in this group keep what we talk about today private. Because we cannot entirely guarantee this, please do not share information that you are uncomfortable with other people knowing.

At this time, we would like to ask if all participants in our group discussion today can agree to not share what is discussed today with anyone else outside of this group. Please indicate that you agree by raising your hand in a pledge. Do you all agree to not share our discussion today with anyone else?

Thank you again for helping us with this important project. By sharing your ideas today, we hope to improve the services that we provide for young people in_____. Let's get started.

Child (Do not record name)	Age	Gender	Time attending Child Friendly Spaces	Frequency of attendance at Child Friendly Spaces
1.				
2				
3				
4				
5				
6				

7				
8				
9				
10				

Facilitator signatures:

_____ Date:_____

_____Date:_____

WARM UP

1. Let's start by telling the group a little about yourselves. We don't have to go in any particular order. We can rotate around the group as you feel ready.
   a. Let us know your name, age, where are you from and how long have you lived in this camp/area? As I said we are asking your name for the purposes of talking in this discussion only. We will not use your names in any of the reports or summaries of our discussion today.

2. How long have you been a participant in a Child Friendly Space? How often do you attend?

3. How did you first learn about Child Friendly Spaces and how did you start attending this program?

I'd like you to think a bit about your life since you started participating in the Child Friendly Spaces program.

4. Tell me what has it been like to be a part of the Child Friendly Spaces program?

5. Think about the various activities and events you participated while with Child Friendly Spaces - what was positive about some these activities given your age, needs and expectations?
   a. Probe for age appropriateness
   b. Probe for quality and diversity of activities

6. In what ways, if at all, has your participation in Child Friendly Spaces affected your relationships with friends, family and community?

7. In what ways, if at all, has your participation in Child Friendly Spaces affected your sense of safety and your feelings and thoughts about your life after the disaster?

8. Tell me what has been most useful/ helpful for you about the program?

9. Tell me what has been least useful/ helpful for you about the program?

10. Has anything changed in your life, or your family's life as a result of you being a part of the program? What?

11. Has anything changed for your community as a result of you being part of the program? What?

12. How can we make the Child Friendly Spaces program better in the future?

Now, I'd like you to think a bit about your life and the lives of other young people in this community.

13. How do young people like you spend their days in a regular week? What would young people typically do in the morning, afternoon and evenings? Has this changed since the disaster, and if so how?
    a. Probe access to education and jobs

14. It is normal after a disaster for young people to feel threatened, afraid or unsafe. Do young people living here experience any threats, fears or unhappy feelings and if so what?
    a. What are some of the causes of young people feeling this way?
    b. Are the challenges that young people face the same or different for boys vs. girls? How so?

15. It is normal after a disaster for there to be some changes in the way that families, friends and communities may behave towards each other. Do young people living here face any changes or difficulties in their relationships with friends, families and other community members, and if so what are these?
    a. Probe family and community relationships
    b. Are the challenges that young people face the same or different for boys vs. girls? How so?

16. When young people face these problems we just discussed, are there things that they can do to help themselves?
    a. Probe on what families, friends and other community members can do to help people
    b. Probe on whether the coping actions are the same or different by gender?

17. Tell me some of the good things in young people's lives now? What sorts of things provide enjoyment, comfort and/or happiness for you and others your age?
    a. Probe friends, families, communities, cultural practices, activities etc.

18. What are your hopes for the future?

19. What sort of support/programs would help you realize these goals and hopes?

THANK YOU FOR TAKING THE TIME TO HELP US WITH THIS PROJECT!

Note to facilitator: Ask further questions for more details.

Keep all notes-to make sure to remember all details.

Annex 37

Evaluation Tool for Adults and Caregivers

Focus group discussion
This activity is part of the evaluation process and aims to gather adults' views on the issues that children and youth face and the way that a Child Friendly Space can serve their needs effectively.

The focus group discussion should be undertaken at the end of the first week that a Child Friendly Space is operational and then at a follow-up point (at the mid-point or towards the end of a Child Friendly Spaces project). Different children can participate each time the focus group discussion is undertaken.

Participants: Caregivers of children and youth participating in a Child Friendly Space/Community members or community leaders
Group size: 8-10 adults
Facilitators: At least 1 facilitator and 1 person to record responses
Materials required: Tape recorder to record discussion
Time: 1 hour-1 hour 30 minutes

Instructions: Facilitator should follow the schedule given below, probing for further information where necessary and refining the language as appropriate to the local context.

WELCOME/PREAMBLE
Thank you for agreeing to participate in this group discussion. My name is _____ and I work for Save the Children in _____ (name of country).

The purpose of this focus group is to better understand the lives of children and young people in this area and to know how our programs can be most useful to them. The discussion will take between one hour and one hour and a half. You are free to leave the discussion at any time or to request a break at any time.

In order to remember what we talk about in this group discussion, our meeting will be tape recorded. We will then write a report of what was said in this group. Your identity will be kept confidential, meaning that we will not use your name or other identifying information about you in any of the reports or summaries of our discussion today.

Remember, this is your time and we want to hear from you. There are no right or wrong answers. Please feel comfortable to talk about your thoughts, opinions and experiences openly. We request that everyone in this group keep what we talk about today private. Because we cannot entirely guarantee this, please do not share information that you are uncomfortable with other people knowing.

At this time, we would like to ask if all participants in our group discussion today can agree to not share what is discussed today with anyone else outside of this group. Please indicate

that you agree by raising your hand in a pledge. Do you all agree to not share our discussion today with anyone else?

Thank you again for helping us with this important project. By sharing your ideas today, we hope to improve our understanding of young people's wellbeing in_____. Let's get started.

Record focus group participant gender and ages:		

Facilitator signatures:

_____ Date:_____

_____Date:_____

BASELINE QUESTIONS

WARM UP

1. Let's start by telling the group a little about yourselves. We don't have to go in any particular order. We can rotate around the group as you feel ready.
   a. Let us know your name, occupation; where are you from and how long have you lived in this camp/area? As I said we are asking your name for the purposes of talking in this discussion only. We will not use your names in any of the reports or summaries of our discussion today.

2. The experience of the _____ (disaster) was different for all children and young people. What was it like for you and your child/children?
   a. How did your child react to/experience the disaster?
   b. Where did you go immediately after the earthquake/disaster?

3. What were some things that were helpful in making your child feel better/safe after the disaster?
   a. Probe the family, community, friends
   b. Probe NGO responses

4. What were some of the bigger challenges for you and your family after the disaster?

I'd like to think a bit about the lives of young people since the disaster.

5. How do young people around here spend their days in a regular week? What would young people typically do in the morning, afternoon and evenings? Has this changed since the disaster, and if so how?
   a. Probe access to education and jobs

6. It is normal after a disaster for children and young people to feel threatened or afraid for their physical safety. Do young people living here face threats to their physical safety and if so what are these threats?
   a. Are the challenges that young people face the same or different for boys vs. girls? How so?

7. It is normal after a disaster for children and young people to feel unhappy, nervous, afraid or confused. Do young people living here experience any of these feelings, or other difficult feelings, and if so what are these? What are some of the causes of young people feeling this way?
   a. Probe distress, fear, safety, confidence/self-esteem
   b. Are the challenges that young people face the same or different for boys vs. girls? How so?

8. It is normal after a disaster for there to be some changes in the way that families and friends may behave towards each other. Do young people living here face any changes

or difficulties in their relationships with friends, families and other community members, and if so what are these?
   a. Probe family and community relationships
   b. Are the challenges that young people face the same or different for boys vs. girls? How so?

9. When young people face these problems we just discussed, are there things that they can do to help themselves?
   a. Probe on whether the help is different for physical, emotional and social problems
   b. Probe on whether the coping actions are the same or different by gender?

10. When young people face these problems we just discussed, what do families do to get help for youth and make them feel better?
   a. Probe on physical, emotional and social problems
   b. Probe on family support and other resources or help seeking. Are these the same or different by gender?

11. What do other people in this community do to help a young person who might be having such problems?
   a. Probe on physical, emotional and social problems
   b. Probe on community support and other resources and help giving. Are these the same or different by gender?

12. Tell me some of the good things in young people's lives now? What sorts of things provide comfort and/or happiness for your children?
   a. Probe friends, families, communities, cultural practices, activities etc.

13. Tell me some of the good things in your life right now? What sorts of things provide comfort and/or happiness for you after the disaster?

14. What are your hopes for the future of your children?

15. What do you think is most important to young people in _____ right now? In general, what do you think is most important to parents and families? To communities?

16. If you were designing a program to help youth affected by the disaster in _____, what would you do? What things would it be important for such a program to give attention to?

THANK YOU FOR TAKING THE TIME TO HELP US WITH THIS PROJECT!

Note to facilitator: Ask further questions for more details.

Keep all notes- to make sure to remember all details.

FOLLOW-UP QUESTIONS:

The purpose of the follow-up focus group discussion is to compare what has happened as a result of the Child Friendly Spaces with what young people said were the problems.

The follow-up discussion should happen at the mid-point or towards the end of the Child Friendly Spaces project – depending on how long the project lasts.

Note to facilitator: the instructions for undertaking this discussion group are as above.

WELCOME/PREAMBLE

Thank you for agreeing to participate in this group discussion. My name is _____ and I work for Save the Children in _____ (name of country).

The purpose of this focus group is to better understand the lives of children and young people in this area and to know how our programs can be most useful to them. The discussion will take between one hour and one hour and a half. You are free to leave the discussion at any time or to request a break at any time.

In order to remember what we talk about in this group discussion, our meeting will be tape recorded. We will then write a report of what was said in this group. Your identity will be kept confidential, meaning that we will not use your name or other identifying information about you in any of the reports or summaries of our discussion today.

Remember, this is your time and we want to hear from you. There are no right or wrong answers. Please feel comfortable to talk about your thoughts, opinions and experiences openly. We request that everyone in this group keep what we talk about today private. Because we cannot entirely guarantee this, please do not share information that you are uncomfortable with other people knowing.

At this time, we would like to ask if all participants in our group discussion today can agree to not share what is discussed today with anyone else outside of this group. Please indicate that you agree by raising your hand in a pledge. Do you all agree to not share our discussion today with anyone else?

Thank you again for helping us with this important project. By sharing your ideas today, we hope to improve our understanding of young people's wellbeing in_____. Let's get started.

Record focus group participant gender and ages:		

Facilitator signatures:

_____ Date:_____

_____Date:_____

WARM UP

1. Let's start by telling the group a little about yourselves. We don't have to go in any particular order. We can rotate around the group as you feel ready.
   a. Let us know your name, age, where are you from and how long have you lived in this camp/area? As I said we are asking your name for the purposes of talking in this discussion only. We will not use your names in any of the reports or summaries of our discussion today.

2. How long have your child been a participant in a Child Friendly Space? How often does he/she attend?

3. How did you first learn about Child Friendly Spaces and how did your child start attending this program?

I'd like to think a bit about your child and your family since your child started participating in the Child Friendly Spaces program.

Tell me what has it been like for your child to be a part of the Child Friendly Spaces program?

4. How have you participated or been involved in the Child Friendly Spaces program, if at all?

5. In what ways, if at all, has your child's participation in Child Friendly Spaces affected his/her relationships with friends, family and community, if at all?

6. In what ways, if at all, has your child's participation in Child Friendly Spaces affected his/her sense of safety and his/her feelings and thoughts about his/her life after the disaster?

7. Tell me what has been most useful/ helpful for your child about the program?
   a. Probe about activities - age appropriateness and quality of activities

8. Tell me what has been least useful/ helpful for your child about the program?

a. Probe about activities - age appropriateness and quality of activities

9. In what ways, if at all, has your child's participation in Child Friendly Spaces helped you and your family?
   a. What has been the main benefit for you and your family?
   b. Has anything changed in your life as a result of your child being a part of the program? What?

10. Has anything changed for your community as a result of Child Friendly Spaces? What?

11. How can we make the Child Friendly Spaces program better in the future?

Now, I'd like to think a bit about the lives of other young people in this community.

12. How do young people like your child spend their days in a regular week? Has this changed since the disaster, and if so how?
    a. Probe access to education and jobs

13. It is normal after a disaster for young people to feel threatened or afraid for their physical safety or for young people to feel unhappy, nervous, afraid or confused. Do young people living here face threats to their physical and emotional safety and if so what are these threats?
    a. What are some of the causes of young people feeling this way?
    b. Are the challenges that young people face the same or different for boys vs. girls? How so?

14. It is normal after a disaster for there to be some changes in the way that families and friends may behave towards each other. Do young people living here face any changes or difficulties in their relationships with friends, families and other community members, and if so what are these?
    a. Probe family and community relationships
    b. Are the challenges that young people face the same or different for boys vs. girls? How so?

15. When young people face these problems we just discussed, are there things that they can do to help themselves or support they can get from others?
    a. Probe on whether there is support from families and friends?
    b. Probe on whether the coping actions are the same or different by gender?

16. Tell me some of the good things in young people's lives now? What sorts of things provide enjoyment, comfort and/or happiness for young people here?
    a. Probe friends, families, communities, cultural practices, activities etc.

17. What are your hopes for the future of your children?

18. What sort of support/programs would help young people realize these goals and hopes?

THANK YOU FOR TAKING THE TIME TO HELP US WITH THIS PROJECT!

Note to facilitator: Ask further questions for more details.

Keep all notes- to make sure to remember all details.

Annex 38

Focus Group Discussion Guidelines

Composition of a Focus Group

Six to 10 people who share common concerns, problems, or issues brought together for a discussion. These people may be of the same class, gender, age, religion, or ethnic group.

Facilitation of a Focus Group

An experienced facilitator should lead the discussion and be familiar with the local culture and language. The facilitator should allow all members of the group to have an equal chance to talk, draw out comments from participants, ensure certain participants do not dominate the conversation and silence others, and keep the group focused on the questions and issues at hand. Have a list of 10 to 15 open-ended questions before the discussion to avoid "question and answer" sessions—open questions allow people to express themselves and to give you the information that you need. Discussion can be either structured or unstructured, but keep the conversation open-ended and do not interrupt the flow of the discussion. Plan 60-90 minutes (60 minutes for younger participants) and some refreshments if possible.

Objectivity

When you conduct interviews, you must remain objective. Do not assume people see issues the same way you do. You may have opinions about the information you receive from others, but you must keep your opinions to yourself and resist passing judgment on those you are interviewing. Never tell the people you interview what you think they are doing wrong or should be doing. That is not your role and does not create an environment for the free exchange of information.

Empathy without advice

You can show concern for those you interview by affirming your understanding of what they are telling you. *However, remember that you are just there to listen.* For example, if someone says that they are sad because they have lost a relative, you can state that you understand that this must be extremely hard for them. You are not in a position to solve their problem and should not give them advice. You may, however, refer people to services that may be available to them to ensure that there is support for the person following the interview.

Active Listening

Listen carefully to those you interview. Be friendly and interested. Do not be distracted, make faces, or use bad posture. Do not interrupt unless a person is dominating conversation or you need to move on due to time constraints. If you do interrupt, apologize for the need to do so and affirm the importance of what has been said so far.

Sensitive issues and referrals

If a serious protection issue arises, you should report it confidentially to relevant social services/agencies and/or police. Serious protection issues could be evidence of physical and/or psychological threats, abuse, or exploitation; sexual and gender-based violence; and separated children.

No promises

Your sole task is to gather information. You do not yet know what kind of program you will start or where. Do not make any promises to those you interview about a program or about their receiving help for any issue they raise. In some circumstances, however, you may make referrals, as noted above.

Management of expectations and emotions

You may feel overwhelmed by the things that you hear, but remember that you will not be able to solve all the problems that you come across. You are, however, looking for a place to start, and the program work you do will help at least some of the people you meet. Be sure to care for yourself and your teammates by discussing any feelings you may have about the process, and if counselors are available, take advantage of them.

Standard operating procedures

Every time you begin an interview with a group or individual, you should always do the following:

- Show up on time.
- If more people than anticipated show up, do not expand your focus group session, organize a second session either immediately following or at another time.
- Ensure that the area is a quiet, well-lit space, with no interruptions and that the seating is comfortable and equally spaced. A circle of chairs is often recommended, but participants may be happier on cushions or on the ground. Eye contact between all members of the group should be the main aim of the seating arrangement.
- Start the session by introducing yourself and your team; be friendly. Build rapport.
- Say why you are there, including the purpose of the research. State that the other person will be taking notes for your own use.
- Ask again for permission to speak openly.
- Thank the participants for their willingness to be interviewed. Remind them that everything they ask or say will be kept confidential.
- Ask if they are all there voluntarily and let them know they can leave if they do not want to be there.
- Ensure confidentiality, stating that you will not reveal anything anyone has said using their name but that the information they provide will be used to inform your program decision-making. Ask for a commitment from the group to keep each other's confidence as well. Only those who agree should be allowed to stay. Be sure you have seen everyone say yes. If the room is silent after asking this question, ask again until you get a clear response from everyone.

- Obtain participants' informed consent to:
  - Place
  - Topic
  - Research
  - Person acting as facilitator
  - Person acting as recorder
  - Recording method
  - Review of the record of the discussion
- If you would like to take photos you must ask permission beforehand, stating how you intend to use them. If even one person says no, you cannot take photos. For Save the Children to use photos externally, participants must sign a photo release form.
- State clearly that you are not promising that any program will be started in their area, but that you are looking at all options and possibilities.
- Ensure privacy and that there are no onlookers, such as adults.
- Consider warm-up activities (such as games and songs) and try to relate them to the topic, if possible.
- Encourage involvement in the discussion and be sure to engage every person on every issue.
- Stimuli for discussion can be role plays on the chosen topic, drawing activities, a story, a video, or music.
- Review some of the key answers that you noted. This will help those who are participating realize that you have noted their concerns.
- Do not to exceed your time. At the end of your interviews, always thank the participants and ask if they have anything else to add that was not covered.

NOTE: It is vital to find out how people normally discuss important issues before asking them to take part in a focus group discussion and to adjust your expectations and way of running the session to be appropriate to the cultural context. Please also consider the following issues:

- Who has chosen the topic or research problem? Children will not be good participants in a discussion on a topic in which they are not interested. (Children can also be easily distracted, and children who are not involved in the focus group discussion can be particularly disruptive because they are curious about what is going on – try to minimize this.)
- Should the boys and girls be grouped together or grouped separately? This depends on the children's age and cultural factors.

Note taking

During focus groups, it is recommended that at least one other person takes notes while a facilitator leads the discussion. If meaning is not clear, ask for clarification; do not draw conclusions on your own. Note takers should not sit in a place where they may distract from the conversation of the focus group. Facilitators should never hold up the conversation so that notes can be taken and, instead, should guide the discussion at a reasonable pace so that note takers can keep up.

Note takers should:

- Record date, time, and place
- Use separate sheet of paper should to write down the name, age and sex of each participant. Keep names separate from notes to help safeguard confidentiality.
- Keep a detailed record of content and actions including:
    - Level of participation
    - Level of interest
    - Dominant and passive participants
    - Record opinions-especially key statements
    - Record emotions-reluctance, strong feelings, and so on
    - Make note of words and phrases used by participants to discuss the topic
    - Listen for additional comments after the session.
- Note takers should also make a summary of key findings from the interview at the end of the session and before filing their notes.
- If available, note takers may also want to use tape recorders to help them review and complete their notes.
- Be sure to keep their notes together and carefully mark down the time and place of the interview.
- All notes and tape recorders should be stored in a safe space in a locked filing cabinet.

Annex 39

Self-assessment Tool

This tool can be used to guide the evaluation of the second objective of Child Friendly Spaces:

> Child Friendly Spaces will identify and find ways to respond to particular threats to all children and/or specific groups of children after the emergency/crisis, or during a protracted emergency

Instructions:

1. The self-assessment could be undertaken via individual interviews or in one learning discussion group session with key Child Friendly Spaces staff and volunteers.

2. Four to six individuals should take part in the exercise. These may include: staff and volunteers who have been running a Child Friend Space; the Save the Children Child Protection Manager for intervention; key staff personnel from a local partner NGO who have been involved in implementing the Child Friendly Space; or a key member of the community who has participated in implementing the Child Friendly Space.

3. Before the self-assessment take places, one person should create a list of protection issues affecting children that have been identified for the local area in the intervention period. These may have come from the rapid and follow-up assessments, the focus group discussions with young people, parents and community members (tools above), reports from the community or authorities or from other activities of the intervention.

4. The assessment should take place in a quiet area or room, where everyone can speak freely. The assessment should take around 1 hour to 1 hour 30 minutes, depending on whether you are doing individual interviews or a group learning session. It is important that individuals feel free to express their opinions fully. This is a self-assessment, so it is likely to draw out successes and challenges in meeting this objective. This is to be expected and part of the assessment.

5. The following schedule of questions can be used to guide the discussion.

6. The discussion should be taped and recorded closely.

Introduction

1. How long has the Child Friendly Space where you are working/ volunteering/involved been operating?
2. How long have you been involved in the Child Friendly Space?
3. What has been your role in the Child Friendly Space?

One of the aims of a Child Friendly Space is to identify particular threats to all children and/or specific groups of children after the emergency/disaster, or during a protracted emergency

4. Do you think that Save the Children has achieved this through the Child Friendly Space? If so, how has Save the Children identified threats? How well do you think that Save the Children has achieved this?
5. What protection threats are you aware of that have been identified through this Child Friendly Space?
6. Have there been any challenges in identifying threats to children through this Child Friendly Space? If so, what are these challenges?
7. In your opinion, what could be done in a Child Friendly Space in the future to better identify protection threats to children?

Another aim of the Child Friendly Space is to respond to the protection threats to children that are identified. You have already mentioned some protection threats that were identified. I also have here a list of other protection threats that were raised (show list)

8. In your opinion, do you think that Save the Children has responded to these threats through the Child Friendly Space? If so, how? [prompt for each threat on the list]
9. Have there been any challenges in responding to these threats to children? If so, what are these?
10. In your opinion, what could Save the Children do in the future to better respond to these threats?

Annex 40

Transition or Exit
Question and Items to Consider

Regardless of whether the Child Friendly Spaces transition into a longer-term initiative or phases out completely, it is important from the onset to establish a constant dialogue with community members about the plans and future of the Child Friendly Spaces. Discussions regarding transition/exit should take place from the very beginning and should consider the following:

1. Children's hopes and expectations for the Child Friendly Spaces: What do groups of children like most about the Child Friendly Spaces and want to see continue, change or stop, etc.?

2. Community member ownership: Do community members want to support an initiative for children such as this on their own longer term? Is it feasible given the context?

3. Are there Save the Children/other agency/government programs in the area that can/will continue to support the communities after the emergency and recovery periods?

4. What groups of children can most benefit from a resource such as a club, meeting point or other structured activities? Which groups of children are most vulnerable and could the structure be used to address some of their needs?

5. Would the Child Friendly Spaces become a more useful and appropriate resource if other needs beyond protection needs were addressed?