

# Training for Implementers of Child Friendly Spaces in Humanitarian Settings



Psychosocial Centre

 International Federation  
of Red Cross and Red Crescent Societies

 World Vision

# Training for Implementers of Child Friendly Spaces in Humanitarian Setting

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The Toolkit for Child Friendly Spaces in Humanitarian Settings was developed by World Vision International and the IFRC Reference Centre for Psychosocial Support.

- The Toolkit for Child Friendly Spaces in Humanitarian Settings comprises:
- Activity Catalogue for Child Friendly Spaces in Humanitarian Settings
- Operational Guidance for Child Friendly Spaces in Humanitarian Settings
- Training for Implementers of Child Friendly Spaces in Humanitarian Settings

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## Introduction to the training

### I. Development of this project

*The Toolkit for Child Friendly Spaces in Humanitarian Settings* was developed by the International Federation of the Red Cross and Red Crescent Societies (IFRC) Reference Centre for Psychosocial Support and World Vision International (WVI).

*The IFRC Strategy on Violence Prevention, Mitigation and Response* has strategic directions for integrating violence prevention into emergency preparedness, response and recovery programming. The Strategy also sets a vision that prioritizes the safety of children and youth. The need to address violence in emergencies is also reinforced by the *Red Cross Red Crescent Movement-wide Resolution on Sexual and Gender Based Violence in Emergencies* (2015), several pledges from the 2015 International Conference, the *Principles and Rules for Red Cross Red Crescent Humanitarian Assistance*, the *IFRC Plan & Budget 2016-2020*, and the *IFRC Child Protection Action Plan 2015-2020*.

WVI is a child-focused organisation committed to supporting the world's most vulnerable children. The newly released *Our Promise 2030* strategy highlights WVI's mission and commitment to the Sustainable Development Goals, which includes, specifically, a targeted increase in working in fragile contexts and hard-to-reach areas, to reach the most vulnerable children in the world. WVI recently launched its *It Takes a World to End Violence Against Children* campaign, which brings together the global partnership's advocacy, fundraising, and programming efforts to see the lives of millions of children positively impacted by ending violence. Further, continuing to build on prior research led by WVI and Columbia University about effective and quality child friendly space (CFS) programs and their impacts, WVI has recognised the need for updating, revising and re-formulating field guidance to CFS programmes. The need and demand for such guidance has been echoed by many field offices where WVI has current humanitarian responses in operation.

A key aspect of violence prevention in emergencies is to protect girls and boys from gender-based physical, sexual, psychosocial violence and from neglect. Violence against children, including the most marginalized, has consistently been identified in emergencies around the world. To reduce the risk of violence against children in emergencies and promote psychosocial wellbeing, the CFS approach is one intervention that is most commonly used by many humanitarian agencies, including WVI and the IFRC.

CFS are "places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and/or information about services/supports provided. Generally, CFS refer to a relatively short to medium term programme response, and are very often operated from tents and/or temporary structures" (UNICEF (2009) *A Practical Guide for Developing Child Friendly Spaces*).

The minimum standard for CFS, as defined by the Minimum Standards for Child Protection in Humanitarian Action (to be used in conjunction with Sphere standards) is: All children and young people can go to community-supported child friendly spaces that provide structured activities that are carried out in a safe, child friendly, inclusive and stimulating environment.

However, the nature of a CFS programme is also evolving in humanitarian responses to explore ways they could be enhanced to include aspects of informal education, life skills and youth vocational development. This often confuses the design of CFS and their original purpose. For this reason, establishing evidence-informed guidance that provides the foundations of CFS programming is vital. This enables other components to be added in the future, depending on context, community needs

and funding opportunities for expanded CFS programmes. These programmes may then evolve and transition over time to other types of initiatives.

### 2. Description of the toolkit

***The Toolkit for Child Friendly Spaces in Humanitarian Settings*** provides a set of materials to assist managers and facilitators/animators in setting up and implementing quality CFS. These resources have at their core the protection of children from harm; the promotion of psychosocial well-being; and the engagement of community and caregiver capacities.

The CFS Toolkit includes:

- This Training for Implementers of Child Friendly Spaces in Humanitarian Settings
- Operational Guidance for Child Friendly Spaces in Humanitarian Settings
- An Activity Catalogue for Child Friendly Spaces in Humanitarian Settings

The is a three-day training for CFS managers and coordinators, addressing the challenges of setting up and implementing quality CFS in diverse circumstances. Using various case studies, participants in the training are exposed to realistic demands and equipped to find practical solutions to challenges in the field. The training draws on resources from the Operational Guidance for Child Friendly Spaces in Humanitarian Settings and the Activity Catalogue for Child Friendly Spaces in Humanitarian Settings.

This summarises key approaches in the protection of children and in the promotion of their psychosocial well-being. It is directed to CFS managers and facilitators. It has four chapters, addressing the following aspects of setting up and implementing a quality CFS: Introduction to child friendly spaces

- Setting up a child friendly space
- Information for CFS facilitators
- Engaging with caregivers and community members.

This provides materials mainly for facilitators/animators responsible for implementing activities in a CFS: It features a wide range of easy-to-use resources, including sessions to open, close and review a programme of activities.

- It has a set of seven themed workshops which relate to key aspects of children's psychosocial well-being. These resources provide structured activities that can be used in a sequence over a period of time, but are flexible too so that they can be used as standalone sessions, if attendance is fluctuates at a CFS.
- Activities are generally intended for children aged 6-18 years, with some additional resources provided in the annexes for activities targeted to younger children and older children and adolescents.

### 3. Information for trainers

This training is designed for trainers who have a working knowledge of child friendly spaces and are familiar with facilitating psychosocial trainings. They should have good communication skills and feel comfortable with the topics to be covered in the training. It is important that they reflect values of inclusion and non-discrimination in the training process. This means they should:

- listen to participants, understand without interrupting, evaluating or judging what is being said
- manage group processes in a non-discriminating way

- communicate in a constructive and respectful manner, being aware of appropriate language, posture, gesture and facial expressions
- be flexible and responsive, adapting activities when needed
- protect minority points of view
- keep the discussion moving, but limit their own contribution to make more time for others
- be sensitive to unexpressed feelings
- be empathic
- allow people to make their own decisions and not make decisions on their behalf
- be prepared to take part in activities when needed.

Participants of this training will be implementers of child friendly spaces in humanitarian settings. The training aims:

- to strengthen the mainstreaming of child protection minimum standards and mechanisms in the management and implementation of quality CFS
- to strengthen capacity in programming activities in CFS, promoting the psychosocial well-being of children
- to promote best practice that is gender, age and ability-appropriate in the diverse settings in which CFS are located
- to enable participants to experience a mutual learning experience in a safe environment.

It is important as trainers to enable participants to keep their discussions as concrete and practical as possible and encourage them to talk about the real challenges they face in their work. This training is an opportunity for them to share challenges and difficulties together and to find possible solutions.

Trainers should familiarise themselves with all three resources in the CFS Toolkit. This includes reading the Operational Guidance for Child Friendly Spaces in Humanitarian Settings and the Activity Catalogue for Child Friendly Spaces in Humanitarian Settings, as well as this Training for Implementers of Child Friendly Spaces in Humanitarian Settings.

The training features varying training methods and ways of reviewing the materials that help participants to maintain their interest and integrate learning. There are PowerPoint slides and teaching materials on each topic. The sessions include:

- session objectives
- trainer's notes indicating any preparation needed for the session
- an introduction, so that the trainer can set the scene, introducing the topic and motivating participants for the learning process
- instructions for activities and group work exercises that correspond to the objectives
- discussion questions and key points or messages to guide the trainer in discussing the topics.

There are also three case studies (see annex 2) which represent different types of settings for child friendly spaces. Ideally the studies should be sent to participants before the training begins so that they can read them in preparation.

Before the training, trainers should also arrange for hard or soft copies of the Operational Guidance for Child Friendly Spaces in Humanitarian Settings and the Activity Catalogue for Child Friendly Spaces in Humanitarian Settings to be available for participants.

The ideal number of participants is 20.

# The training programme

## Schedule for day 1

Time	Time needed	Sessions
08:00-08:30	30	Arrival – registration
08:30-09:30	30	Session 1: Welcome, introductions, overview of the training and the CFS Toolkit
09:30-10.30	60	Session 2: Putting children first: Fundamentals of a quality CFS
10.30-10.45	15	Coffee break
10.45- 11.45	60	Session 3: Setting up a CFS
11.45-12.45	60	Session 4: Capacity building
12.45-13.45	60	Lunch
13.45-14.15	30	Session 5: Introduction to the case studies
14.15-14.30	15	Coffee break
14.30-15.30	60	Session 6: CFS are secure and safe environments for children
15.30-16.00	30	Session 7: Challenges
16.00-16.30	30	Review and wrap up day one

## Schedule for day 2

	Time needed	Day Two
08.30-09.00	30	Session 9: Welcome back
09:00-10.00	60	Session 10: CFS provide a stimulating and supportive environment
10.00-10.15	15	Coffee break
10.15-11.15	60	Session 11: CFS build on existing structures and capacities within a community
11.15-12.15	60	Session 12: CFS use a fully participatory approach for the design and implementation
12.15-13.15	60	Lunch
13.15-14.15	60	Session 13: CFS provide or support integrated services and programmes
14.15-14.30	15	Coffee break
14.30-15.30	60	Session 14: CFS Activity Catalogue
15.30-16.00	60	Session 15: Challenges
16.00-16.30	60	Session 16: Review and wrap up day two

## Schedule for day 3

	Time needed	Day Three
08.30-09.00	30	Session 17: Welcome back
09.00-10.00	60	Session 18: CFS ensure an inclusive and non-discriminatory environment
10.00-10.15	15	Coffee break
10.15-10.45	30	Session 19: Lessons learned
10.45-11.45	60	Session 20: Programming structured activities
11.45-12.45	60	Lunch
12.45-14.00	75	Session 21: Monitoring and evaluation
14.00-14.15	15	Coffee break
14.15-14.45	30	Session 22: Challenges
14.45-15.15	30	Session 23: The way forward – reflection and learning
15.15-15.45	30	Session 24: Evaluation of training and close

## Day 1

### 1. Welcome, introductions, overview of training and the CFS Toolkit

	<ul style="list-style-type: none"> <li>To welcome the trainees and create a shared understanding of the aim of the training.</li> <li>To create a positive and safe learning environment</li> </ul>		<p>60 minutes</p>		<ul style="list-style-type: none"> <li>List of participants for registration</li> <li>Name tags</li> <li>CFS Toolkit materials (soft or hard copies of the Operational Guidance for Child Friendly Spaces in Humanitarian Settings and the Activity Catalogue for Child Friendly Spaces in Humanitarian Settings)</li> <li>Post-it notes and pens</li> <li>Copies of the training programme</li> <li>Flipchart paper and markers</li> </ul>
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#### Trainer's note:

- Before the training begins, write the heading 'Challenges' on a piece of flipchart paper and stick it on the wall. Be sure to list any challenges in setting up or managing CFS that are mentioned throughout the training on the flipchart paper. This list will form the basis of discussion in sessions 7, 14 and 20.
- Be available for registration half an hour before the welcome and introduction begins, allowing participants time to arrive, be registered, receive their name tags and relevant materials.

#### 1.1. Welcome participants and introduce the first session



- PPT 1: Title page
- PPT 2: Welcome and introductions
- PPT 3: Overview of session 1

- Welcome participants and introduction of the trainers
- do an icebreaker to get to know one another
- check participants' expectations of the training
- introduce the training workshop
- introduce the CFS Toolkit
- agree ground rules for the training.

Give a personal introduction to the training by sharing your own background and why you believe this is an important topic.

- Facilitate an icebreaker to provide an opportunity for participants to get to know one another, for example, a hello shuffle:



- PPT 4: Hello shuffle

- Ask participants to meet three different people in three minutes, one minute per person. Use the timer on a mobile phone and call out when participants need to move on to the next person.
- Now ask each person to briefly introduce the last person they have met.

2. Briefly check participants' expectations of the training.



- PPT 5: Expectations

Ask each participant to write three expectations on post-it notes, one expectation per note. Give them five minutes to do this. When they have written down their expectations, ask them to put them onto a flipchart.

Group the expectations together, and in plenary ask any clarifying questions. Address any expectations that will not be met because they fall outside the scope of the training.

3. Read out the learning objectives for the training:



- PPT 6: Learning objectives

- to strengthen the mainstreaming of child protection minimum standards and mechanisms in the management and implementation of quality CFS
- to strengthen capacity in programming activities in CFS, promoting the psychosocial well-being of children
- to promote best practice that is gender, age and ability-appropriate in the diverse settings in which CFS are located
- to enable participants to experience a mutual learning experience in a safe environment.

4. Go through the training programme for the next three days and explain the broad sequence of activities.



- PPTs 7, 8 and 9: The three-day training programme

Explain too that one of the key features of the training is that every day there will be time to discuss the challenges in setting up and managing a CFS. Point to the flipchart on the wall with the heading 'Challenges.' Explain that whenever anyone refers to a challenge throughout the day, you will make a note of it on the flipchart. These challenges will be discussed and possible solutions identified, as time permits.

## 1.2. Overview of the Toolkit for Child Friendly Spaces in Humanitarian Settings (the CFS Toolkit).



- PPT 10: The Toolkit for CFS in Humanitarian Settings

The CFS Toolkit has three parts:

- An Activity Catalogue for Child Friendly Spaces in Humanitarian Settings
- Operational Guidance for Child Friendly Spaces in Humanitarian Settings
- This Training for Implementers of Child Friendly Spaces in Humanitarian Settings.

The CFS Activity Catalogue provides materials mainly for facilitators/animators responsible for implementing activities in a CFS:

- It features a wide range of easy-to-use resources, including sessions to open, close and review a programme of activities.
- It also has a set of seven themed workshops which relate to key aspects of children's psychosocial well-being. These resources provide structured activities over a set period of time, but are flexible too so that they can be used as standalone sessions, if attendance is fluctuates at a CFS.

The Operational Guidance for Child Friendly Spaces in Humanitarian Settings summarises key approaches in the protection of children and in the promotion of their psychosocial well-being. It is directed to CFS managers and CFS facilitators/animators. It has four chapters, addressing the following aspects of setting up and implementing a quality CFS:

- Introduction to CFS
- Setting up a CFS
- Information for CFS facilitators/animators
- Working with caregivers and community members.

This Training for Implementers of Child Friendly Spaces in Humanitarian Settings is based on the Operational Guidance for Child Friendly Spaces in Humanitarian Settings and the CFS Activity Catalogue, and is directed to programme managers. Explain that sample activities from the CFS Activity Catalogue are built into most of the sessions.

## 1.3. Agree on ground rules with participants.

See the suggested ground rules below. Write the agreed ground rules on flipchart paper and add others if needed. Put the list on the wall for the duration of the training.

Mobile phones should be on silent mode out of respect for each other.

Punctuality is important. The training can start and end on time, as long as everyone returns promptly from breaks and lunch.

Respect the person who is speaking and do not speak when someone else is speaking.

Everybody is invited to share experiences, in that way participants will sense ownership of the process. However, nobody has to share stories.

If others share experiences, show a non-judgemental attitude.

Ground rules could include:

- ✓ Mobile phones should be on silent mode out of respect for each other.
- ✓ Punctuality is important. The training can start and end on time, as long as everyone returns promptly from breaks and lunch.
- ✓ Respect the person who is speaking and do not speak when someone else is speaking.
- ✓ Everybody is invited to share experiences, in that way participants will sense ownership of the process. However, nobody has to share stories.
- ✓ If others share experiences, show a non-judgemental attitude.

## 2. Putting children first: Fundamentals of a quality CFS



- To identify the key characteristics of quality CFS



60 minutes



- Paper
- Pens
- Flipchart
- Markers

### 2.1. Introduce the session

We are going to talk about the place of CFS in humanitarian response and discuss the fundamentals of CFS.



- PPT 11: Session 2
- PPT 13: Introduction to session 2

### 2.2. Setting the scene

Set the scene for the training in terms of the very serious threats to children when they are caught up in crises and the benefits of a CFS as a response. Do a short presentation using these notes:

Children in humanitarian settings face a huge range of threats to their safety and well-being with potentially devastating impacts to their development. In emergencies such as conflicts and natural disaster, children may experience destruction of their communities; forced displacement from their homes, schools and communities; separation from or loss of loved ones; deprivation and injury.

Many children today are on the move due to protracted crisis situations, with and without their caregivers, and many are at risk of recruitment into armed groups, exposure to traumatic events, physical and gender-based violence, and psychological abuse. Keeping children safe and supporting and preserving their psychosocial well-being are of utmost priority in emergencies.

Child Friendly Spaces (CFS) is an intervention used by humanitarian agencies to increase children's access to safe environments and promote their psychosocial well-being. Some CFS programmes may focus on informal education or other needs related to the specific context of children, but all CFS try to provide a safe place where children can come together to play, relax, express themselves, feel supported and learn skills to deal with the challenges they face.

CFS are an essential part of child protection systems, especially in fragile or hard to access settings, where formal support systems can be lacking. However, there are often informal protection systems that can be drawn upon and may include women's networks, families, and traditional structures.

### 2.3. Exercise: The fundamentals of a good CFS

1. Explain: We are going to spend some time at the beginning of our workshop reflecting on our experience of CFS. From what you've seen (in whatever capacity) what would you say are the fundamentals that mark a good quality CFS? This means that if someone with no connection to humanitarian work asked you to describe the key characteristics of a successful CFS, what would you say?
2. Explain there is five minutes for the first part of this exercise.

3. Give out paper and pens to everyone and ask participants (working on their own) to do the following:



- PPT 13: Session 2: Exercise

- Draw a circle on your paper.
- Now think about the fundamentals or core characteristics of a CFS. If you have thought of three, divide the circle into three segments (like a pie). Draw as many segments as you want, depending on the number of 'fundamentals' you have thought of.
- Write each fundamental in a separate segment.

Now ask participants to turn to their neighbour and share the way they have described the fundamentals of a quality CFS. Ask the pairs to consider similarities and differences in what each person has highlighted. Spend about 15 minutes doing this.

Now invite everyone to discuss in plenary. Draw a large circle on flipchart paper and record the key characteristics presented. Spend about 15 minutes getting a range of input from the group. Try to record suggestions that are linked in some way together.

Make sure the following key points are included in the discussion:



- PPT 14, 15 and 16: Session 2: Key resources (1-3)

Wrap up by emphasising the importance of protecting children and promoting their well-being in crises. Putting children first demands that as humanitarians we set up and maintain high standards in planning and implementing CFS.

**BREAK**

### 3. Setting up a child friendly space



- To describe the functions, variety of settings and the population groups that use CFS
- To identify issues in selecting and equipping a site for a CFS



60 minutes



- Paper
- Pens
- Flipchart
- Markers

Explain to participants: This session is about the functions of a CFS. We're going to look at the 'what, when, who' of CFS.



- PPT 17: Session 3

#### 3.1. Exercise: CFS – what, when and who?

1. Divide participants into three small groups. The task for each group is to prepare a five minute presentation on their topic, as follows:
  - Group 1 prepares their presentation to explain WHAT a CFS is.
  - Group 2 prepares their presentation to explain WHEN a CFS is implemented.
  - Group 3 prepares their presentation to explain WHO is likely to use a CFS.



- PPT 18: Session 3 Exercise

2. Here are some guides for the presentations for each group:



- PPT 19: Session 3 Group 1 presentation

#### Group 1

- Try to write in one sentence what a CFS is.
- What kind of aims does a CFS usually have?
- What kind of activities does a CFS usually provide?
- What are some of the issues in selecting and equipping a site for a CFS?

#### Group 2



- PPT 20: Session 3 Group 2 presentation

- Try to write in one sentence when a CFS is used.

- CFS are used to respond to humanitarian crises at various points. Describe how CFS are used at different points in the response.
- What are some of the issues for the type of site selected and the equipment needed?

### Group 3



- PPT 21: Session 3 Group 3 presentation

- ✓ Try to write in one sentence to describe who uses a CFS.
- ✓ Describe the different groups of vulnerable children who may attend a CFS.
- ✓ Which community members might use a CFS?
- ✓ What are some of the issues for selecting and equipping a site that is suitable for the children and community members that use the CFS?

3. Give the groups 15 minutes to prepare their presentation. Give them flipchart paper and markers if they want to use them for the presentation. Each group should also decide who will do the presentation.
4. Invite each group to do their presentation in turn.
5. Use the materials in chapter 1 of the Operational Guidance for CFS in Humanitarian Settings on what a CFS is, when they are used and who uses them to check that participants have covered the main points in their presentations. Add any points they may have missed.

**Use one or more of the photos in PPT slides 24-26 (or others that trainers may have) to encourage a discussion about selecting and equipping sites for CFS. Ask participants what they think about the site and/or equipment.**

3. Use the materials in chapter 2 of the Operational Guidance for CFS in Humanitarian Settings as background for the discussion on selecting and equipping a site for a CFS.
4. To close, check if there are any challenges about setting up a CFS that participants want to add to the 'Challenges' flipchart.



- PPT slides 22, 23 and 24
- Chapter 1 and 2 of the Operational Guidance for CFS in Humanitarian Settings

## 4. Capacity building

 <ul style="list-style-type: none"> <li>To identify key aspects of capacity building associated with a CFS</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Six prepared flipcharts</li> <li>Markers</li> </ul>
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### Trainer's note

Before the session, prepare six flipchart papers with the following questions (one flipchart per question):

- Station 1: What roles are needed to manage and implement a CFS?
- Station 2: What are the key features in staff recruitment processes?
- Station 3: What training is necessary for CFS managers?
- Station 4: What training is necessary for facilitators/animators?
- Station 5: What are the key facilitation skills needed by facilitators/animators?
- Station 6: What are the key features of good supervision and mentoring?

If possible, have six tables and distribute the flipcharts – one per table, and lots of markers. These tables are ‘the stations’ for this session. If you don’t have tables, find another way of making six distinct areas in the training space. Ideally the stations need to be somewhere where it is easy to write on the flipcharts.



- PPT 25: Session 4

### 4.1. Exercise: Carousel



- PPT 26 Session 4: Six stations in the carousel

### Trainer's note

The carousel should take 30 minutes in total. As facilitators, don’t let it take longer. It’s fun to have the time pressure and it gives opportunity for following groups to add to the collected responses. It may be that when it comes to the fifth or sixth round, you can reduce the time given to two or three minutes.

### Trainer's note:

Use the materials on staff recruitment, screening and selection, supervision and training in chapter 2 of the Operational Guidance for Child Friendly Spaces in Humanitarian Settings to check that participants cover the main points.

1. Introduce the session:

The session is structured as follows:

- Small groups working in a carousel
- Discussion on the realities of capacity building in the field

2. Explain in a carousel, participants work in small groups and move from station to station, discussing each task as they go. There are six stations in the carousel today!
3. Organize participants into six groups. Try to ensure groups have at least some people who have not yet worked in the same groups.
4. Explain that people who may work in a CFS include staff, facilitators/animators and volunteers. In some places, these functions are distinct – for example, staff are involved in the running of the facility and general management, while facilitators and volunteers are more involved in activities with children. But in other situations, staff, facilitators and volunteers may take on several different roles. In this session, we want to identify key aspects of capacity building in relation to CFS.
5. Ask each group to begin at a different station, corresponding to the following subject areas:
  - Roles of CFS staff
  - Staff recruitment
  - Training for managers
  - Training for facilitators
  - Facilitation skills of CFS facilitators
  - Supervision and mentoring.
6. Explain that each station has a piece of paper with a question written on the top. Say: We will set a timer to make sure that you get through this quickly and maintain your motivation! You will stay at each station for five minutes only. During that time, write down your responses to the question.
7. We will let you know when to move on to the next station. (Facilitators may wish to use the timer function on a mobile phone.) Explain to participants: Once the first round has been completed, the stations will already have answers from the previous group, so simply add your own or comment on what has been written.
8. Once all the groups have been round the six stations, spend a few minutes asking each group to feedback the final list of responses to each question.
9. As a closing exercise, discuss what the reality is for participants in terms of capacity building in their working experience.



- PPT 28: Discussing the realities of capacity building in the field

Spend about 15 minutes on this. Encourage a discussion about the gaps between what they would ideally like to do, and what is actually possible in the field.

For example, it is not always easy to find CFS facilitators with the range of skills needed. It also may be hard to give the level of supervision to CFs facilitators to enable them to do a good job.

Managers may be hired to manage projects and budgets but don't necessarily know much about interacting with children. This makes it difficult to provide a well-supported, effective CFS programme promoting the well-being of the children attending.



## LUNCH



## 5. Introduction to the case studies

 <ul style="list-style-type: none"> <li>To explain how the case studies will be used in the course of the training</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>Copies of the case studies</li> </ul>
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### 5.1. Introduce the session:



- PPT 28: Session 5

1. Explain to participants that this session sets up the plan for using the case studies they received before coming to this training. It's a quick session to check they understand the key differences between the three case studies. This is important because they will be using the case studies a lot in the next couple of days.
2. Do an energiser, as this session is the one just after lunch. Choose a fun activity from the CFS Activity Catalogue.
3. Return to the information about this session. Explain it is structured as follows:
  - An introduction to the three case studies which represent different types of contexts where CFS are found in response to humanitarian crises.
  - Information about the group work in the coming sessions.

### 5.2. The case studies

1. Check if all the participants received copies of the case studies before the training. If some people did not, give them copies now. Give everyone a few minutes to read them.
2. Explain that these case studies reflect a range of settings in CFS may be implemented:



- PPT 29: The case studies

- Case study 1: On-going – this is a temporary or static CFS in a protracted crisis such as a natural disaster, where children may attend a CFS for a longer period of time.
  - Case study 2: Short-term – this is a temporary or static CFS in a humanitarian crisis where children may be on the move, such as in a natural disaster.
  - Case study 3: Mobile – this is a mobile CFS in a setting where there may be limited space to set up a CFS, or where there are many children to reach.
3. Tell participants that they will be working in small groups (A, B, C) in some of the sessions to come. Explain that you will tell them at the beginning of the next session how you have arranged the three groups. Explain that they will have the opportunity of using each of the three case studies at some point in the course of the training.

**Trainer’s note**

The groups rotate through the sessions as follows:

Groups	A	B	C
Session 6: secure and safe	Case study 1	Case study 2	Case study 3
Session 9: stimulating and supportive	Case study 1	Case study 2	Case study 3
Session 10: build on existing structures	Case study 2	Case study 3	Case study 1
Session 11: participatory	The case studies are not used in this session	The case studies are not used in this session	The case studies are not used in this session
Session 12: integrated	Case study 3	Case study 1	Case study 2
Session 13: inclusive and non-discriminatory	Case study 3	Case study 1	Case study 2

4. Respond to any questions that participants have and close the session.

## 6. CFS are secure and safe environments for children

 <ul style="list-style-type: none"> <li>• To define ways of ensuring that CFS are secure and safe environments</li> <li>• To highlight challenges in keeping CFS secure and safe</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>• Flipchart paper</li> <li>• Markers</li> <li>• Copies of the Operational Guidance for CFS in Humanitarian Settings</li> </ul>
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### Trainer's note

- Before the session begins, work out how to divide participants into small groups. For example, you may want to group people together from the same agency or with similar work experience or roles. Or, it may be beneficial to have diverse groups with members from different agencies and roles to encourage various perspectives. Facilitators will need to determine the best approach depending on group dynamics.
- Keep the discussions concrete and practical and encourage

### 6.1. Introduce the session

This session looks at how CFS can be secure and safe environments for children. This is a crucial responsibility for managers of CFS. It is very important that children are protected and kept safe and that all adults working in the CFS know how to keep them safe.



- PPT 30: Session 6

### 6.2. Group Work: Secure and safe environments

1. Divide participants into three groups, A, B, and C and allocate the case studies as follows:



- PPT 31: Session 6: Group work (I)

- Group A will discuss case study 1.
  - Group B will discuss case study 2.
  - Group C will discuss case study 3.
2. Give the groups flipchart paper and markers to record their discussions. Ask them to write as a heading which study they are discussing.
  3. Ask the groups to consider the following questions:

- How would you keep children safe and secure as a CFS manager in the situation described in your case study?
- What are the challenges for you in this case study in keeping children safe and secure?



- PPT 32: Session 6: Group work (2)

4. Invite the three groups to give feedback in turn:

- First list on flipchart paper what they would do to keep children safe and secure. Highlight where all the groups have identified the same action points. And highlight if there are any differences between the groups because of the different settings in the case studies.
- Then list the feedback on the challenges in keeping children safe and secure across the three case studies. Use the 'challenges' flipchart you prepared before the training began. Explain that you will discuss these challenges in the next session (along with any other ones that have been referred to today.)

5. Do a brief presentation to close, using PPT 39: Session 6: Keeping children safe and secure, to reinforce key points in keeping children safe and secure.



- PPT 33: Session 6: Keeping children safe and secure

## 7. Challenges

 <ul style="list-style-type: none"> <li>To review the challenges that have been identified during the day and select the most popular for discussion</li> <li>To formulate possible solutions to the challenges</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Dot stickers</li> </ul>
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### 7.1. Prioritizing the challenges



- PPT 34: Challenges

1. Explain briefly that this session is an opportunity to look at the challenges the group has identified during the day that have been listed on the ‘challenges’ flipchart. Explain that there will now be time to discuss some of the challenges and to find possible solutions to them together.
2. Give each person three dot stickers (or any stickers), each representing one vote. Ask them to ‘vote’ on which challenge(s) they want to discuss. They may choose to put three stickers on one challenge, or one vote on three different challenges, etc. They can decide how best to use their votes, based on what they consider is the most important.
3. Quickly add up the votes given for each challenge and identify the top three challenges (or more, if you think you have time to discuss them.) If there are not enough challenges on the flipchart, ask participants to suggest some more, based on the day’s discussions.
4. Now ask participants to suggest possible solutions to the challenges. Write the solutions next to the challenges. Display the flipcharts on the wall for the duration of the training.

#### Trainer’s note

It is difficult to know what kind of challenges will be referred to over these three days of training. Please see the table, “What to do if?” in chapter 3 of the Operational Guidance for CFS in Humanitarian Settings which addresses some of the difficulties which CFS staff face in the course of their work. This may be a useful resource for the sessions on responding to challenges.

If you feel participants are experienced CFs managers, add one of these more complicated challenges to the discussion:

1. A child brought a sharp object hidden in his pocket when he came to the CFS (even though there were rules prohibiting this). When he got into a fight with another boy, he took out the sharp object and tried to attack the boy. The CFS facilitator intervened and took the object from the boy. The staff went to the police station the next day and reported the case, without informing the agency. The boy was then detained. His family mobilized the community and came to the CFS and demanded it to be shut down.

2. A child went home and complained to his father that a facilitator mistreated him in the CFS. The next day, the father brought a gun to the CFS looking for the alleged facilitator. The father threatened that if he saw the facilitator again in the CFS, he would kill him. The facilitator denied hitting the boy.
3. A visiting NGO came into the CFS and took photos of the children. The CFS staff thought they were coming to exchange experiences, so they did not pay too much attention to this. Later, it was found that the NGO had posted the photos on their website and claiming the projects as their own. A total of 3000 USD was raised as a result. When the community leaders learned about this, they brought the case to court and asked the organization to support their legal fees or they would not support the CFS activities in return.

## 8. Review and wrap-up of day one

 <ul style="list-style-type: none"> <li>To review the day</li> </ul>	 <p>30 minutes</p>	
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- PPT 35: Review and wrap up
- PPT 36: Overview of review and wrap up

1. Choose a review exercise from the CFS Activity Catalogue to review day one.
2. Invite a small group (two to three people) to volunteer to plan a short activity chosen from the CFS Activity Catalogue. Ask them to find an activity that takes 10-15 minutes. Explain that they will facilitate the activity tomorrow morning during the welcome session. Give the small group time to prepare during this session.
3. If needed, have a round of comments and questions to close the day.

## Day 2

	Time needed	Day Two
08.30-09.00	30	Session 9: Welcome back
09:00-10.00	60	Session 10: CFS provide a stimulating and supportive environment
10.00-10.15	15	Coffee break
10.15-11.15	60	Session 11: CFS build on existing structures and capacities within a community
11.15-12.15	60	Session 12: CFS use a fully participatory approach for the design and implementation
12.15-13.15	60	Lunch
13.15-14.15	60	Session 13: CFS provide or support integrated services and programmes
14.15-14.30	15	Coffee break
14.30- 15.30	60	Session 14: CFS Activity Catalogue
15.30-16.00	60	Session 15: Challenges
16.00-16.30	60	Session 16: Review and wrap up day two

## 9. Welcome back

 <ul style="list-style-type: none"> <li>To give an overview of day two</li> <li>To give time for the small group to facilitate their planned activity</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>None</li> </ul>
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### 9.1. Welcome back, reflection and looking ahead

1. Welcome participants back to day two.



- PPT 37: Welcome back

Invite reflections on day one and respond to questions and comments.

2. Remind participants of the programme for day two:



- PPT 38: Training programme - day two

Today's sessions continue, focusing on the following aspects:

- CFS providing a stimulating and supportive environment
- CFS building on existing structures and capacities
- CFS providing or supporting integrated services and programmes.

There will then be an opportunity to practise some of the activities in the CFS Activity Catalogue. Towards the end of the day we will discuss any challenges that have been highlighted and work on possible solutions.

3. Invite the small group to facilitate their planned activity from the CFS Activity Catalogue, as arranged at the end of day one.

## 10. CFS provide a stimulating and supporting environment

 <ul style="list-style-type: none"> <li>To define the ways ensuring that CFS provide a stimulating and supportive environment</li> <li>To highlight challenges in providing stimulating and supportive programming</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Copies of the CFS Activity Catalogue or handouts of the following selected activities from the catalogue: 1.6 Group song, 2.5 Mirror game, 3.2 The energy within, 3.3 Tree in the wind, 4.3 Working together, 5.5 Just listen, 5.9 Lean on me, 6.3 Protecting myself, 7.1 Nobody knows what I can do.</li> </ul>
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### 10.1. Introduce the session:



- PPT 39: CFS provide a stimulating and supportive environment

This session focuses on how CFS can provide a stimulating and supportive environment. A CFS is intended as a universal approach – this means for all children. It provides for social support and inclusion of children – factors which strongly support children’s recovery from distressing events.

Explain that activities in a CFS should contribute to the general well-being of children. They enable CFS facilitators to engage with children about psychosocially supportive topics (or themes), without going into too much depth and potentially causing harm to children. A CFS is an important tool for children’s recovery from stressful or traumatic experiences, but it is not a form of therapy or counselling. This would require more carefully and specially trained facilitators and helpers and proper supervision.

### 10.2. Group work



- PPT 40: Session 10: Group work
- PPT 41: Session 10: Questions for the group work
- Activity Catalogue for Child Friendly Spaces in Humanitarian Settings, activities
  - 1.6 Group song,
  - 2.5 Mirror game
  - 3.2 The energy within
  - 3.3 Tree in the wind
  - 4.3 Working together
  - 5.5 Just listen
  - 5.9 Lean on me,
  - 6.3 Protecting myself
  - 7.1 Nobody knows what I can do.

Ask participants to form the same three groups, A, B, and C, as in the session about keeping children safe and secure. Explain that:

- **Group A** will discuss case study 1 again. This group will be looking at ‘1.6 Group song,’ ‘2.5 Mirror game,’ ‘3.2 The energy within from the catalogue.’ Ask them to find them in their copy of the CFS Activity Catalogue or give them handouts.
- **Group B** will discuss case study 2 again. This group will be looking at ‘3.3 Tree in the wind,’ ‘4.3 Working together,’ ‘5.5 Just listen from the catalogue.’ Ask them to find them in their copy of the CFS Activity Catalogue or give them handouts.
- **Group C** will discuss case study 3 again. This group will be looking at ‘5.9 Lean on me,’ ‘6.3 Protecting myself,’ ‘7.1 Nobody knows what I can do’ from the catalogue. Ask them to find them in their copy of the CFS Activity Catalogue or give them handouts.

Give the groups flipchart paper and markers to record their discussions. Ask them to write as a heading which study they are discussing.

Ask the groups to read through the description of each activity in turn. Suggest they take a few minutes discussing the activity and how it is to be facilitated.

Now ask the groups to consider the following questions about the activities:

- How well would each activity work in the situation described in your case study? Focus on how well they might stimulate or support children a CFS.
- What would be the challenges for you as a CFS manager or coordinator?

Ask for feedback from each group in turn about how well they thought the activities would stimulate and support children in a CFS. (Ask each group to briefly describe their activities before they give their feedback about it.)

When all three groups have given their feedback, do a brief presentation about ensuring that activities are stimulating and supportive



- PPT 42: Session 10: Ensuring activities are stimulating and supportive

Now ask participants in plenary to describe the challenges they see in trying to make activities stimulating and supportive. Write them down using the ‘challenges’ flipchart you prepared before the training began.

## BREAK

### 11. CFS build on existing structures and capacities (60 minutes)

 <ul style="list-style-type: none"> <li>To identify practical methods of engagement by CFS staff with caregivers</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Copies of the Operational Guidance for CFS in Humanitarian Settings (see chapter 4)</li> </ul>
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#### Trainer's note

Keep the discussions concrete and practical and encourage participants to talk about the real challenges they face in their work.



- PPT 43: CFS build on existing structures and capacities
- PPT 44: Group work overview

#### 11.1. Introduce the session:

Explain to participants: This session focuses on how to ensure CFS build on existing structures and capacities within the community. Explain that this aspect of best practice is often missing from CFS. In humanitarian response, it is often more straightforward for an agency to set up a CFS independently, using its own resources. However, there are significant benefits in linking with existing structures and capacities within the community, which we will explore in this session.

We would like you to focus specifically on linking with caregivers here. Their engagement makes it potentially possible to sustain family life by re-establishing or strengthening mechanisms for children's care and protection.

#### 11.2. Group work



- PPT 45: Group work

- Explain that the three groups will be using different case studies for this session, as follows:
  - Group A** will discuss case study 2.
  - Group B** will discuss case study 3.
  - Group C** will discuss case study 1.

Explain the aim of this activity: We want you to make a joint plan of action to reach out and engage with caregivers associated with the various types of CFS represented in the case studies.

Ask participants to get into their small groups, A, B and C. Give them 15 minutes to discuss how they would link with the caregivers of the children attending the CFS in their case study. Before they begin, remind them that there may be groups of caregivers who are under-represented or hard to reach such as caregivers with a disability. Unaccompanied and separated children may also be attending a CFS. These groups are likely to need additional outreach efforts to get them involved.



- PPT 46: Session 11: Questions for group work
- PPT 47: Session 11: Key actions
- PPT 48 and 49: Ensuring that CFS build on existing structures and capacities (1) and (2)

Here are the three questions for the small groups:

- How could registration and attendance records best be set up to enable CFS staff to identify and contact caregivers? Are there other ways too of contacting caregivers?
- What methods of engaging with caregivers would work well in this context?
- What activities could realistically be implemented by CFS staff with caregivers to promote children's care and protection?

Now ask participants to bring their ideas together in plenary and devise a simple plan of action that takes account of the different contexts described in the case studies.

Record the main points of the discussion on flipchart paper. Use the following steps in making the plan of action:

- Think about how to identify and contact caregivers.
- What methods of engagement would be appropriate?
- What activities could be realistically implemented by CFS staff?

Complete the discussion on engaging with caregivers.

Conclude this section by listing the challenges in seeking to engage with caregivers. Write the challenges participants mention on the flipchart headed 'challenges.'

## 12. CFS use a fully participatory approach in CFS design and implementation (60 minutes)

 <ul style="list-style-type: none"> <li>To link participation with the UN Convention of the Rights of the Child</li> <li>To describe how children can participate in CFS design and implementation</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Prepared flipcharts</li> <li>Markers</li> </ul>
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### Trainer's note:

1. Keep the discussions concrete and practical and encourage participants to talk about the real challenges they face in their work.
2. The case studies are not used in this session and so groups A, B and C do not work together this time. The focus of the learning here is on the universal benefits of participation for children.
3. Before this session begins, put prepared flipcharts on the walls. The set of flipcharts should have the following headings (one per flipchart): Assessment and planning/Design and choice of activities/Helping in the CFS/Monitoring and evaluation/Feedback and complaints.

### 12.1. Introduction to participatory approach:



- PPT 50: CFS use a fully participatory approach in CFS design and implementation
- PPT 51: UN Convention of the Rights of the Child (UN CRC)
- PPT 52: What does this mean for CFS?

This session focuses on how to ensure CFS use a fully participatory approach in CFS design and implementation.

Explain: There are multiple ways of facilitating participation from needs assessment to monitoring and evaluation. But how does this work out in practice? The demands of addressing needs in humanitarian response (including contractual requirements) may make this a distant 'wish list' with little time or opportunity in the real world. We will explore this in more detail in a minute.

1. But before we do, let's share in pairs examples of our BEST and WORST experiences of participation in any aspect of work with children and youth, caregivers, community members and other stakeholders. You will not be under pressure to share in plenary! But if you wish to do so, it would be helpful.
2. Ask participants to get into pairs and give them five minutes to talk. (There will be opportunity to share examples of best experiences at the end of the session.)
3. Refer to Article 12 of the UN Convention of the Right of the Child: "Children's views must be taken into account in all matters affecting them." Ask participants what this means.
4. Ask what this means in terms of CFS.

## 12.2. Group work



- PPT 53: Group work
- PPT 54: Promoting participation

1. Explain the next exercise: We're going to spend some time discussing the various ways that children can be involved in various aspects of CFS.
2. Divide participants into five groups. Ask each group to stand next to one of the five flipcharts that are on the wall (headings: assessment and planning, design and choice of activities, helping in the CFS, monitoring and evaluation, and feedback and complaints).
3. Explain that they have 4-5 minutes at each flipchart to write a concrete suggestion of how to enable children and young people to participate in these aspects of CFS. The groups circulate round the room and come back to the one they started at.
4. Now invite each group in turn to present some of the key points on their flipchart and discuss them in plenary. Identify the opportunities and challenges for participation in each area of programming.

Use PPT 64: Session 11: Promoting participation for more ideas on participation.

5. In plenary ask participants about the challenges they discussed and list them on the flipchart headed 'challenges' to discuss later.
6. To end the session, invite participants to share their best experiences of establishing participation in their CFS. Ask them to link their experiences with some of the learning points in the session.
7. Thank the trainee for participating and ask participants to come prepared the next day.

## LUNCH

### 13. CFS provide or support integrated services and programmes

 <ul style="list-style-type: none"> <li>To describe the benefits and challenges for CFS in providing of supporting integrated services and programmes</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Lots of string and balloons</li> </ul>
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#### Trainer's note

Keep the discussions concrete and practical and encourage participants to talk about the real challenges they face in their work.

#### 13.1. Introduction of integrated services and programmes



- PPT 55: CFS provide or support integrated services and programmes

##### 1. Introduce the session:

This session focuses on how to ensure CFS provide or support integrated services and programmes. CFS should be part of a comprehensive approach to the care and protection of children and other community members.

- Invite participants to talk about their experience of linking with other services and programmes. Then do a brief presentation using PPT 66 and 67: Integrating and linking services (1) and (2):

#### 13.2. Energizer

##### Trainer's note

The energizer that follows now is a game that is linked to the theme of the session. The instructions deliberately do not explain the symbolism of the game before it starts. Give participants time to play the game before you pause it so that they can work out how it is connected to the theme of this session.

- Explain: We have just had lunch and it's time to do an energiser! I will let you play it for a while and then ask you about it and what it means.
- Instructions are as follows:
  - Form the three groups, A, B and C, and give each group about 15 lengths of string (about 1.5 metres long).
  - Ask participants to stand in their three circles and to pick up each end of their pieces of string across the space to form a mesh or net.

- Now put a balloon in the centre of each group's net. Participants should not let the balloon fall through any gaps in the net. (This means they will have to adjust the strings to keep the balloon safe.)
  - Now add two or three or more balloons and let the participants work to keep all the balloons safe again.
3. Pause the groups for a quick reflection. Ask how this game is connected to integrated services:
    - Participants represent community or sectoral resources responsible for children.
    - The balloons are children needing assistance in some way.
    - Notice that no one individual is able to support or protect a child. This usually requires more people and resources.
    - Notice how when the other balloons are added, this may draw attention away from the first balloon. This may happen in practice when the demands of many children needing additional support may become overwhelming.
  4. Play the game again for a few minutes and ask for any further comments.

### 13.3. Group work: Integrating and linking services



- PPT 56: The case studies
- PPT 57: Questions for discussion
- PPT 58: Integrating and linking services (1)
- PPT 59: Integrating and linking services (2)

1. Now give members of the three groups the third case study they are going to consider. Group A should now have case study 3, group B should have case study 1 and group C case study 2.
2. Ask them to read their studies individually – but not to sit in their small groups. Give them a few minutes to read through the study.
3. In plenary discuss the implications of integrating CFS in relation to the three case studies:
  - How integrated are the CFS featured in the case studies likely to be?
  - What advantages and disadvantages might there be in terms of integration in each setting?
  - What practical steps could the CFS staff take to strengthen the integration of their CFS?
4. Make sure the discussion links in with the key messages from the start of the session:

The benefits of integrated services and programmes mean that:

- CFS are part of a comprehensive approach.
  - CFS can respond to the diverse needs of the children (and adults) they support in a coordinated way.
  - All the services and programmes are likely to be more sustainable and effective if connected.
  - Vulnerable people are likely to be able to access the help they need.
5. Remember to note the challenges that have been highlighted here and list them on the flipchart headed 'challenges' to discuss later.

## 14. CFS Activity Catalogue (60 minutes)

 <ul style="list-style-type: none"> <li>To become familiar with the format and content of the CFS Activity Catalogue</li> <li>To facilitate one or two activities from the CFS Activity Catalogue</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Copies of the following activities from the CFS Activity Catalogue: 1.6 Group song, 2.5 Mirror game, 3.2 The energy within, 3.3 Tree in the wind, 4.3 Working together, 5.5 Just listen, 5.9 Lean on me, 6.3 Protecting myself, 7.1 Nobody knows what I can do.</li> </ul>
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### Trainer's note

Encourage a fun atmosphere in this session to enable participants to engage with the activities from the CFS Activity Catalogue.

### 14.1. Introduce CFS Activity Catalogue:



- PPT 60: CFS Activity Catalogue
- PPT 61: Themes in the CFS Activity Catalogue
- PPT 62: Symbols used in the CFS Activity Catalogue

Explain to participants: This session is an opportunity to look more closely at the CFS Activity Catalogue. We would like you to become familiar with it so that as CFS managers, you can help facilitators/animators to use it for the benefit of children in your care and protection.

1. Look briefly at the contents page of the CFS Activity Catalogue with participants.

Emphasise that there is a range of activities, including sessions to open, close and review a programme of activities, as well as activities grouped together in seven themes. The seven psychosocial themes in the catalogue are:

- Theme 1. Building community: “Our space together”
- Theme 2. Emotional learning: “My feelings”
- Theme 3. Wellbeing and coping: “Feeling good”
- Theme 4. Social support: “My friends and family”
- Theme 5. Relating to others: “Being a good friend”
- Theme 6. Protection and boundaries: “My safety”
- Theme 7. Building on strengths: “All my supports.”

2. Look in detail at the way activities are set out.

Explain each symbol in turn as follows:

Icon	Aim of activity
	Time needed
	Ideal age and number of participants Number of facilitators needed for group work
	Setting and materials needed
	Step-by-step instructions
	Reflection points
	Other important issues
	Variations

## 14.2. Group work



- PPTs 63 and 64: Group work (1) and (2)
- Activity Catalogue for Child Friendly Spaces in Humanitarian Settings, activities:
  - 1.6 Group song,
  - 2.5 Mirror game,
  - 3.2 The energy within 3.3 Tree in the wind
  - 4.3 Working together
  - 5.5 Just listen
  - 5.9 Lean on me
  - 6.3 Protecting myself
  - 7.1 Nobody knows what I can

1. Divide participants into their three groups, A, B and C.

The group work is as follows:

- Group A has activities 3.3 Tree in the wind, 4.3 Working together, 5.5 Just listen.

- Group B has activities 5.9 Lean on me, 6.3 Protecting myself, 7.1 Nobody knows what I can do.
- Group C has activities 1.6 Group song, 2.5 Mirror game, 3.2 The energy within.
- Ask the groups to try out their activities. This means each group identifies one or two facilitator/s and the other participants role play children.
- After each activity, ask the groups to do a review. Make sure everyone has an opportunity to give their feedback, including the facilitators, the observers and the participants playing children. Write down comments on flipchart like this:

3.3 Tree in the wind

What we liked:

Benefits for children:

Possible challenges:

- Stick the flipcharts up on the wall and invite participants to walk around the room for about five minutes, reading everyone's reviews.
2. To end the session, invite a few participants to briefly describe their best-ever CFS activity and say why they like it so much.

## BREAK

### 15. Challenges (30 minutes)

 <ul style="list-style-type: none"> <li>To review the challenges that have been identified during the day and prioritise three for discussion</li> <li>To formulate possible solutions to the challenges</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Dot stickers</li> </ul>
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#### 15.1. Reviewing challenges



- PPT 65: Challenges

1. Explain briefly that this session is like yesterday's.
2. Give each person three dot stickers (or any stickers), each representing one vote. Ask them to 'vote' on which challenge(s) they want to discuss. They may choose to put three stickers on one challenge, or one vote on three different challenges, etc. They can decide how best to use their votes, based on what they consider is the most important.
3. Quickly add up the votes given for each challenge and identify the top three challenges (or more, if you think you have time to discuss them.) If there are not enough challenges on the flipchart, ask participants to suggest some more, based on the day's discussions.
4. Now ask participants to suggest possible solutions to the challenges. Write the solutions next to the challenges. Display the flipcharts on the wall for the duration of the training.

#### Trainer's note

It is difficult to know what kind of challenges will be referred to over these three days of training. Please see the table, "What to do if?" in chapter 3 of the Operational Guidance for CFS in Humanitarian Settings which addresses some of the difficulties which CFS staff face in the course of their work. This may be a useful resource for the sessions on responding to challenges.

If you feel participants are experienced CFs managers, add one of these more complicated challenges to the discussion:

1. A child brought a sharp object hidden in his pocket when he came to the CFS (even though there were rules prohibiting this). When he got into a fight with another boy, he took out the sharp object and tried to attack the boy. The CFS facilitator intervened and took the object from the boy. The staff went to the police station the next day and reported the case, without informing the agency. The boy was then detained. His family mobilized the community and came to the CFS and demanded it to be shut down.

2. A child went home and complained to his father that a facilitator mistreated him in the CFS. The next day, the father brought a gun to the CFS looking for the alleged facilitator. The father threatened that if he saw the facilitator again in the CFS, he would kill him. The facilitator denied hitting the boy.
3. A visiting NGO came into the CFS and took photos of the children. The CFS staff thought they were coming to exchange experiences, so they did not pay too much attention to this. Later, it was found that the NGO had posted the photos on their website and claiming the projects as their own. A total of 3000 USD was raised as a result. When the community leaders learned about this, they brought the case to court and asked the organization to support their legal fees or they would not support the CFS activities in return.

## 16. Review and wrap-up of day one

 <ul style="list-style-type: none"> <li>To review the day</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>None</li> </ul>
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- PPT 66: Review and wrap up

1. Choose a review exercise from the CFS Activity Catalogue to review day two.
2. Invite a small group (two to three people) to volunteer to plan a short activity chosen from the CFS Activity Catalogue. Ask them to find an activity that takes 10-15 minutes. Explain that they will facilitate the activity tomorrow morning during the welcome session. Give the small group time to prepare during this session.
3. If needed, have a round of comments and questions to close the day.

## Day 3

	Time needed	Day Three
08.30-09.00	30	Session 17: Welcome back
09.00-10.00	60	Session 18: CFS ensure an inclusive and non-discriminatory environment
10.00-10.15	15	Coffee break
10.15-10.45	30	Session 19: Lessons learned
10.45-11.45	60	Session 20: Programming structured activities
11.45-12.45	60	Lunch
12.45-14.00	75	Session 21: Monitoring and evaluation
14.00-14.15	15	Coffee break
14.15-14.45	30	Session 22: Challenges
14.45-15.15	30	Session 23: The way forward – reflection and learning
15.15-15.45	30	Session 24: Evaluation of training and close

## 17. Welcome back (30 minutes)

 <ul style="list-style-type: none"> <li>To give an overview of day three</li> <li>To give time for the small group to facilitate their planned activity</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>None</li> </ul>
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- PPT 67: Welcome back
- PPT 68: Training programme – day three

1. Welcome participants back to day three:

Invite reflections on day two and respond to questions and comments.

2. Provide an overview of day three:

Today's sessions continue, focusing on the following aspects:

- CFS are inclusive and non-discriminatory
- Best practice principles
- Programming structured activities
- Monitoring and evaluation

3. Explain: We will then discuss any challenges that have been highlighted and work on possible solutions for the last time during the training.

The last two tasks are working together on the way forward for the agencies you represent and then to ask you to evaluate the training and for us all to say goodbye.

4. Invite the small group to facilitate their planned activity from the CFS Activity Catalogue, as arranged at the end of day one.

## 18. CFS ensure an inclusive and non-discriminatory environment (60 minutes)

 <ul style="list-style-type: none"> <li>To build on participants' awareness of the distinct needs of children based on gender, age, abilities and factors that make children highly vulnerable</li> <li>To practise making activities inclusive and non-discriminatory</li> </ul>	 <p>60 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Copies of the activities used in session 13 from the CFS Activity Catalogue: 1.6 Group song, 2.5 Mirror game, 3.2 The energy within, 3.3 Tree in the wind, 4.3 Working together, 5.5 Just listen, 5.9 Lean on me, 6.3 Protecting myself, 7.1 Nobody knows what I can do.</li> <li>Copies of the STEP model from the CFS Activity Catalogue</li> </ul>
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- PPT 69: CFS ensure an inclusive and non-discriminatory environment

### Trainer's note

- Keep the discussions concrete and practical and encourage participants to talk about the real challenges they face in their work.
- Use the STEP model from the CFS Activity Catalogue as a resource to help participants in thinking how to adapt activities to be as inclusive as possible. STEP stands for: Space/Task/Equipment and People.

Aspect	Examples of inclusive activities
Space	<p>The CFS space may be a field, gym, tent, an indoor room or outside place. To modify:</p> <p>Increase or decrease the size of the play area. Less space often makes the activity easier, but sometimes also more intense. A large space often makes the game more challenging.</p> <p>Vary the distance to be covered in activities to suit different abilities. For example, in an activity involving a race, double the distance that more physically fit children must run in order to level out the difference from those who cannot run as fast.</p> <p>Use 'zoning' – that is, match participants so that they are playing against others of similar ability. This increases the chance of all children to participate equally.</p>
Task	Task refers to the rule of a game or the way activities are carried out. To modify:

Ensure everyone has equal opportunity to participate. For example, rather than have children run a race to see where only the fast children can “win”, give all children a piece of newspaper that they must keep on their chest without using their hands for the whole race. In this way, everybody is running and feels challenged, but the pace doesn’t matter to anyone.

Break down complex skills into smaller component parts if this helps children to develop skills more easily.

Ensure adequate opportunity for children to practise skills or components individually or with a partner before moving on to a team game.

**Equipment** Equipment refers to balls, nets, parachutes, etc. that are needed to do an activity. To modify:

In ball games, increase or decrease the size and hardness of the ball to suit the children participating. For example, small and soft balls may be easier to catch for children with smaller hands. A soft ball or balloon can be used instead of a hard ball for children of different physical fitness or who can only use one arm because of injuries or impairments.

Provide options for children to send or receive a ball in different ways; e.g., use a chute or gutter, or roll the ball on the floor.

Use bells or rattle balls to assist children with visual impairments. Or use a piece of tape to wrap an ordinary ball in a plastic bag so that it makes a crackling sound when it is used.

**People** This aspect refers to the characteristics of the children participating in an activity, such as their age, gender, impairments or skills. To modify:

Match children of similar characteristics and let them play together or against each other in teams.

Mix people from different groups, such as ethnicities, social groups or gender, (if this is culturally and socially acceptable. Take care that activities do not enforce unwanted divisions between groups.

Create teams with different numbers of players to even out differences in ability. For example, a team of 5 experienced players against a team of 7 less experienced players.

### 18.1. Introduction to inclusive and non-discriminatory environment



- PPTs 70 - 73: Session 16: Inclusion and non-discrimination.

#### 1. Introduce the session:

This session focuses on how CFS ensure an inclusive and non-discriminatory environment. CFS staff need to take account of the distinct needs of different children so that the children can access the space, feel included and participate meaningfully in activities.

2. Do a presentation using PPTs 85 – 88: Session 16: Inclusion and non-discrimination.

Ask for comments from participants about their work experience in this area. What strategies have they used to make sure children with different needs are able to enjoy CFS activities to the full?

### Trainer's note

This brief discussion will indicate whether participants are aware of what inclusion means in practical terms.

## 18.2. Group work 1: Inclusive and non-discriminatory



- PPT 74: Group work

1. For the last time in the training, ask participants to form their three groups again, group A, B, and C.
2. Ask the groups to spend 15 minutes discussing the distinct needs that children may have. Explain that each group will be looking at a different aspect of needs:
  - Ask group A to identify which groups of children who may be highly vulnerable in humanitarian settings and what their specific needs may be. Make a summary list of needs.
  - Ask group B to identify specific needs in the protection and well-being of girls and boys. Make two lists of needs (including the barriers that exist for boys and girls) – one in relation to girls and one to boys.
  - Ask group C to identify specific needs for children of different needs and abilities. Make a summary list of needs.
3. Give each group hard or soft copies of the STEP model to help with this exercise.
4. During the group work, check in with each group to make sure they are clear about what they are doing.
5. Ask each group to read out their summary list of needs as a preparation for the next exercise in this session. (If needed, ask the groups to put their lists on the wall so that they can be accessed by everyone.)

## 18.3. Group work 2: Inclusive and non-discriminatory



- PPT 75: Group work (2)
- PPT 76: Group work (3)
- Activity Catalogue for Child Friendly Spaces in Humanitarian Settings, activities:
  - 1.6 Group song,
  - 2.5 Mirror game,
  - 3.2 The energy within 3.3 Tree in the wind
  - 4.3 Working together
  - 5.5 Just listen
  - 5.9 Lean on me

- 6.3 Protecting myself
- 7.1 Nobody knows what I can do

1. Introduce the second exercise:
2. Explain there is 15 minutes to do this exercise.
3. For this exercise, the groups will be using different case studies as follows: Group A has case study 3. Group B has case study 1. Group C has case study 2.
4. Invite the groups to choose one or more of the activities from session 13:
5. 1.6 Group song, 2.5 Mirror game, 3.2 The energy within, 3.3 Tree in the wind, 4.3 Working together, 5.5 Just listen, 5.9 Lean on me, 6.3 Protecting myself, 7.1 Nobody knows what I can do.
6. Ask each group to look at their activity and discuss how CFS staff could ensure they are inclusive in relation to demands of the case study they are working with. For instance, access for a child with a disability, hearing that some children are not accessing the CFS because they fear they are too poor, ensuring girls and boys are accessing the CFS equitably, or having migrant children that speak a different language than local children using CFS. Encourage them to use the STEP model again for reference.
7. Identify any specific challenges in relation to the different contexts described in the case studies.
8. Use flipchart paper to record their discussion.
9. In plenary, summarise the main points from the three groups about how to ensure inclusion and non-discrimination. Record the challenges identified by the three groups on the flipchart headed 'challenges.'

## BREAK

## 19. Lessons learned (30 minutes)

 <ul style="list-style-type: none"> <li>To provide a background to the topics covered in the training</li> </ul>	 30 minutes	 <ul style="list-style-type: none"> <li>Copies of the Operational Guidance for Child Friendly Spaces in Humanitarian Settings</li> </ul>
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### Trainer's note:

This is a brief session placing the training in the context of lessons learned about CFS. It is aimed, as described in the training objectives, to inform participants of the background which has shaped the training.



- PPT 77 Lessons learned
- PPT 78: Lessons learned

#### 1. Introduce the session:

This session is a summary of lessons learned based on research and evaluation on CFS across different settings.

- Recent evaluations and lessons learned in relation to CFS have highlighted a number of issues. One of a number of findings (from an evaluation by Columbia University and World Vision International) is that strengthening programme quality and fit to local circumstances improved impact on children's and caregivers' lives.
- Ask participants what this finding means for their work as managers of CFS. Do a brief presentation using PPT 93: Session 17: Lessons learned.
  - Programming quality activities should be a high priority in planning and implementation.
  - It is crucial to take account of the distinct needs of children and their caregivers using the CFS. CFS programmes should not be 'one size fits all.'
  - Community engagement is vital to the success of CFS. It promotes an increased understanding of child protection issues and responses among the community. It also enables CFS managers to respond to local needs.
  - New approaches are required for CFS in urban settings, where it's harder to engage children and where there are more complex protection risks.
- Indicate that two new areas of current research into CFS are building on these ideas. The first is looking at what constitutes good quality programming for children by comparing different activity plans. The second is looking at the cost-effectiveness of CFS to support advocacy and potential scaling of services.
- 
- End the session by explaining that the focus of our CFS Toolkit is on the provision of quality CFS in relation to the varying needs of children and young people have and the demands of the

context. We have been guided by best practice from lessons learned and have based some of the sessions in this training on these principles.

## 20. Programming structured activities (60 minutes)

 <ul style="list-style-type: none"> <li>To give participants opportunity to select activities from the CFS Activity Catalogue</li> <li>To practise using the activity planning worksheet in relation to various programming requirements</li> </ul>	 60 minutes	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Copies of the CFS Activity Catalogue</li> <li>Paper copies of the activity worksheet from the CFS Activity Catalogue</li> <li>Pens</li> </ul>
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### 20.1. The Activity Planning Worksheet

Session 1 Psychosocial Theme:	Time	Materials / Space	Adaptations	# Facilitators
Opening activity:				
Main activity and/or free play:				
Closing activity:				
Reflections:				
Session 2 Psychosocial Theme:	Time	Materials /Space	Adaptations	# Facilitators
Opening activity:				
Main activity and/or free play:				
Closing activity:				
Reflections:				
Session 3 Psychosocial Theme:	Time	Materials / Space	Adaptations	# Facilitators
Opening activity:				
Main activity and/or free play:				
Closing activity:				
Reflections:				



- PPT 79: Programming structured activities

### 20.2. Introduce the session:

This session focuses on programming structured activities. By now, we hope you are familiar with the CFS Activity Catalogue (and the Operational Guidance for CFS in Humanitarian Settings that accompanies it). So far we have used the catalogue to access activities. But in this session we will be focussing on programming issues for CFS.

1. Explain: The introduction of the CFS Activity Catalogue (see A. Introducing the catalogue) guides users about the catalogue. It gives details about the seven psychosocial themes we talked about in session 13 and explains why play is important in children's lives. It also has a section on inclusion.
2. Explain: In this session we are going to focus on the activity planning worksheet (which is section B in the catalogue).



- PPT 80: The activity planning worksheet

This worksheet is a planning tool for facilitators. It is set out to guide decisions about which activities will be implemented. This includes thinking about the materials needed, the number of facilitators required, and any adaptations needed to enable all the children attending to fully participate. We think it would be helpful for you as managers to practise using it so that you can introduce it to your staff, if it is needed. It also functions as a useful monitoring tool.

3. Give copies of the worksheet to participants and give them a few minutes to read it. Make sure that everyone has access to the CFS Activity Catalogue too
4. Explain to participants that the catalogue contains activities that can be used in a sequence, and others that are stand-alone:



- PPT 81: CFS activities in the catalogue
- PPT 82: Session 18: Activities in a sequence
- PPT 83: Session 18: Activities that stand-alone

### 20.3. Group work – planning sessions

1. Ask participants to work in pairs from their groups A, B and C and use the activity planning worksheet to plan three sessions which would be suitable to the case studies:



- PPT 84: Work in pairs

- Pairs from group A use case study 1: Imagine you are planning three sessions to end a programme of activities with children who have been attending the CFS for six weeks. This

means selecting three activities from the catalogue for this purpose and identifying what next phase of activities, if relevant, might be needed for the children.

- Pairs from group B use case study 2: Imagine you are planning three sessions for children you have known for a week. This means three suitable activities from the catalogue for this purpose.
  - Pairs from group C use case study 3: Imagine you are planning three sessions where the children attending are likely to be different for each session. This means selecting three activities from the catalogue for this purpose.
2. Ask the pairs to fill in the activity worksheet, including the details about time, materials and space, adaptations and the number of facilitators. Remind participants to use the introduction in the CFS Activity Catalogue as a resource, if needed.

### 20.4. Gallery walk



- PPT 85: Gallery walk

1. Ask everyone to put up their plans on the wall – group them together under groups A, B and C.
2. Invite everyone to do a gallery walk together. As you stop at each group of plans, ask for comments about the plans.
3. Close the session by reminding participants that the activity sheets are also important for CFS managers in terms of providing key monitoring information for programming. Explain that this is that topic of the next session.

**LUNCH**

## 21. Monitoring and evaluation

 <ul style="list-style-type: none"> <li>To strengthen capacity in monitoring and evaluating CFS in a range of settings</li> </ul>	 75 minutes	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> <li>Copies of case studies 1 and 3</li> </ul>
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### 21.1. Introduce the session:



- PPT 86: Monitoring and evaluation

A monitoring and evaluation (M&E) system should be developed and integrated into the planning and implementation of all projects and programmes and CFS are no exception. This session looks at key aspects of M&E relating to CFS.

- Do a quick energiser as this session is the one just after lunch. Choose a fun activity from the CFS Activity Catalogue.
- Do a presentation to introduce the topic of M&E.



- PPT 87: Why M&E?

- Explain that the variations in the type of CFS affect the way M&E is planned and implemented. This is the focus of the session. (PPT 106: Session 19: CFS and M&E)



- PPT 88: CFS and M&E

- Now begin to discuss monitoring. In plenary ask participants to make a list of essential aspects of a CFS that should be monitored. Write them down on a piece of flipchart paper.
- When the list is complete, ask participants to explain the purpose of each item on the list.



- PPTs 89 -93: on Monitoring CFS

### Trainer's note:

For more information about registration and attendance records and the difficulties caused by ‘double counting,’ please see chapter 2 of the Operational Guidance for Child Friendly Spaces in Humanitarian Settings.

If participants wish to access sample monitoring forms, they are available in World Vision International and Columbia University, with Save the Children, UNICEF (2015) Evaluation of Child Friendly Spaces: Tools and Guidance for Monitoring and Evaluating CFS)

Weblink: <https://www.wvi.org/disaster-management/publication/evaluation-child-friendly-spaces>

6. Now ask participants in plenary whether it would be possible to monitor all these aspects of CFS in all the different types of settings - ongoing, short-term or mobile.
7. The answer should be yes! Monitoring tools and processes should be designed to take account of this range of settings. Essentially it should enable staff to collect the same basic information about the CFS and be simple enough to be used by facilitators with varying degrees of experience.
8. Now move on to discuss evaluation. Ask participants to describe the three levels at which a CFS could be evaluated.



- PPT 94: Evaluating CFS,
- PPTs 95-97: Outputs, outcomes, impact

9. Explain: CFS managers are most likely to focus on evaluating their work at output and outcome level. (Use PPTs 116 – 121 to give some examples of output and evaluation indicators and how they are verified (i.e. how to find out the information for the indicators).



- PPTs 98 – 103: Examples

### Trainer's note:

Tables featuring more examples of output and outcome indicators and their means of verification are in chapter 2 of the Operational Guidance for Child Friendly Spaces in Humanitarian Settings.

## 21.2. Group work



- PPT 104: Evaluating CFS in different kinds of settings
- PPTs 105 and 106: Evaluation at output and outcome levels
- PPT 107: Group work

1. Divide participants into four groups.

2. Ask two groups to look at case study 3 mobile and the other two groups to look at case study 1 ongoing. Ask the groups to make an evaluation plan for each setting, bearing in mind that the 'mobile' setting will focus on outputs and the 'ongoing' setting will focus on outcomes. Ask them to write their plans on flipchart paper. Give them 30 minutes to work on the plan.
3. When the groups are finished, ask them to put their plans on the wall – the two focusing on the mobile setting together, and the two focusing on the ongoing setting together.
4. Gather around the plans and ask for members of each group to comment on their own plans and compare them with the others.

**BREAK**

## 22. Challenges

 <ul style="list-style-type: none"> <li>To review selected challenges from the list generated during the training and to highlight achievable responses and implications for CFS management</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>Flipchart paper</li> <li>Markers</li> </ul>
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- PPT 108: Challenges
- PPT 109: Work in pairs

1. Introduce the session: Over the course of the last three days, we have talked about a wide range of challenges in setting up and implementing CFS. So, we want to spend some time thinking reviewing them and thinking about implications for programming.
2. Invite participants to work in pairs for twenty minutes. Ask them to select their top three challenges from the list of challenges generated over the past three days.
3. For each of the challenges, work together on a response that is realistically achievable in the field. Then list all the changes to programming that would be needed. Record your discussion on flipchart paper in three columns:

Challenge	Achievable response	Implications for CFS management
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4. Display the flipcharts on the wall. Do a gallery walk around the flipcharts. Note when the same challenges have been chosen by more than one pair. Invite comments on the findings.

### 23. The way forward – reflection and learning (30 minutes)

 <ul style="list-style-type: none"> <li>To enable participants to consolidate their learning from the training</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>None</li> </ul>
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- PPT 110: The way forward – reflection and learning
- PPT 111: Work in pairs

1. Ask the participants to form pairs.
2. Ask the pairs to tell each other three things they have learned that have been important for them from the training:
  - One thing they will orient/train others in
  - One thing they will implement in their daily work
  - One thing they have learned about themselves related to soft skills they can use in their personal and work life (e.g. having good problem-solving skills, being successful in presenting, networking with others etc.)
3. In plenary, invite the pairs to share examples, if they wish, about their commitments to themselves.

## 24. Evaluation of training and close (30 minutes)

 <ul style="list-style-type: none"> <li>To enable participants to consolidate their learning from the training</li> </ul>	 <p>30 minutes</p>	 <ul style="list-style-type: none"> <li>Evaluation forms – or links to online evaluation</li> <li>Attendance certificates (if applicable)</li> </ul>
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- PPT 112: Evaluation and close
- PPT: 113: Thank you

4. Give evaluation forms to participants for completion.
5. Hand out attendance certificates, if they are being used.
6. Select a closing activity from the CFS Activity Catalogue to end the workshop.