CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS



INTRODUCTORY
TRAINING WORKBOOK

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Translations and adaptations

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Children have the right to be protected from being mistreated, physically and mentally.

UN Convention on the Rights of the Child (1989)

Every child has the right to rest and leisure, to engage in $\rho/\alpha y$ and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

UN Convention on the Rights of the Child (1989)

SESSION ONE

Expectations

 What do you expect to get out of these sessions?
Do your expectations match the planned content?
Your favourite childhood game
 If on your own – think about a favourite game you played as a child that you enjoyed very much. Note down what the game was and what made it enjoyable.
 If in a group - do a round sharing your favourite game that you played as a child that you enjoyed very much and what made it enjoyable. Note a few key points to sum up what you came up with.

Creating ground rules

 If on your own - note down the ground rules that would fit a CFS in your context. If in a group - discuss and agree on the ground rules for this training. discuss the ground rules that would fit a CFS in your context.
 If on your own - take some time to think about what you learnt from playing and which skills and competencies you learnt. Note it down. If in a group - take a few minutes to think about what you learnt, which skills and competencies you acquired from your favourite childhood game. Note it down. Discuss with your group what children learn and which skills they acquire through play.

Children 's well-being flower

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- Draw a simple seven petal flower in the above box. Mark the petals with the **seven** well-being categories discussed in the video.
- If on your own note down on each petal the ways a CFS and activities in it can support each petal of the well-being flower.
- If in a group distribute the petals among yourself. Note down on yourpetal, the ways a CFS and activities in it can support the well-being flower. Next work for five minutes filling in the petal with useful games and activities. Share with the group.

CASE STUDIES

Select one of the case studies below to work with throughout the training. Alternatively, make your own case study using the template provided in the next section.

CFS in an urban town

- An urban city where some of the housing blocks and a school have recently been destroyed due to a conflict that has been going on for some months.
- A shelter was established in a former hotel. The authorities have established an interim morning school in the conference room of the shelter for children and for those living in the surrounding community.
- The National Society is asked to establish a Child Friendly Space for four hours each afternoon for approximately 200 children aged 6 to 13. The rest of the time the space is used for meetings and activities for young peers.
- There is no fighting at the moment, the surrounding areas are declared safe but there are unexploded ordinance further away in the rural areas.

CFS in a reception centre

- People are fleeing a conflict and seek refuge in a neighbouring country. They left in a hurry and were only able to bring a few personal items.
- A CFS is established in a reception and registration centre in a major town across the border where there is no fighting. The reception centre has three halls with a total of 150 camp beds for those needing to stay a few nights. There is access to food, water, wash facilities, and information desks as well as charging stations.
- A group of local volunteers initially set up a play corner in one of the halls for children.
- They have just handed over to the NS who will establish a CFS for 30 children of all ages in a large room near the entrance to the centre.
- Being near the border, some of the NS volunteers can communicate in the language of the refugees.

CFS in a flooded village

- A rural village in a country has been affected by a flood following heavy rains. The local school with 150 children under the age of 14 was inundated by the floods and many families moved to relatives and friends in houses and farms that were not affected. The summer holiday is approaching so the school is closing early this year.
- The authorities asked the NS to establish a Child Friendly Space every day from 10 am to 3 pm for approximately 100 children (as some are sent to relatives for the duration of the summer holiday) allowing children to socialize and caregivers to busy themselves with restauration and field work.
- The CFS is in the local library, it has two small rooms with running water and toilets. There is space indoors for a group of 12 children and it is located next to a park with a big lawn and shady trees where many of the activities can take place.
- It is currently flooding season so more flooding and water borne diseases are expected.

Template for your own case study

- Briefly describe the recent events and the current situation in the area.
- Where is the CFS located and main information on its facilities.
- Are there any safety risks to the CFS and to the community?
- How many children from which age group can the CFS accommodate and when will it be open?

Other key information.

Getting ready for a CFS

Go back to the case you were just working on.

- If on your own take ten minutes to answer the below six questions.
- If with a group, take around 15 to 20 minutes to answer the below questions. Groups need more time as they likely have more ideas to discuss.
- 1. Why would children come to the CFS in your case?
- 2. How are they affected? Would everybody be affected in the same way? How are they coping?
- 3. What are their immediate needs?
- 4. What are the needs of their caregivers?
- 5. How will you conduct the assessment?
- 6. Who will you talk to in order to assess needs?

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Setting informed consent includes: • The name and organization of assessor or team
A description of the work of the organization
The purpose of the assessment
 Information for participants about anonymity and the voluntary nature of participation
Time for questions from informants
Written or verbal permission (or refusal) to be interviewed. That the information are store the interviewed against a second and the interviewed.
That the informant can stop the interview at any time.
lote down what the interviewer missed when seeking informed consent in the video demonstration.

Practising getting informed consent

•	if on your own – Note down what you do differently. Next, practice asking for informed consent as if sitting with someone.
•	If in a group - discuss what was missing and what you would do differently. Next, practice asking for informed consent in pairs and discuss what went well and if anything could be improved.
Asse	essment questions for children
1	1. What do girls and boys do now during the day?
	2. What did girls and boys do before the conflict/disaster/crisis?
	3. Are there any places where you or other children feel safe or good? 4. Are there any places where you or other children feel unsafe or not good?
	5. Is there anyone children can talk to if they have a problem?
	5. What can children do to feel better or feel good?
7	7. What do children need to learn or change so they can feel better or good?

MY MAIN LEARNINGS FROM SESSION ONE & PREPARING FOR SESSION TWO

•	If in a group, also conduct a round of the main takeaways from session one.
epa	ring for session two
•	Take a look at the CFS Activity Cards to get familiar with these. Try out the instructions
	with others before session two.
	with others before session two. Read the IFRC safeguarding policy before the next session. Answer the questions in th
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SESSION TWO

Belonging

• If on your own - note down what can make a child feel they belong or not belonging to the community where they live. Also note down what can they learn from feeling they belong or don't belong. Next note down some key actions and approaches on how to create a sense of belonging and inclusion in the CFS.

• If in a group - conduct a round on what made you feel that you belonged and felt included or did

not feel a sense of belonging to and inclusion in the community where you grew up. Discuss what you learnt from feeling you belonged or not. Next discuss how to best create a sense of belonging and inclusion in the CFS.

Visible and invisible disabilities

Consult the case you worked with earlier on.

- If on your own Make a list of visible and invisible disabilities you could meet in a CFS. Note what you can do to promote inclusion of children with visible or invisible disabilities.
- If in a group Make a list of visible and invisible disabilities you could meet in a CFS. Discuss what
 you can do to promote inclusion of children with visible or invisible disabilities.

	CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS - SESSION TWO
Resilier	
t	f on your own - think of a child you know that is thriving and doing well. What are the factors that has made this child do well in life? Note down a list of factors that will help a child become resilient. Also note down how these factors enhance children's resilience in the CFS.
t	f in a group - take a moment to think of a child you know that is thriving and doing well. What are the factors that has made this child do well in life? Note the factors down. Conduct a round on what factors make a child resilient without naming or identifying any child.

 • If on your own - think of a child you know that is thriving and doing well. What are the factors that has made this child do well in life? Note down a list of factors that will help a child become resilient. Also note down how these factors enhance children's resilience in the CFS. • If in a group - take a moment to think of a child you know that is thriving and doing well. What are the factors that has made this child do well in life? Note the factors down. Conduct a round on what factors make a child resilient without naming or identifying any child.

Talking to children about war and conflict

• Read the document Talking to children about war which is on the	PS Centre website.
 Conduct a short role play in pairs where one person is a CFS facil country and another is an 8 year old child in a CFS. The child asks my family, you need to answer this question in the most appropr the <i>Talking to children about war</i> guide to help you. 	s you why do people want to hurt
Involving caregivers	
 Go to your scenario and brainstorm on how you can involve care siblings/aunts etc. in the CFS. Note down which way would be the same way be appropriate for males and females? 	

	CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS - SESSION TWO
Psychoeducation for caregivers	
16	und discuss with a group of garaginary has adopt the

- If on your own write a list of topics you could discuss with a group of caregivers based on the needs in your case study or your context.
- If in a group develop a list of topics you could discuss with a group of caregivers based on the needs in your case study or your context.

MY MAIN LEARNINGS FROM SESSION TWO & PREPARING FOR SESSION THREE

	n - note down the main take away of this session in the workbook. first note down the main take away in the workbook, and then do a	round
	takeaways with the group.	
aring for sessi	on three Including local games and activities	
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Make a list of	f local games, songs, dances, and other activities to get an idea o	of how
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Make a list of	f local games, songs, dances, and other activities to get an idea o	of how

SESSION TRHEE

Planning your session

- If on your own plan a session on one of the seven themes in *The Activity Catalogue for Child Friendly Spaces in Humanitarian Settings*, using the Activity Planning Worksheet on p.15. Also read through the planning notes for the next session on p.16.
- If in a group split into pairs or groups of three. Plan a session using the Activity Planning Worksheet. Share your session with your teammates and seek their feedback. Read through the planning notes for the next session on p.16.

Plan sessions for the future

•	If on your own or in a group - think about what the situation might be in two months time in your
	selected case study. Even though you may not be able to fully predict the situation, think about
	the knowledge, skills and competencies children would need to possess to be able to handle the
	coming times. Think about how can you plan for some of this to be included in the CFS.

If in a group, also discuss the above points.

Psychoeducation for children

If on your own - make a list of topics children would need to know about in your context. Pick one
topic specific for your context and write down the main points you would say or use when talking
to a group of children. Include any ideas for a practical exercise to demonstrate the points of the
psychoeducation.

• If in a group - agree on important topics children would need to know about in your context. Pick

one topic specific for your context and agree on the main points talking to a group of children. Discuss ideas for practical exercises to demonstrate the points of the psychoeducation.

CFS Monitoring Quality Standards Checklist

Name of CFS:		
Date Assessed:		
QUALITY STANDARDS	YES / NO / PARTLY	YES / NO / PARTLY
1. Children's work displayed in space		
2. Equipment in good condition (e.g.toys not broken)		
3. No toy guns or military-type toys		
Code of conduct displayed in picture or word form (in a child friendly way)		
5. Activities available two hours per day, three days per week		
6. One person responsible for daily inspection of equipment and keep record, register		
7. Supervisor-to-child ratio is adequate		
8. Record kept of all advisors		
Drinking water available (and staff knowledge of proper hygiene)		
10. First aid kit available (and stocked appropriately)		
11. Attendance records kept (and are up to date/current)		
12. Emergency protocol clearly outlined and documented (i.e. in word or picture form)		
13. Activity schedule prepared in advance or use		
Total "YES":		
Total "PARTLY":		
Total "NO":		

From: 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

If on your own - read all items in the CFS Monitoring Quality Standards Checklist

- Contemplate if it would be easy or difficult to complete the checklist.
- Consider who should be assigned to complete the checklist one person or more than one.
- And reflect on ways to ensure it gets completed and registered when done.

If in a group - read all the items in the CFS Monitoring Quality Standards Checklist

- Discuss if this would be easy or difficult to complete.
- Next discuss who would be assigned to complete the checklist, one person or more than one.

And discuss any ways to ensure it gets completed and registered when done.

MY FUTURE LEARNING

lf on vour own	- note down your key learnings from the introductory CFS training.
	onduct a round of the key learnings. Share these in a group as a way of
uture learning	
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