Global Protection Cluster
Child Protection

TOWARDS EFFECTIVE CHILD FRIENDLY SPACE

PROGRAMMES IN EMERGENCIES:

HANDOUT BOOKLET

- Included in this manual of participants' hand-outs are all the hand-outs the facilitator will need to give to participants during the course of the Child Friendly Spaces training
- These are materials that do not necessarily serve as resources participants would use or refer to in the future, but rather are scenarios, and materials participants will need to be able to carry out certain activities
- Different activities need different numbers of copies of the hand-outs, the facilitator's guide explains the number of copies of each document needed

INTRODUCTIONS: ONE COPY FOR EACH PARTICIPANT

GLOBAL MINGLE:

Fill in the Global Mingle Bingo card with the names of participants who can answer yes to the questions in the grid. **Note each name can only appear once**

Participant who has exactly three children:	Participant who can speak three languages or more:	Participant who has run a CFS programme before:	Participant who loves cheese:
Participant who travelled more than 10 hours to get here:	Participant who travelled less than two hours to get here:	A participant who has at least 1 brother & 1 sister:	Participant who works for a UN agency:
Participant who likes chocolate:	Participant who works for a national NGO:	Participant who has lived in more than one country:	Participant who drinks coffee for breakfast:
Participant who has worked for government:	Participant who knows what MHPSS stands for:	Participant who drinks tea at breakfast time:	Participant who likes pizza:

CFS PURPOSE AND PRINCIPLES SESSION: ONE COPY FOR EACH PARTICIPANT

What do the CF Spaces look like?	**Who are the children inside the space (age / gender / race / religion / etc.)?**
Who is running the CF Spaces?	**What are the children doing inside the space?**

COMMUNITY MOBILISATION SESSION: ONLY ONE (1) COPY

Write each of the character names on a separate piece of card with details of their situation on the other side of the card

GROUP 1: SCENARIO FLOOD
Character 1: Lamin you are 13 years old
• You think you will leave the village to go find work in the fisheries
Character 2: School friend of Lamin
• Lamin has told you they are thinking of leaving the village and dropping out of school so they can go to find work
Character 3: Neighbour of Lamin's family
• You have noticed that Lamin's family is struggling since the emergency. They have no income - the father has passed away – and they have so many children to feed and clothe.
Character 4: Head of fisheries association
• You have noticed an increasing number of children turning up to find work since the emergency. They are cheap labour.

GROUP 2: SCENARIO CONFLICT
Character 1: Jean you are 15 years old
• Two of your younger siblings have not been found since the emergency and you have been having nightmares ever since.
Character 2: Mother of Jean
• You have lost two children and you do not know what to do. You have been weeping uncontrollably. You have noticed your other children are also sad.
Character 3: Trained child protection focal point
• You are an unqualified schoolteacher. Working in a primary school in your town of origin for the past 5 years. • You were trained in a previous emergency on how to identify and refer child protection cases.
Character 4: Youth group member
• You are a member of the local youth group in your home village. Many of your fellow youth group members are also here. You would like to help people if you can

COMMUNITY MOBILISATION SESSION:
15 COPIES OF GROUP ACTIVITY

COMMUNITY MOBILISATION GROUP ACTIVITY – CAMP SETTING:
You are a programme officer for an NGO working in a refugee camp setting. You need to answer the following questions: − What are the priority concerns of host community members? What are the priority concerns of refugees? − What are the issues children are facing in this context? − What resources are available in this community (among host and refugee population) to help address these issues? − How will you mobilise these community resources that can offer support? **Plan your actions and decide in what order you will carry them out.**

COMMUNITY MOBILISATION GROUP ACTIVITY – HOST COMMUNITY SETTING:
You are a programme officer for an NGO working in a community hosting refugees. You need to answer the following questions: − What are the priority concerns of host community members? What are the priority concerns of refugees? − What are the issues children are facing in this context? − What resources are available in this community (among host and refugee population) to help address these issues? − How will you mobilise these community resources that can offer support? **Plan your actions and decide in what order you will carry them out.**

APPROACHES SESSION: THREE (3) COPIES OF EACH OF THE FOLLOWING 12 PAGES (PAGE 5 – 16 INCLUSIVE)

Coordination
What is Coordination? • **Work with other agencies to ensure support to children does not duplicate, compete for funding or staff or leave geographical gaps or un-served populations. Ensures approach and work is harmonised and meeting same standards** • **Coordination is comprised of meetings, sharing & harmonising policy & practice, and developing joint or complementary plans & tools**
Possible discussion questions:
✦ **Who is involved in coordination activities?** ✦ **Why do we need coordination in this context?** ✦ **What is the main challenge in coordination?** ✦ **How can this situation be improved / these challenges be overcome?** ✦ **Do we have the resources we need to be able to do this?**

Inclusion
What is inclusion? • **Being inclusive ensures presence & participation of all children as all children have the right to psychosocial wellbeing, education and play** • **Involves restructuring culture, policies & practices of NGOs, communities & children so they respond to diversity** • **Acknowledge all can take part** • **Acknowledge & respect differences in children**
Possible discussion questions:
✦ **Who are the most marginalised children who get excluded from activities like CF Spaces?** ✦ **How do you identify & find them?** ✦ **How do you get most marginalised to attend?** ✦ **How does the space need to be modified?** ✦ **How do activities need to be modified?** ✦ **What staff do we need to achieve this?**

Integrated services

What are integrated services?
 	
• **Single system of service planning &/or provision established & managed together by partners. Way to support children & young people's holistic development**
• **Includes, for example:**
  – **Referral pathways**
  – **Awareness raising & info. on other services available**
  – **Use of space for other community activities**
  – **Encouragement of civil society organizations to use CFS**
  – **Non-formal education**
  – **Influencing design and delivery of other sector programmes**

Possible discussion questions:
✦ **What does "integrated services" mean in this context?** ✦ **Which sectors do you integrate with?** ✦ **When can integrated services start?** ✦ **How will you ensure integration?** ✦ **What resources are needed to make this possible?**

Referral

What is referral?

- **Process of assisting a child (& family) through direct support & referral to other needed services & the activities carried out to address their protection concerns**
- **Identification & referral of children who have specific or specialised needs, includes:**
  - **Child protection monitoring**
  - **Identifying children & families needing additional support from other sectors**

Possible discussion questions:

- ✦ **Are you aware of referral systems in locations where you work?**

- ✦ **How do you identify cases of children needing referral and additional support?**

- ✦ **How do you do on-going monitoring of vulnerability?**

- ✦ **Who is involved in setting up & agreeing referral systems? What actions do animators, supervisors & CFS programme managers take?**

- ✦ **What training is needed to establish referral systems?**

- ✦ **What resources are needed?**

Peace building
What is peace building? • **A range of measures targeted at reducing the risk of lapsing or relapsing into conflict, to strengthen national capacities at all levels for conflict management and to lay the foundations for sustainable peace and development**
Possible discussion questions:
✧ **How do you define peace-building here?** ✧ **How are children involved in conflict in this context?** ✧ **What role can CF Space animators & supervisors play in reducing conflict? What actions can help reduce conflict?** ✧ **What activities for children can help in building peace?**

Disability

What is disability?

- **Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full & effective participation in society on equal basis as others**
- **Persons with disabilities remain among the most hidden, neglected and socially excluded of all displaced people today**
- **Children and youth with disabilities are also often subject to sexual and physical abuse, exploitation and neglect and denied access to their full rights**

Possible discussion questions:

- ✧ **Which children with disabilities are present in the settings in which you work? Are they attending CF Spaces? If not, why not?**

- ✧ **What is being done to encourage children with disabilities to come to the CF Spaces?**

- ✧ **What needs to change to encourage greater inclusion?**

- ✧ **What resources are needed to make this possible?**

Adolescence
What is adolescence? - **Describes young people in stage of dev't between beginning of puberty & adulthood. A period of rapid physical & mental** - **Different physical, cognitive & emotional development leads to different social roles & expectation** - **Adolescents face different risks** - **Leads to different PSS and protection needs**
Possible discussion questions:

✦ **Are adolescents coming to the CF Spaces? If not, why not?**
 	
  ✦ **What are the protection risks and PSS concerns for adolescent children?**
 	
  ✦ **What activities are needed to address these issues and concerns? What equipment is necessary?**
 	
  ✦ **What skills do staff need to deliver these activities? How will they acquire these skills?**

Outreach
What is outreach? • **Outreach enables individuals in remote under-populated, under-serviced locations to benefit from programme activities by increasing reach, coverage & enabling mobility of actions**
Possible discussion questions:
✦ **How many CF Spaces are being implemented in this response? How many children are affected by the emergency?** ✦ **Which children cannot reach the CFS?** ✦ **How can we reach distant, low density or spread out affected populations?** ✦ **What support do they need?** ✦ **What activities can we provide to them? Will transport help? Can we make our activities mobile?**

Gender-based violence
What is GBV? • **GBV describes harmful acts perpetrated against a person's will, based on socially ascribed differences between males & females (gender)** • **Programming actions in CFS can…** • **Respond to GBV: (Referral pathways, case management & PSS support, etc), or** • **Prevent GBV: Life-skills building, awareness raising – children & community, legal action**
Possible discussion questions:
✧ **What GBV issues have been identified where you work?** ✧ **How have they been identified or referred to CFS workers?** ✧ **What response actions have CFS workers taken until now?** ✧ **Could CFS workers do more in the future? What support do they need to be able to do this?** ✧ **What GBV prevention activities have been taking place in CFS?** ✧ **What can we do more to ensure we prevent new case?**

Child-centred or child-friendly methods

What are child-friendly or child-centred methods?

- **Child Centred Approach promotes the right of the child to choose, make connections and communicate**
- **Approach that values the fact that each child is an individual with their own needs and interests and their learning and development needs are diverse. Animators' role is to help support children through partnership**
- **It is an approach that is participatory in nature**
- **Typically a term used in the context of schools, but using it in CF Spaces is relevant as we must put children's choices at the centre of our work**

Possible discussion questions:

- ✦ **Have child centred methods been used here?**

- ✦ **What are the challenges? Is this realistic in your context?**

- ✦ **What activities are needed to address this issue? What equipment is necessary?**

- ✦ **What skills do staff need to deliver these activities? How will they acquire these skills?**

Positive discipline

What is positive discipline?

- **It is a methodology to reduce bad behaviour while reinforcing & rewarding positive behaviour. It is based on principle that type of rewarded behaviour in children is the type of behaviour that will be repeated**
- **A four-step process that recognizes and rewards appropriate behaviour in the following manner**
    - **The appropriate behaviour is described**
    - **Clear reasons are provided**
    - **Acknowledgement is requested**
    - **The correct behaviour is reinforced / rewarded**

Possible discussion questions:

- ✦ **Are you familiar with positive discipline?**
- ✦ **Is it realistic in this context?**
- ✦ **What can be done to make it a reality?**
- ✦ **What is needed to support this process?**

Disaster risk reduction

What is disaster risk reduction?

- **Disaster Risk Reduction is an approach where the likelihood & potential impact of disastrous events are assessed by identifying & analysing:**
  - **Hazards**
  - **Vulnerability of communities to these hazards**
  - **Their capacities to deal with events**
- **And where risk of disaster risk is high activities are planned that will increase the resilience of communities**

Possible discussion questions:

- **What possible disasters could occur? What risks are present in this context?**

- **What has previously been done by communities with regards to disaster risk reduction (DRR)? By children?**

- **Have children been involved in DRR?**

- **How can children be involved in the future?**

- **What role can CF Spaces play?**

SCHEDULING ACTIVITIES IN THE CF SPACE: ONE COPY FOR EACH PARTICIPANT

TIME	MONDAY					TUESDAY				
	Activity	Child group	Facilitator	Resources	Location	Activity	Facilitator	Child group	Resources	Location

STAFF MANAGEMENT AND WELLBEING: ONE COPY FOR EACH PARTICIPANT

PERSONAL REFLECTION WORKSHEET

When prompted complete the following boxes with your answers to the following questions
Management Think back to the best manager you ever had…
• What made them a good manager?
• What did they do for you? For your team?
Work satisfaction
• What do you enjoy about your work / job? What about it makes you feel good?
• What aspects of your work do you know have a positive impact on others?
• How do you make sure you know you are achieving this impact?
Signs of stress
• Think of your personal signs of stress? Note down your physical, emotional, mental, behavioural and spiritual signs
• What stress levels do you have at the moment?
Stress curve
• What part of the stress curve are you normally working in?

PERSONAL REFLECTION WORKSHEET

• How do you recognise if you are moving into an unhealthy part of stress curve?
• How do you move back into a safer part of the curve?
Prevention and response to stress
• What can be done to prevent stress in the workplace?
• What are your coping strategies?
• What can you do to help others?

STRENGTHENING YOUR TEAM SESSION: ONE COPY FOR EACH PARTICIPANT

Needs	Who	Objective	Learning Method	Resources (People & materials)	Priority (L, M, H)	Time-scale	Outcomes & review comments