

# Guidance Note on “Makani” – “My Space” Approach

COMPREHENSIVE CHILD PROTECTION, EDUCATION, YOUTH  
EMPOWERMENT AND PSYCHOSOCIAL SUPPORT APPROACH

UNICEF Jordan Country Office

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## 1. PURPOSE OF THIS NOTE

To outline the comprehensive approach of Makani in order to reach a shared understanding of Makani - My Space comprehensive approach (“I am safe, I learn, I connect”), and to ensure that vulnerable girls, boys, young people,<sup>1</sup> and women have safe access to quality services.

## 2. WHAT IS MAKANI “MY SPACE”?

A Makani centre offers a comprehensive approach to service provision covering alternative education, skills building programmes and psychosocial support. Each Makani should have a community outreach component which is linked with the services being provided at the centre. Makani will act as a centre to refer boys and girls to other specialized services such as formal education and case management for CP and GBV.

Makani supports the engagement of local networks of partners to facilitate best-in-class thinking, practices and applications necessary to enable and expedite systemic, sustainable change. This will be done by creating opportunities for children and young people with unique insight into the challenges that affect their communities to team up with local experts to develop creative and innovative solutions to those challenges.

## 3. RATIONALE FOR MAKANI?

The introduction of this comprehensive approach is based on the lessons learnt from child protection and education emergency response supported by UNICEF in Jordan in 2013 and 2014. The sector based interventions were expensive and poorly coordinated. In several cases, UNICEF had different agreements with the same partner, accentuating the silo approach that was used to deal with children’s needs. The Makani comprehensive approach offers well-coordinated and cost effective multi-sectoral services to vulnerable girls and boys in order for them to reach their full potential.

## 4. TARGET GROUP FOR MAKANI

The main participants and beneficiaries in Makani are girls and boys (5 to 18 years) and young people (up to 24 years old). These are groups with specific needs and vulnerabilities, but also in possession of capacities and resources. Particular attention should be paid to girls and boys who are out of school (dropouts or those who did not join school, or those who couldn’t get seats in nearby schools for capacity reasons can also be listed under this category), adolescents especially girls, disabled, engaged in labour, affected by armed conflicts, at risk of suffering from harm, survivors of GBV, heading households, unaccompanied and separated or who have other identified vulnerabilities.

## 5. BASIC PRINCIPLES FOR THE WORKING OF MAKANI

Human rights standards and principles should guide all development and programming in all phases of the programming process of Makani, these include universality of rights, equality and

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<sup>1</sup> The terms “child” is inclusive of all humans between ages 0-18 according to UNICEF human rights framework, UNICEF defines ‘adolescents’, as those persons between the ages of 10-18, ‘youth’, as those persons between the ages of 19 and 24 years, and young people are those persons between the ages of 10 – 24, without prejudice to other definitions by other agencies.

non-discrimination in addition to the Humanitarian principles of Humanity, neutrality and impartiality.

There are some key principles for planning, developing and operating Makani. It is recommended that these main principles are integrated into all planning and operating efforts of Makani during its entire programme cycle.

- a) Girls, boys and young people require immediate support and a safe environment in challenging circumstances. All involved actors (i.e. government, donors, international organizations, NGOs) should commit to ensuring that children are safe and secure at all time in Makani
- b) Makani to provide an environment that supports girls, boys and young people. A supportive environment entails three key elements: i) a wide range of appropriate activities and programmes; ii) a physical environment to facilitate the activities and programmes; iii) encouraging, supportive and sensitive staff.
- c) Successful Makani uses existing capacities, available resources, services, and daily routines of families and structures of communities, civil society and governmental organizations.
- d) Makani should adopt an inclusive and a non-discriminatory approach which insures that that all children regardless of their class, gender, abilities, language, ethnicity, religion, nationality have equal access to services in Makani

In Makani, driven by the above principles, everyone should be able to access their rights to assistance, protection and education based on need and not on status (refugee, Jordanian citizen, tribal leader, etc).

## 6. SUMMARY OF AVAILABLE SERVICES AT MAKANI

Makani is more than a place for games and recreation. It is an approach to supporting girls and boys and adolescents and youth to achieve their full development - physical, cognitive, social, emotional, and spiritual. Makani aims to promote and address children's wellbeing in a variety of ways. Each Makani should offer age-structured and gender specific activities. Some of the activities and services are listed below;

### 6.1. Alternative Education Services

With only 129,000 of the 224,000 school aged Syrian refugees are enrolled in school, the out-of-school population, at 95,000, is either out of reach to the Ministry of Education or cannot be served.<sup>2</sup> This is further aggravated by the estimated 30,000 Jordanians who are out of school.<sup>3</sup>

To address education needs, Makani will offer alternative education opportunities. The main goal of alternative education<sup>4</sup> is to assist children outside school to return to one of the official education

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<sup>2</sup> Ministry of Education. 2014/15. Official Enrolment figures for 2014/15 school year.

<sup>3</sup> UNICEF, UNESCO Institute for Statistics. 2014. Jordan Out-of-School Children Study

<sup>4</sup> Alternative Education consists of a variety of different forms of education which may include Informal Education, Non-Formal Education etc. For definition of different types of education please see the Glossary prepared by Education Sector Working Group in Jordan and is available at

tracks accredited by the Ministry of Education. Overall, Makani should offer education services which meet Minimum Standards for Education in Emergencies and are in line with UNICEF's Informal Education Framework and Curriculum (Framework and Curriculum available under the link at the bottom of the page).<sup>5</sup> While it is acknowledged that informal education (IFE) is not a substitute for formal education, IFE will be implemented through a set of activities where children learn and gain academic achievement and basic cognitive skills that help in catching-up with official education – either formal or non-formal.<sup>6</sup> This material has been developed and contextualized in Jordan. (For more please see Annex 1: Technical note on Informal Education Standards).

### *6.2. Psychosocial support services*

Girls and boys continue to face ongoing psychosocial distress due to the challenging life in the camps and non-camp settings. This includes, the violence they face, the harsh economic situation some of their families have to deal with, the state of being idle with limited options and opportunities, and the continual reliance on humanitarian assistance challenging their sense of dignity.

To address the psychosocial distress, Makani should offer structured, adult-supervised and community supported psychosocial support activities for girls and boys in a safe space. It should also help to reduce the risks of harm to children in their environment by providing information to children about these risks. Further, it is important for children whose lives have been disrupted because of the war and violence to regain a sense that “life is returning to normal again.” Structured activities and routines<sup>7</sup> would provide safety and order in children's lives. Promoting familiar routines at Makani every day will be comforting and reassuring for children. Child protection and PSS services offered to children through Makani should be in line with IASC guidelines on Mental Health and Psychosocial Support Services and Minimum Standards for Child Protection in Humanitarian Action.<sup>8</sup> (For more details see Annex 2: Technical note on Psychosocial Support Services)

### *6.3. Adolescents and youth empowerment<sup>9</sup>*

Improving life skills of vulnerable and most at risk young people is an important aspect of the Makani programming model. The activities aim at enhancing youth empowerment; enabling youth

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[https://www.dropbox.com/s/0md80nr7h0nwek7/2014\\_09\\_17\\_ESWG%20Education%20Glossary%20Ar\\_Eng.pdf?dl=0](https://www.dropbox.com/s/0md80nr7h0nwek7/2014_09_17_ESWG%20Education%20Glossary%20Ar_Eng.pdf?dl=0) (Accessed on Feb 15, 2015)

<sup>5</sup> The Inter-Agency Network for Education in Emergencies. 2004. Minimum Standards for Education in Emergencies. Available on [http://www.unicef.org/violencestudy/pdf/min\\_standards\\_education\\_emergencies.pdf](http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf) (Accessed 15 Feb 2015)

<sup>6</sup> UNICEF and Save the Children. 2014. Informal Education Curriculum. Available at [https://www.dropbox.com/sh/dk15jwj9z2q4f2k/AADUygA6k7wiQ\\_GiplhCw-fRa?dl=0](https://www.dropbox.com/sh/dk15jwj9z2q4f2k/AADUygA6k7wiQ_GiplhCw-fRa?dl=0) (Updated on 15 Feb 2015)

<sup>7</sup> UNICEF. 2010. Ideas Bank of Creative Activities for Child-Friendly Spaces and Youth Centres/Clubs. Available at [https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS\\_PSS\\_%20Activity%20book\\_2011.pdf?dl=0](https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS_PSS_%20Activity%20book_2011.pdf?dl=0) (Accessed on 15 Feb 2015). This is the best recommended manual on structured activities.

<sup>8</sup> Global Protection Cluster, Child protection Working Group. 2014. Minimum Standards for Child Protection in Humanitarian Action. Available at <https://www.dropbox.com/s/s8mhoocns3tn4j/Minimum-standards-for-child-protection-in-humanitarian-action.pdf?dl=0> (Accessed on 15 Feb 2015)

<sup>9</sup> Life skills manual and Facilitators guide on the manual and other related material is available on [https://www.dropbox.com/sh/2pu6n5h9p2zb7o6/AABdktXo799\\_aYGsMyr6OFnXa?dl=0](https://www.dropbox.com/sh/2pu6n5h9p2zb7o6/AABdktXo799_aYGsMyr6OFnXa?dl=0) (Accessed on 11 Feb 2015)

to use their voices, participate more actively in their communities, and make positive choices in their lives. In Makani, young people are provided with structured activities on a variety of subjects following UNICEF's Life Skills Manual.<sup>10</sup> These activities will help and guide them to assist their peers in learning life skills, so that they all can adopt a sound healthy life style, and enhance their active participation in their communities, to become civically engaged and become economically active for those above 18. The manual's facilitator's guide will support partners to roll out life skills activities and effectively integrate life skills in other learning experiences such as IFE or CP/PSS.<sup>11</sup> (For more information please see Annex 3: Technical Note on Life Skills Programme)

Following the completion of the life skills training, young graduates will practice the skills they learned through planning, designing and implementing their own youth led initiatives addressing their community needs. Adolescents and youth are also encouraged to join child and youth oriented clubs and UNICEF's Change Agents Network (UCAN).<sup>12</sup> Doing so will provide them more opportunities to engage in community based initiatives.

#### *6.4. Services and activities for community*

Makani is not just a place for girls, boys, and young people. It also serves as a place which offers services for parents. Makani can be the axis around which families and community leaders organize the needs of children and adolescents, and begin the planning process to address other critical needs for the community. Structured awareness raising sessions for parents and the community around key education, child protection, corporal punishment, child labour, early marriage, violence against children<sup>13</sup> should be conducted. (For material on awareness raising please refer to Amani Campaign: Interagency CP and SGBV Messages,<sup>14</sup> Amani Implementation Guide<sup>15</sup> and B2S Campaign Educational Messages.)<sup>16</sup>

#### *6.5. Community outreach and Community Committee*

Each Makani should have a community outreach team composed of community outreach workers. Community outreach teams can reach community members by walking or by bus or van.

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<sup>10</sup> UNICEF Jordan. 2014. Life Skills Manual: Life situations and settings. Available at <https://www.dropbox.com/s/ggw7d0ghq7fhe7q/3.%20UNICEF%20Life%20Skills%20-%20Full%20Manual%202014.pdf?dl=0> (Accessed 13 Feb 2015)

<sup>11</sup> UNICEF Jordan. Life Skills: Facilitators' Guide. Available at <https://www.dropbox.com/s/xvnoytirwrrwc5w/2.%20UNICEF%20Life%20Skills%20-%20Facilitator%E2%80%99s%20Guide%202014.pdf?dl=0> (Accessed on 13 Feb 2015)

<sup>12</sup> UNICEF. 2014. A Concept note on UCAN. Available at <https://www.dropbox.com/s/kp5osh076q1pp4h/7.%20Concept%20note%20UCAN%20.pdf?dl=0> (Accessed on 15 Feb 2015)

<sup>13</sup> Child Protection and SGBV Sub Working Groups Jordan. December 2014. Amani Implementation Guide. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=7913> (Accessed on 12 Feb 2015)

<sup>14</sup> Child Protection and SGBV Sub Working Groups. April 2014. Amani Campaign: Interagency CP and GBV Messages. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=5569> (Accessed on 12 Feb 2015).

To access all relevant Amani campaign material please access:

<https://www.dropbox.com/home/PSS%20Evaluation/CP%20C4D%20Material%20-%20Amani%20Campaign>

<sup>15</sup> Child Protection and SGBV Sub Working Groups. December 2014. Amani Implementation Guide. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=7913> (Accessed on 12 Feb 2015)

<sup>16</sup> UNICEF, SCJ and MoE Jordan. Back to School Campaign messages. Available on <https://www.dropbox.com/s/i32xk3mngcrctbng/Booklet%20B2S%202014-7-24.pdf?dl=0> (Accessed 15 Feb 2015)

Community outreach teams should be comprised of 2 to 6 staff (depending on the size of the Makani and the target population) with at least half of them being females. Youth peer educators (after graduating from life skills programme) should also be encouraged to take an active role in in the outreach teams. Where applicable, these outreach teams should reach out to those communities living in informal tented settlements and home bound girls, boys, young people and women.

The community outreach team should be supported by already existing or specifically formed child protection or community committee in their outreach and awareness raising efforts. The main activities of the outreach team are the following (For more please see Annex 4: Technical Note on Community Outreach):

- Promote the Makani services with parents and children and make the centre known
- Identify out of school girls and boys and refer them to alternative education at the centre (or formal education wherever feasible)
- Provide key messages which support learning, PSS and healthy life styles

It is encouraged that each Makani forms a Family Protection Committee comprised of men, women, youth representatives from the community. These representative are supported to be involved in all new decisions being made about the running, management and implementation of the Makani Centers through regular meetings. They are supported to participate in parenting programmes and other awareness raising activities. If needed, Makani Centre is urged to establish support groups for parents and family members of the children who are often excluded or marginalised, who have extra support needs or need specific guidance on dealing with distress.

#### ***6.6.Following Established Referral Mechanism***

In Makani, as facilitators supervise and observe girls and boys in activities and organize discussions with parents, they may identify individual cases that require special attention, specialist help (medical, psychological, legal, educational, and material) that may not be available in or near Makani. People may not be familiar with the offices, schools, non-formal education centres, clinics, hospitals, police stations, NGOs in the area.

It is the responsibility of Makani staff to familiarize themselves with the education,<sup>17</sup> CP and GBV SOPs and Referral Pathways,<sup>18</sup> so that when a case or incident occurs, they know whom to contact for assistance. Governorate /camp specific referral mechanisms with services related to child protection, SGBV, education including type of service(s) offered, location, contact names and regular or emergency contact numbers and opening hours have been developed by CP and SGBV Sub Working Groups. These have been revised in December 2014. These referral pathways should be used by staff, and all staff members should receive training and regular refreshers on the content of the SOPs and referral pathways. Additionally, the academic facilitators and community

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<sup>17</sup> Education Sector Working Group Jordan. 2014. Education Referral Pathways. Available at [https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X\\_Y\\_L\\_dsppsA0zjjqhpa?dl=0](https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X_Y_L_dsppsA0zjjqhpa?dl=0) (Accessed on 13 Feb 2015)

<sup>18</sup> Child Protection and SGBV Sub Working Groups. December 2014. Inter-Agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse, Neglect and Exploitation of Children in Jordan. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=7973> (Accessed 12 Feb 2015)

mobilizer facilitators must be familiar with the education referral pathways so as to refer their children to the most appropriate learning opportunities.

It is very important that key Makani staff receive training and guidance in how to identify and refer cases of child protection and gender-based violence (GBV) in a safe and ethical manner following the guiding principles and the best interest of the survivor, and also how to refer educational cases either to informal or non-formal education providers.

## Annex 1: Technical note on Informal Education

The primary goal of Informal Education (IFE) is to provide basic learning opportunities for out-of-school-children and to assist them to return to official education, either formal or non-formal knowing that IFE traditionally does not include promotion or certification.

A quality IFE program provides a ‘whole child’ approach with a focus on both cognitive and affective development. In addition, it provides individualized programing based on the needs and interests of the learner, and includes parents in education goal setting.

This model of IFE depends on strong facilitators with the skills to teach children how to build and manage relationships with peers, siblings and adults. Strong facilitators demonstrate innovation and creativity in designing lessons and activities that engage students throughout the learning process. Facilitators create IFE spaces that are safe, attractive and encourage learners to interact and actively access learning and information.

Each level of IFE takes 4-6 months. This allows deliverers of IFE time to properly implement programs and to enable students to join official education at the beginning of a semester in any given academic year. Quality IFE sessions provide teaching and learning tools and materials, including, but not limited to, math counters, calculators, flash cards, puzzles, story books, computers, and data shows.

Suggested indicators for monitoring and evaluating the implementation of a quality IFE program looks at an implementer’s ability to retain qualified and trained staff, effective outreach to out-of-school children, and the percent of learners who reach age/grade level parity through MoE issued letters of equivalency.

Informal Education Standards				
STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Number of days IFE offered per week/subject	Class meets 1 day/week/subject	Class meets 2 days/week/subject	Class meets 3-4 days/week/subject	Class meets 5-6 days/week/subject
Number of students in a class	More than 40	30-40	25-30	20-25
Number of facilitators per IFE subjects per 20-25 students	One volunteer per subject	One facilitator per subject	One facilitator and one volunteer per subject	
Learning Materials	Learning materials available but not in use	Learning materials only in use by facilitator	Learning materials used by learners on a 1 x 1 basis	Learning materials used interactively by groups of learners
Delivery of content	Facilitator centered and not levelled	Facilitator centered and students are engaged – answer questions, on task; not leveled	Facilitator actively engages learners in solving problems and/or discussion; activities per mixed levels in session	Learner centered activities – Facilitator moves from learner to learner providing individual/group support based on leveled groups

### Informal Education Standards

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Attractiveness of learning space	Walls unadorned	Walls adorned with non-education related materials	Walls adorned with education materials	Walls adorned with learner work AND education materials
Room arrangement	No furniture; learners on floor	Desks in rows	Desks in U-shape	Desks in groups and or tables allowing for student interaction
Technology	Little or no technology in use	2 or 3 computers available for use by facilitators	Computer lab available for use by learners	Computer lab, data show and screens available and in use to supplement learning
Learner records (intake assessment, progress reports, teacher observations)	No learner records available	Learner records available and used by administration – not by facilitator	Learner records available in classroom and used by teacher for lesson planning	Learner records available, used by teacher for planning and shared with learners and parents
Inclusive composition of session	Session accommodates only single nationality, single gender and no children with disabilities	Session accommodates mixed nationality only. Single gender and no children with disabilities.	Session accommodates mixed nationality and mix gender (where appropriate) and no children with disabilities.	Mixed gender (as appropriate), nationality and children with disabilities accommodated for in session.

## Annex 2: Technical Note on Psychosocial Support

Psychosocial work is a component of child protection and overlaps with the term “social work.” It describes crosscutting activities which prevent and reduce negative impacts on well-being, such as advocating for improved access to basic services and security, as well as community based activities, such as parenting groups, and children’s recreational and educational activities, that promote the ability of families and communities to support each other, resume everyday activities, and heal. Psychosocial well-being requires that children and families’ basic needs for security, health, clean water, shelter, food, livelihoods, and education are being met.

Psychosocial well-being can mean different things in different social settings. The IASC identifies 3 main domains: 1) Emotional well-being 2) Social well-being 3) Skills and knowledge on life skills. An ideal psychosocial programming should have well-developed indicators on these three domains. Play and recreation is an entry point for psychosocial support and don’t classify as psychosocial support. An intervention or activity should include a clear focus on children’s psychosocial well-being to be classified as psychosocial support interventions

There are different levels of psychosocial programming for children in emergency context. As such, the entire humanitarian response in emergencies contributes to psychosocial well-being. The way in which humanitarian response is conducted can have a huge impact on the psychosocial well-being of children and their families. Psychosocial programming recognizes these facts while also acknowledging that it not the role of a psychosocial programme itself to address all these issues.

UNICEF and its partners should ensure that all children, young people and their families have access to structured activities<sup>19</sup> that are carried out in safe, child-friendly, inclusive and stimulating environment. In general, UNICEF supported intervention could be classed into two categories based on the IASC guidelines on MHPSS pyramid; level 2, Community and Family Support; and level 3, Focused Support. The psychosocial support programming in Makani should be guided by the following standards;

<b>Psychosocial Support Standards</b>				
<b>STANDARD DEFINITION</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Age appropriate PSS activities	Activities for children 5-12 years only	Activities for children (5-12 years old) & children of high school age (13 – 18 years old)	Separate activities for pre-school children (0-5 years old) & for children (5-12 years old) & children of high school age (13 – 18 years old)	
Ratio of children taking part in PSS activities per trained facilitator	15 to 20 girls and boys (5-to-9-year-olds) with 1 adult	30 girls and boys (5-to-9-year-olds) with two adults (Male and Female)	20 girls and boys (5-to-9-year-olds) with two adults (Male and Female)	
	20 to 25 girls and boys (10-to-12-	35 girls and boys (10-to-12-year-olds) with	25 girls and boys (10-to-12-year-olds) with two adults (Male and Female)	

<sup>19</sup> UNICEF. 2010. Ideas Bank of Creative Activities for Child-Friendly Spaces and Youth Centres/Clubs. Available at [https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS\\_PSS\\_%20Activity%20book\\_2011.pdf?dl=0](https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS_PSS_%20Activity%20book_2011.pdf?dl=0) (Accessed on 15 Feb 2015). This is the best recommended manual on structured activities.

## Psychosocial Support Standards

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
	year-olds) with 1 adults	two adults (Male and Female)		
	25 to 30+ girls and boys (13-to-18-year-olds) with 1 adult	40 girls and boys (13-to-18-year-olds) with two adults (Male and Female)	30 girls and boys (13-to-18-year-olds) with two adults (Male and Female)	
Nature of activities (Structured / non-structured)	Children are playing on their own without supervision	Children are engaged in play and recreational activities with one facilitator	Children are engaged in play and recreational activities with two facilitators	Children are engaged in structured play, arts and group activities based on recommended PSS material
Appropriate play materials	No proper toys and equipment	Toys and equipment are all in good condition	Equipment, materials and resources suit the full range of ages and abilities of children and are gender culturally appropriate	
Participation of Children	No active child participation in choosing activities	Children are able to choose which activities they engage in at any given time.	Children are involved in selection, development, planning and implementation of activities and events	PSS activities are child centered, child developed and flexible.
Referral systems	No referral system exists	Referral system to only one domain exist (health, education protection)	PSS, CP and GBV referral system are visible, available to staff	PSS, CP and GBV referral system are visible, available to staff and staff are trained on it
Code of Conduct	No code of conduct exist	Code of Conduct & Child Protection Policy is printed out and on display	All staff have signed the CP policy and Code of Conduct	All staff have signed and trained on the CP policy and Code of Conduct and children have access to a complaint mechanism

## Annex 3: Technical note on Life Skills Programme

In Makani, young people are provided with structured activities on a variety of subjects following UNICEF’s Life Skills programme. The programme address four sets of skills (each encompasses 4-6 individual skills): self-management skills, cognitive skills, social skills and team work skills in four different life situations, life Skills for every day, life skills in difficult humanitarian situations, life skills for civic engagement and life skills for employability. The programme is based on the active participation principle and promotes creativity, innovation, and reliance on one’s self. It offers a good mix of knowledge, skills and attitudes. The programme aims at helping and guiding young people to assist their peers in learning life skills, so that they all can adopt a sound healthy life style, and enhance their active participation in their communities, to become civically engaged and become economically active for those above 18. The facilitator’s guide will support partners to roll out life skills activities and effectively integrate life skills in other learning experiences such as IFE or CP/PSS.

In Makani, life skills trainings should be implemented by dedicated and trained social workers and animators. Ideally, there should one “life skills facilitator” for each space. The task of the facilitator should be to deliver Life skills for children, young people and increase their willingness to confront them. The training can cover a minimum one module (40 hours) and a maximum four modules (160 hours). The programme uses a variety of tools including: presentations, group work, role play, case studies, brainstorming, simulation, sports, interactive theatre, real action and practical activities, feedback, debriefing, research, interview, self-reflection, peer education to inculcate the skills on young people.

Life Skills Standards				
STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
UNICEF’s Life Skills manual	UNICEF’s Life skills manual is not used at all	Life skills manual used as a base, and UNICEF’s Life skills manual as additional material	UNICEF’s Life skills manual used as a base	UNICEF’s Life skills manual is used fully with supplemental enrichment materials from other LS manuals
Delivery of training	Facilitator centered	Facilitator centered and trainees are engaged	Facilitator actively engages trainees in exercises	Trainee centered activities and facilitator rotates from group to group offering support
Number of trainees	More than 40	30 – 40	25 – 30	20 -25
Duration of the life skills training / cycle (maximum 3 months)	8 hours	Less than 40 hours	40 hours	40 – 160 hours
Attractiveness of Life Skills training space	Walls are empty	Non-life skills learning materials are on display	Life skills learning materials are on display	Trainees work and life skills material including roll ups are on display
Training room set up	No chairs or tables, trainees on floor	Tables and chairs in rows	Tables and chairs in U-shape	Round table setup for group work

## Life Skills Standards

<b>STANDARD DEFINITION</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Learning material (stationary and printed work sheets)	No learning material	Learning material only available for facilitator	Learning material used by facilitator and per group	learning material printed and available for all trainees
Trainees records (Disaggregated data on gender, age, nationality, location) Pre and post assessments, evaluations, training reports	No records available	Records of trainees available however, no pre-post assessments, training reports, and evaluations are available	Records of trainees available however, pre-post assessments, training reports, and evaluations are available but only used by administration	Records of trainees available including pre-post assessments, training reports, and evaluations and used by the facilitator to design and enhance the quality of the sessions
UNICEF's Life Skills manual	UNICEF's Life skills manual is not used at all	Life skills manual used as a base, and UNICEF's Life skills manual as additional material	UNICEF's Life skills manual used as a base	UNICEF's Life skills manual is used fully with supplemental enrichment materials from other LS manuals
Delivery of training	Facilitator centered	Facilitator centered and trainees are engaged	Facilitator actively engages trainees in exercises	Trainee centered activities and facilitator rotates from group to group offering support
Inclusive composition of session	Session accommodates only single nationality, single gender and no children with disabilities	Session accommodates mixed nationality only. Single gender and no children with disabilities.	Session accommodates mixed nationality and mix gender (where appropriate) and no children with disabilities.	Mixed gender (as appropriate), nationality and children with disabilities accommodated for in session.

## Annex 4: Technical note on Community Outreach

To ensure that vulnerable girls and boys and their families are connected with Makani, each Makani will have a community outreach team. The main objective of this team is to provide vulnerable girls and boys and their families with appropriate information about available services in Makani. The formation of these outreach team should be guided by the following standards;

<b>Community Outreach Standards</b>				
<b>STANDARD DEFINITION</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Outreach Activities	20-30% of targeted families reached	30-40 % of targeted families reached	40-50 % of targeted families reached	50-70 % of targeted families reached
Information Management (IM)	Outreach data not collected	Outreach data collected manually – no information management system available	Outreach data collected manually and entered to an IM system, but not analyzed	Outreach data collected using technology devices, entered it to an IM system, data is analyzed and information is used for program planning
Information communication resources (ICR); ie Back to Learning, Literacy, Amani CP and GBV messages, birth registration, hygiene promotion, vaccinations, healthy eating...	No ICR developed or available	Brochures and booklets are available and used at awareness sessions	ICR on MAKANI and the comprehensive approach are developed and shared with community members through awareness sessions and household interviews	ICR on MAKANI and the comprehensive approach are developed and shared with community members through household interviews, awareness sessions, peer to peer and social media
Community Outreach Team	Community outreach team comprised of males only.	Community outreach team comprised of male and females, Syrian and Jordanian.	Community outreach team comprised of male and females, Syrian and Jordanian and engages youth in outreach activities	Community outreach team comprised of male and females, Syrian and Jordanian and engages youth, community and religious leaders in outreach activities

## Annex 5: General Infrastructure Standards

In order to ensure that each Makani offers a secure and "safe" environments for children, it should be built on existing structures and capacities within a community. To the maximum extent possible, the design of Makani should be done chosen in a participatory manner. The infrastructure and design of each Makani should be guided by the following standards;

Infrastructure Standards				
STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Ventilation				
WASH facilities				
Size of covered area committed to Makani				
Safe and secure				
Special accommodations				
First Aid Kits				
Fire extinguishers				
Accessibility for persons with disabilities				
Cleanliness				
Recreational Space	No space available	Only indoor space available	Only outdoorspace available	Indoor/outdoor space available

## Annex 6: Reference Material

### A. Education related material

- 1) Global Education Cluster. 2010. The Joint Education Needs Assessment Toolkit. Available at [http://educationcluster.net/wp-content/uploads/2013/12/Ed\\_NA\\_Toolkit\\_Final.pdf](http://educationcluster.net/wp-content/uploads/2013/12/Ed_NA_Toolkit_Final.pdf) (Accessed on Feb 14, 2015)
- 2) Education Sector Working Group Jordan. 2014. Education Referral Pathways. Available at [https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X\\_Y\\_L\\_dsppsA0zjqnhpa?dl=0](https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X_Y_L_dsppsA0zjqnhpa?dl=0) (Accessed on 13 Feb 2015)
- 3) Education Sector Working Group Jordan. 2014. Glossary of Terms. Available at [https://www.dropbox.com/s/0md80nr7h0nwek7/2014\\_09\\_17\\_ESWG%20Education%20Glossary%20Ar\\_Eng.pdf?dl=0](https://www.dropbox.com/s/0md80nr7h0nwek7/2014_09_17_ESWG%20Education%20Glossary%20Ar_Eng.pdf?dl=0) (Accessed on Feb 15, 2015)
- 4) The Inter-Agency Network for Education in Emergencies. 2004. Minimum Standards for Education in Emergencies. Available on [http://www.unicef.org/violencestudy/pdf/min\\_standards\\_education\\_emergencies.pdf](http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf) (Accessed 15 Feb 2015)
- 5) UNICEF Jordan. 2014. Informal Education Framework. Available in at <https://www.dropbox.com/s/t2uhvxb4xsj7mc2/IFE-Framework-111114-Final.docx?dl=0> (Accessed on 15 Feb 2015)
- 6) UNICEF and Save the Children. 2014. Informal Education Curriculum. Available at [https://www.dropbox.com/sh/dk15jwj9z2q4f2k/AADUygA6k7wiQ\\_GipIhCw-fRa?dl=0](https://www.dropbox.com/sh/dk15jwj9z2q4f2k/AADUygA6k7wiQ_GipIhCw-fRa?dl=0) (Updated on 15 Feb 2015)
- 7) UNICEF, SCJ and MoE Jordan. Back to School Campaign messages. Available on <https://www.dropbox.com/s/i32xk3mngrectbng/Booklet%20B2S%202014-7-24.pdf?dl=0> (Accessed 15 Feb 2015)
- 8) Education Sector Working Group Jordan. 2014. Education Referral Pathways. Available at [https://www.dropbox.com/sh/x59adqud3c75pve/AA A9X\\_Y\\_L\\_dsppsA0zjqnhpa?dl=0](https://www.dropbox.com/sh/x59adqud3c75pve/AA A9X_Y_L_dsppsA0zjqnhpa?dl=0) (Accessed on 13 Feb 2015)

### B. Child Protection and Psychosocial Support related material

- 1) Global Protection Cluster, Child Protection Working Group. December 2012. Child Protection
- 2) Rapid Assessment Toolkit. Available at [http://www.globalprotectioncluster.org/assets/files/tools\\_and\\_guidance/info\\_data\\_management/CPRA\\_English-EN.pdf](http://www.globalprotectioncluster.org/assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf) (Accessed on 14 Feb 2015)
- 3) Child Protection Sub Working Group Jordan. 2014. Child Protection Minimum Standard # 17. Available at <https://www.dropbox.com/s/g3i68ck0urmltdo/Jordan-Standard%2017%20%20.docx?dl=0> (Accessed on 14 Feb 2015)
- 4) Child Protection and SGBV Sub Working Groups Jordan. December 2014. Inter-Agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse, Neglect and Exploitation of Children in Jordan. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=7973> (Accessed 12 Feb 2015)
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- 7) Global Protection Cluster, Child protection Working Group. 2014. Minimum Standards for Child Protection in Humanitarian Action. Available at <https://www.dropbox.com/s/s8mhoolcns3tn4j/Minimum-standards-for-child-protection-in-humanitarian-action.pdf?dl=0> (Accessed on 15 Feb 2015)

### C. Life Skills related material

- 1) UNICEF Jordan. 2014. Life Skills Manual: Life situations and settings. Available at <https://www.dropbox.com/s/ggw7d0ghq7fhe7q/3.%20UNICEF%20Life%20Skills%20-%20Full%20Manual%202014.pdf?dl=0> (Accessed 13 Feb 2015)
- 2) UNICEF Jordan. Life Skills: Facilitators' Guide. Available at <https://www.dropbox.com/s/xvnoytirwvrwc5w/2.%20UNICEF%20Life%20Skills%20-%20Facilitator%E2%80%99s%20Guide%202014.pdf?dl=0> (Accessed on 13 Feb 2015)
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### D. Community Outreach related material

7. Child Protection Working Group Sudan. 2012. Working with Community-Based Child Protection Committees and Networks Handbook for Facilitators. Available at [http://reliefweb.int/sites/reliefweb.int/files/resources/Community\\_Child\\_Protection\\_Committees\\_HandbookEnglis.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/Community_Child_Protection_Committees_HandbookEnglis.pdf) (Accessed on 14 Feb 2015)
8. Child Protection and SGBV Sub Working Groups Jordan. December 2014. Amani Implementation Guide. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=7913> (Accessed on 12 Feb 2015)
9. Child Protection and SGBV Sub Working Groups. April 2014. Amani Campaign: Interagency CP and GBV Messages. Available on <http://data.unhcr.org/syrianrefugees/download.php?id=5569> (Accessed on 12 Feb 2015)
10. Child Protection and SGBV Sub Working Groups. 2015. Amani Campaign Material including poster and messages. Available on <https://www.dropbox.com/home/PSS%20Evaluation/CP%20C4D%20Material%20-%20Amani%20Campaign> (Accessed on 12 Feb 2015)