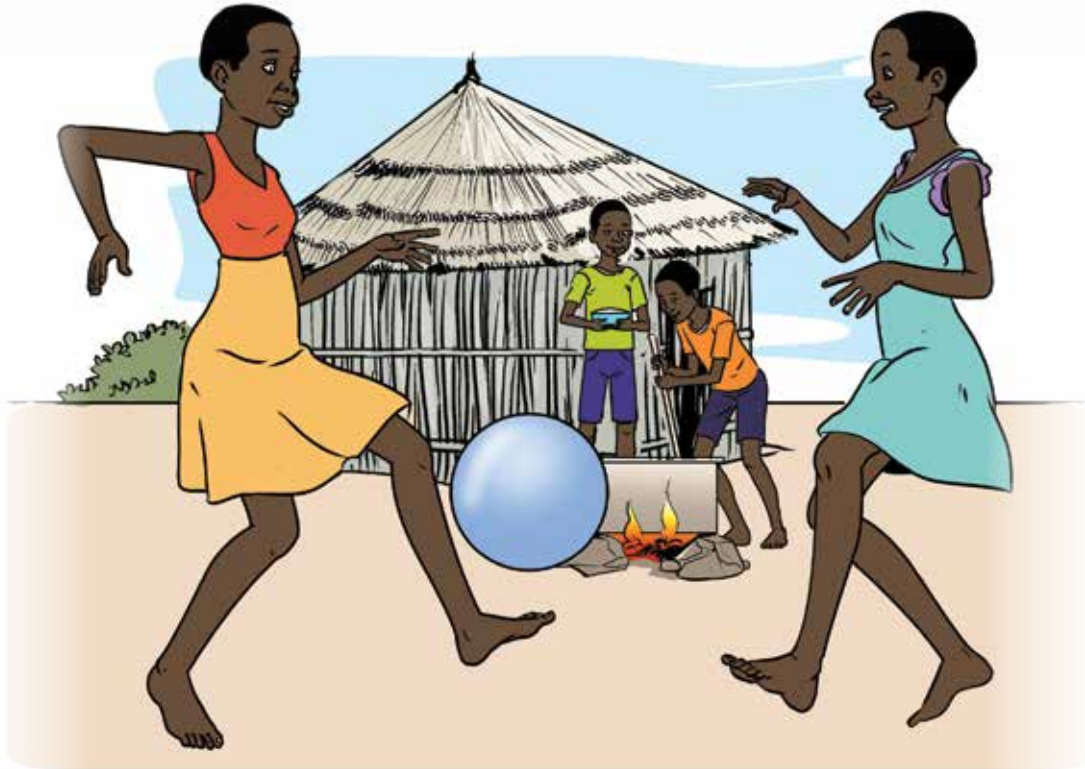


TRAINER'S GUIDE

For training on the Facilitator's Manual



To train facilitators and teachers working in Child friendly spaces, Communities and Schools

Training facilitators and teachers on Psychosocial support for children, adolescents and parents/caregivers

This training guide is designed for trainers to train facilitators and teachers who will be involved in conducting psychosocial support activities in child friendly spaces, schools or other community areas. It is designed to accompany the Facilitators' Manual. The training guide is divided into different sections:

- 🔺 Instructions for trainers, before the training begins.
- 🔺 Day 1: An introduction to child protection and psychosocial support
- 🔺 Day 2: How to use the Facilitator's Manual and activities for children aged 6-10 and 11-14
- 🔺 Day 3: Children/adolescents aged 11-14 and 15-17
- 🔺 Day 4: Children of all ages and caregivers
- 🔺 Day 5: Monitoring and evaluation – including all monitoring and evaluation tools (photocopy for participants)
- 🔺 Handouts (photocopy for participants) – these contain some of the key information from the training which participants can keep and materials required for activities

At the top of each page of the training guide, in the sections for Days 1-5 you will find 'Group organisation and instructions:...'. These are instructions for you, the trainer, to guide participants through the activities. They do not appear in the PowerPoint version of the training guide as the participants do not need to read them, they are only for your use. At the back of the guide you will find monitoring and evaluation tools and handouts. You should photocopy these to give to participants.

The Facilitator's Manual and Training Guide were developed by Louise Sherwood (lsherwood@unicef.org) for UNICEF South Sudan Child Protection Section. Both publications were developed with the support of USAID.



Contents

The manual is divided into the following sections:

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Instructions for facilitators

How to set up a training session for facilitators and teachers

Below are some instructions for trainers who are planning a training session for facilitators and teachers:

- ❖ Training sessions should be planned at least a month in advance and trainers should read the Trainer's Guide and the Facilitator's Manual during this planning period.
- ❖ As there will be classroom based and practical sessions you need to book a large meeting room and if possible organise to have a projector, internet and microphone. The training guide is available as a PowerPoint presentation.
- ❖ Organise with a local child friendly space, community space and school to do sessions where facilitators/ teachers can practise with children and parents
- ❖ Training sessions should involve no more than 30 participants
- ❖ Participants in the training sessions should be facilitators of child friendly spaces or teachers from schools and temporary learning spaces who conduct psychosocial support activities
- ❖ Training should be conducted in a quiet space without interruptions with chairs or benches and refreshments available for participants.
- ❖ You will need flipchart paper, A4 paper, pens and marker pens.
- ❖ Training should take place over 5 days.
- ❖ Participants must attend all sessions; if they miss sessions they will not be issued with a certificate.
- ❖ Each facilitator should be issued with a copy of the Facilitator's Manual at the start of the training and a certificate after completing the training.

Training rules

Ensure that when you carry out your training sessions you make a list of rules for participants. Ask them to set these rules and add some more if needed. They should include:

- 🔺 Turn off mobile phones during training
- 🔺 Ensure that participants attend all sessions (they should not be given a certificate if they miss sessions)
- 🔺 Be on time for all sessions
- 🔺 No discrimination or offensive language
- 🔺 Participate well and contribute to all activities
- 🔺 Listen to others
- 🔺 Share knowledge

Training Schedule

	Morning (8.30-12.30)	Afternoon (13.30-17.30)
<p>Day 1 Introduction to child protection and psychosocial support (PSS)</p>	<p>Session 1: Child protection and child development</p> <ul style="list-style-type: none"> • What is child protection? • Child protection standards and safeguarding • Child development stages <p>Session 2: The impact of emergencies</p> <ul style="list-style-type: none"> • What is an emergency? • Impact of emergencies on family and community • Psychological first aid (PFA) <p>Session 3: Child protection in emergencies (CPiE)</p> <ul style="list-style-type: none"> • What is CPiE? • Psychological distress amongst children in emergencies • What children need in emergencies 	<p>Session 4: Psychosocial support</p> <ul style="list-style-type: none"> • What is psychosocial support? • What is a CFS? • What is the role of a facilitator? <p>Session 5: Conducting PSS activities</p> <ul style="list-style-type: none"> • Managing groups • Positive discipline • Communicating with children • Signs of distress <p>Session 6</p> <ul style="list-style-type: none"> • What is a referral pathway? • Identifying and referring priority children • Establishing a referral pathway
<p>Day 2 Introduction to the Facilitator's Manual Activities for children aged 6-10 and 11-14</p>	<p>Session 1</p> <ul style="list-style-type: none"> • Introducing the Facilitator's Manual <p>Session 2</p> <ul style="list-style-type: none"> • Group work: Planning sessions for activities with children aged 6-10 and 11-14 	<p>Session 3</p> <ul style="list-style-type: none"> • Practical session to test activities in a child friendly space

	Morning (8.30-12.30)	Afternoon (13.30-17.30)
Day 3 Activities with adolescents aged 15-17 and children of all ages	Session 1 <ul style="list-style-type: none"> Feedback from Day 2's practical session Session 2 <ul style="list-style-type: none"> Planning sessions in groups for activities with adolescents aged 15-17 and children of all ages 	Session 3 <ul style="list-style-type: none"> Practical session to test activities in a child friendly space/youth club
Day 4 Activities with school children and caregivers	Session 1 <ul style="list-style-type: none"> Feedback from Day 3's practical session Session 2 <ul style="list-style-type: none"> Planning sessions in groups for activities with school children and caregivers 	Session 3 <ul style="list-style-type: none"> Practical session to test activities in a school Session 4 <ul style="list-style-type: none"> Practical session to test activities in a community space with caregivers
Day 5 Monitoring and evaluation	Session 1 <ul style="list-style-type: none"> Feedback from Day 4's practical session Session 2 <ul style="list-style-type: none"> Monitoring and Evaluation 	Session 3 <ul style="list-style-type: none"> Monitoring and Evaluation Closure



Day 1

Introduction to child protection and psychosocial support

Day one schedule

Use this schedule to plan your day with the participants.

Day 1

Introduction to child protection and psychosocial support (PSS)

Morning (8.30-12.30)

Session 1

- What is child protection? (20 mins)
- Child protection standards and safeguarding (30 mins)
- Child development stages (30 mins)

Session 2: The impact of emergencies

- What is an emergency? (20 mins)
- Impact of emergencies on family and community (40 mins)
- Psychological first aid (PFA) (20 mins)

Session 3: Child protection in emergencies (CPIE)

- What is CPIE? (20 mins)
- Psychological distress amongst children in emergencies (30 mins)
- What children need in emergencies (30 mins)

Afternoon (13.30-17.30)

Session 4: Psychosocial support

- What is psychosocial support? (20 mins)
- What is a CFS? (20 mins)
- What is the role of a facilitator? (30 mins)

Session 5: Conducting PSS activities

- Managing groups (30 mins)
- Positive discipline (30 mins)
- Communicating with children (30 mins)
- Signs of distress (30 mins)

Session 6

- What is a referral pathway? (10 mins)
- Identifying and referring priority children (20 mins)
- Establishing a referral pathway (20 mins)

SESSION 1

CHILD PROTECTION AND CHILD DEVELOPMENT

What is child protection?

Group organization and instructions: Divide the participants into small groups and ask them to think about what child protection is, and write the responses on the flipchart.

- ❖ Child protection (as defined by UNICEF, 2006) refers to: preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.
- ❖ Some children are especially vulnerable to these abuses, such as those living without parental care, in conflict with the law and in armed conflict.
- ❖ Violations of a child's right to protection take place in every country and are massive, under-recognized and under-reported barriers to child survival and development, in addition to being human rights violations.
- ❖ Children subjected to violence, exploitation, abuse and neglect are at risk of death, poor physical and mental health, HIV/AIDS infection, educational problems, displacement, homelessness, vagrancy and poor parenting skills later in life.



Child protection standards and laws

Group organization and instructions: Ask the participants (as one big group) to name and describe some national and international child protection standards, laws and guidelines.

UN Convention on the Rights of the Child (UNCRC, 1989)

- ▶ The UNCRC outlines the fundamental rights of children, including the right to be protected from economic exploitation and harmful work, from all forms of sexual exploitation and abuse, and from physical or mental violence, as well as ensuring that children will not be separated from their family against their will.
- ▶ The UNCRC contains 42 articles on children's rights.

Child Protection Minimum Standards in Humanitarian Action (CPMS, 2012)

- ▶ The CPMS aim to:
 - ▶ establish common principles among those working in child protection
 - ▶ improve the quality of child protection programming

- ▶ improve accountability within child protection work
- ▶ provide a synthesis of good practice and learning to date
- ▶ enable better advocacy and communication on child protection risks, needs and responses.

The Child Act of South Sudan (2008)

- ▶ The purpose of the Act is to extend, promote and protect the rights of children in Southern Sudan, in accordance with provisions of Article 21 of the Interim Constitution of Southern Sudan, 2005, and as defined in the 1989 United Nations Convention on the Rights of the Child and other international instruments, protocols, standards and rules on the protection and welfare of children to which South Sudan is signatory.

Child protection standards and laws (continued)

Group activity: Split the participants into groups of four or five people. Give each group a set of activity cards for the 42 rights of children (outlined in the UNCRC) and the list of scenarios shown below. Ask them to decide which rights of the children are being denied or abused in the scenarios. There are more than one for each scenario.

Scenarios:

1. A girl is living with her parents. The father beats the child whenever she makes a mistake. He doesn't let her go to school. Instead she must work in the fields.
2. A boy was separated from his parents when conflict came to their village. He fled to a city but without any relatives he slept on the street. He stole some bread and money from the market to survive. The police arrested him, beat him and put him in a prison with adults.
3. A girl wants to attend psychosocial support activities at a child friendly space. Most of the children who attend are from one ethnic group and religion and the girl is from another group and religion. The other children and facilitators laugh at her because she cannot speak their language. Some of the children hit her and tell her she should leave the centre.

Child Safeguarding

Group organization and instructions: These definitions can be read and explained to participants. Give them an opportunity to ask questions. Ask them to look at the scenario below and discuss in small groups.

Definition of Safeguarding

- ❖ “Child safeguarding is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children’s safety within the communities in which they work, are reported to the appropriate authorities” (Keeping Children Safe Coalition 3 – www.keepingchildrensafe.org.uk)
- ❖ UNICEF’s Policy on Conduct Promoting Protection and Safeguarding of Children (2016) promotes ‘the universal understanding that the best interests of the child must be a paramount consideration in all actions affecting children’ and states that staff ‘are expected to conduct themselves in a way that demonstrates their commitment to the protection and safeguarding of children [...] and to manifest through their conduct a personal commitment to the Universal Declaration of Human Rights and the Convention on the Rights of the Child’.
- ❖ Safeguarding includes both:
 - ⦿ preventative actions to minimise the chance of harm occurring
 - ⦿ responsive actions to ensure that incidents that may happen are handled appropriately.
- ❖ Safeguarding also implies a wider duty of care towards children beyond upholding their right to protection and primarily concerned with harm and wellbeing, rather than with the promotion and protection of child rights generally (TdH Child Safeguarding Policy, 2015).
- ❖ Scenario: You are a facilitator at a child friendly space and you discover one of the other male facilitators is trying to date one of the girls who come to the centre. He buys her small gifts, gives her money and asks her to meet him outside of the CFS. What would you do? Discuss in small groups.

Child Safeguarding (Continued)

Safeguarding dos and don'ts

Group organization and instructions: Divide the participants into groups and ask them to make a list of dos and don'ts related to child safeguarding when working on child protection programmes.

Do:

- report concerns that a child is a victim of child abuse or sexual exploitation immediately according to the organisation's procedures
- undertake training on your organisation's policy which is relevant and appropriate to your position
- cooperate fully and confidentially in any investigation of concerns and allegations
- respond to a child who may have been abused/exploited in accordance with the organisation's procedures the child's best interest and safety
- identify, minimise and attempt to avoid potential situations of risk for children
- identify and avoid potential situations which may lead to staff behaviour being misinterpreted
- ensure, when making images of children e.g. photographs, videos, that they are respectful, that the children are adequately clothed and that sexually suggestive poses are avoided
- ensure that any image or recorded case history of a child does not place him / her at risk or cause him / her to be vulnerable to any form of abuse

Don't:

- hit or otherwise physically assault or physically abuse children
- have sexual intercourse, or engage in any sexual activity, with anyone under 18 years of age, regardless of the age of consent locally. Mistaken belief in the age of the child is not a defence
- develop relationships with children which could in any way be deemed exploitative or abusive
- act in ways that may be abusive or may place a child at risk of abuse
- use language, make suggestions or offer advice which is inappropriate, offensive or abusive

- ⚠ behave physically in a way that is inappropriate or sexually provocative
- ⚠ have a child/children with who you are working with stay at your home
- ⚠ sleep in the same bed as a child with whom you are working
- ⚠ sleep in the same room as a child with whom you are working
- ⚠ do things for children of an intimate, personal nature that they can do for themselves
- ⚠ condone, or participate in, behaviour of children which is illegal, unsafe or abusive
- ⚠ act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
- ⚠ discriminate against, show unfair differential treatment to, or favour particular children to the exclusion of others
- ⚠ act as negotiator in or assist the process of financial settlement between the family of a child victim of sexual abuse or exploitation and the perpetrator
- ⚠ spend excessive time alone with children away from others (including in vehicles) or spend time in a child's home

Adapted from Safeguarding Children in Emergencies, Keeping Children Safe Coalition, 2012



UNICEF Child Safeguarding Toolkit for Business, 2018

Child development*

Babies/children aged 0-5

Group organization and instructions: Divide the participants into groups of five. Ask them the following questions which they need to discuss in groups before they see the text below: 1) What helps a baby/child aged 0-5 to learn and develop? 2) What are their needs? 3) How do they communicate? Write their answers on flipchart paper and then explain the text below.

Key psychosocial issue: Babies/young children aged 0-5 are entirely dependent on their parents to provide them with physical and emotional care

Learn/Develop through:

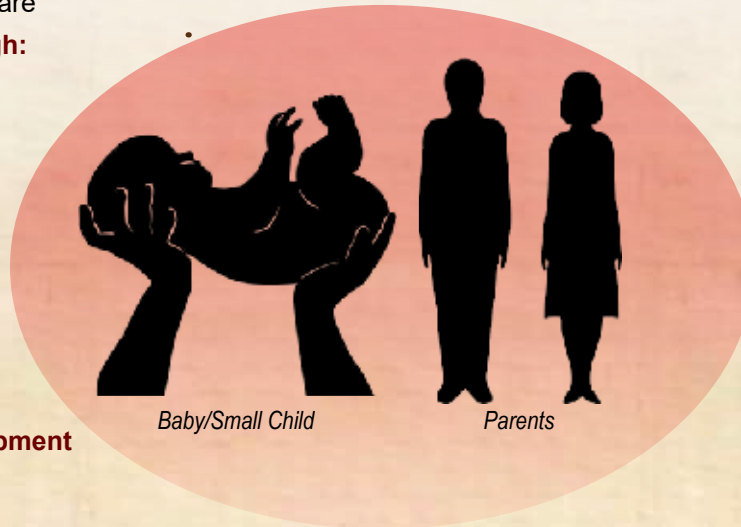
- » 5 senses
- » Curiosity
- » Interaction
- » Play
- » Movement

Communication

- » Crying
- » Talking
- » Touching

Psychosocial Development

- » Attachment
- » Trust
- » Sense of belonging



Key Psychological Stages*

- » Age 0-1: eating, sucking, putting things in mouth
- » Age 1-3 toilet training, need support and encouragement of parents
- » Age 3-6: children learn differences between males and females

*The 'Child Development' section of this training guide is adapted from the AVSI Handbook for Teachers
* Some of the psychological insights in the 'Child Development' section are adapted from the theory of Psychosexual Development, Sigmund Freud, Psychologist*

Child development

Children aged 6-10

Group organization and instructions: Divide the participants into groups of five which are different from the previous activity. Ask them the following questions which they need to discuss in groups before they see the text below: 1) What helps a child aged 6-10 to learn and develop? 2) What are their needs? 3) How do they communicate? Write their answers on flipchart paper and then explain the text below.

Key psychosocial issue: Children aged 6-10 are learning to socialize with other children and adults and start school in this period. They are also still very close to their parents and extended family.

Learn/develop through:

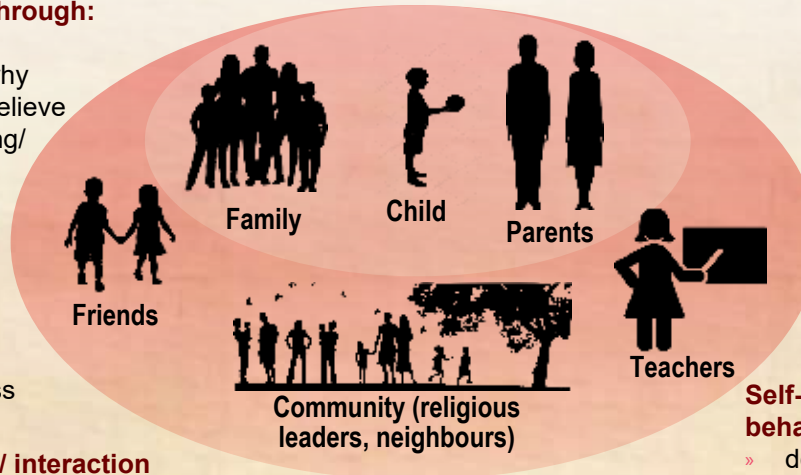
- » exploring.
- » questioning why
- » play / make believe
- » reading/ writing/ knowledge
- » values / rules

Needs

- » values/beliefs
- » recognition
- » friends
- » self awareness
- » play

Communication/ interaction

- » developing communication and social skills
- » questions to parents/ teachers
- » showing accomplishments
- » play/make believe
- » interaction with friends, family, and community
- » trying to do small tasks for others (helping friends and teachers, doing household chores)



Psychosocial development

- » cultural/moral rules
- » confidence/ responsibility
- » sense of belonging
- » cooperation/rivalry
- » social skills
- » awareness of self and others

Self-confidence grows and good behavior is demonstrated when a child:

- » does well in class
- » receives compliments/ praise
- » receives positive reactions from friends
- » is given small jobs and responsibilities
- » is given guidelines with reasons

Child development

Children aged 11-14

Group organization and instructions: Divide the participants into groups of five. Ask them the following questions which they need to discuss in groups before they see the text below: 1) What helps a child aged 11-14 to learn and develop? 2) What are their needs? 3) How do they communicate? Write their answers on flipchart paper and then explain the text below.

Key psychosocial issue: Children aged 11-14 are still close to family but now friends are also important and they socialize with friends, classmates and at community clubs and groups

Learn/develop through:

- exploring
- socialising with friends and joining community clubs and groups
- reading/ writing / knowledge
- values / rules

Needs

- values/beliefs
- recognition
- friends
- self awareness
- sports and games

Communication/ interaction

- Improving communication and social skills
- questions to parents/ teachers
- showing accomplishments
- interaction with friends, family, and community
- trying to do small tasks for others (helping friends and teachers, doing household chores)

Psychological development

- cultural/moral rules
- confidence/ responsibility
- sense of belonging
- cooperation/rivalry
- social skills
- puberty begins for some children (biological and emotional changes)

Self-confidence grows and good behavior is demonstrated when child:

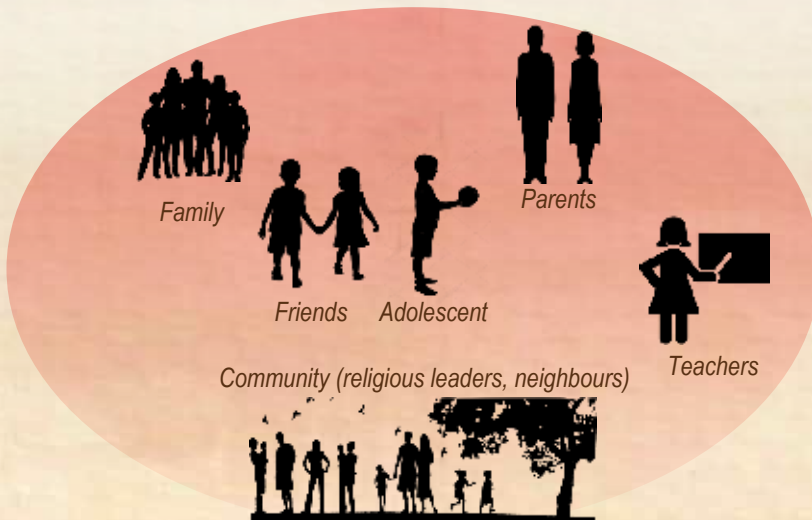
- does well in class
- receives compliments/praise
- receives positive reactions from friends
- is given small jobs and responsibilities
- is given guidelines with reasons

Child development

Adolescents Aged 15-17

Group organization and instructions: Divide the participants into groups of five. Ask them the following two questions which they need to discuss in groups before they see the text below. Write their answers on flipchart paper and then explain the text below. 1) What helps an adolescent learn and develop 2) What are their needs? 3) How do they communicate? Write their answers on flipchart paper and then explain the text below.

Key psychosocial issue: Adolescents are learning to socialize with others and find their place in the world. They are close to friends, more distant from family and are interested in the opposite sex.



Learns and develops through:

- » Finding sense of self in society.
- » Criticising / rebelling.
- » Risky behavior.
- » Questioning life and death.
- » Finding role models.
- » New ideas and thoughts.
- » Developing own sense of morality/belief/values.
- » Separation from family.

Psychosocial and biological changes

- » Still going through puberty, body is changing
- » Experience mood swings
- » Attraction to the opposite sex
- » Friends become very important and family less important.

After completing this activity go to Handout 1 and then return to the guide for the next session

SESSION 2

THE IMPACT OF EMERGENCIES

What is a humanitarian emergency?

Group organization and instructions: Ask the participants (as one big group) how they would define an emergency in a humanitarian context

A humanitarian emergency is an event or series of events that represents a critical threat to the health, safety, security or wellbeing of a community or other large group of people, usually over a wide area (Humanitarian Coalition).

Humanitarian crises can be grouped under the following headings:

- ❖ Natural disasters, which can be geophysical (e.g. earthquakes, tsunamis and volcanic eruptions), hydrological (e.g. floods, avalanches), climatological (e.g. droughts), meteorological (e.g. storms, cyclones), or biological (e.g. epidemics, plagues).
- ❖ -Man-made emergencies, such as armed conflicts, plane and train crashes, fires and industrial accidents.
- ❖ Complex emergencies, which often have a combination of natural and man-made elements, and different causes of vulnerability and a combination of factors leads to a humanitarian crisis. Examples include food insecurity, armed conflicts, and displaced populations.

What is happening in these pictures?

Group organization and instructions: Divide the participants into groups and ask them to talk about what is happening in these pictures. Who are the people? What is the impact of this situation on their lives? Attention! Tell participants that the images may be distressing for them and so they should choose whether to participate in this activity or not.



UNICEF,



Syria



Reuters, Syria, 2015



UNICEF, Myanmar, 2008



Gaza



Haiti, 2010

See Handout 2 for a copy of these photos and activity, photocopy them for participants or project them onto a screen

Impact of emergencies on family and community

Group organization and instructions: Ask the participants (as one big group) in what ways they think emergencies can have an impact on families, community and society. Write answers on the flipchart and then show them the text below.

In emergencies there can be a negative impact on family functioning and more widely, within the community and society

Family functioning

- » Separation
- » Family tensions e.g. between parents
- » Changing roles in the family

Community and Society

- » Community supports eroded
- » Beliefs and values undermined, changed
- » Loss of identity and culture
- » Social tensions/frictions

Activity: Power Walk

Group organization and instructions: For this activity you will need quite a big space. If possible do it outside. Follow the instructions carefully. You must read the instructions and plan the activity in advance. The characters and statements are written on the following pages. If there are not enough characters for the number of participants, some people can be given the same character.

Step 1

Take the participants to an open place. Introduce the game 'Power Walk.' Give a character slip/card to each of the participants and ask them to read it to themselves. The characters should be chosen in advance to make them meaningful to and familiar in the particular context. (5 min)

Step 2

Ask participants to stand in a line. This line is the starting point of the exercise and symbolises Article 1 in the Universal Declaration on Human Rights: "All human beings are born free and equal in dignity and rights." The participant are to mentally visualise themselves in the roles they have been given on the character slip. Explain that their characters must be kept secret until asked to reveal it. Ask participants to listen to the statements that will be read out and for every statement to which their character can answer yes, they should take one step forward. If the answer is no, they should not move. Ask the participants if the instructions are clear. (5 min)

Step 3

Read out the statements one by one. Check if the participants understand fully and move accordingly. Continue until all the statements have been read.



Step 4

When all questions are completed, ask those who have moved to the front to reveal their character/identity. Discuss. Why are they at the front? What particular identities seem more powerful in this context? Are they mostly men or women? Why are they more powerful? To what extent do they exert power over the others? How?

Step 5

Ask those who are at the back to reveal their characters. What makes these groups less powerful in this context? Who is in control of resources? Who can participate and influence decisions? What prevents/holds back these groups (lack of power to, power within, power with...?)

Conclude by highlighting the key messages:

Development is not power neutral. Power relations have a huge impact on us in terms of what we can become, what we can access, and what we feel we can do and what we feel is possible.

Lack of power can often lead to discrimination against and exclusion of those who do not have the power within to influence, access and control. Refer to examples from the power walk.

Rights-based development calls for a rebalancing of power relations: between rights-holders and duty-bearers, between NGOs and the groups they work with. To do this, we need to work in a way and with strategies that “empower groups that are excluded”.

Keeping Children Safe Coalition, 2012

Activity: Power Walk (continued)

Group organization and instructions: You need to give each person in the group a character and read out the statements below as directed in the instructions on the previous page.

Examples of characters and statements

Below are a number of examples of identities and statements for you, the trainer, to use. These should be adapted to the local context. The key purpose of this exercise is to bring out relevant local examples of discrimination, based on gender, ethnicity, age, religion etc. that limit access to resources and influence. It is also key to include functions that bring power with them – government official, soldier, husband, etc. For this the trainer should either have good local knowledge or ensure that the categories are discussed with a person with knowledge of the local context. Statements should allow for significant differences between the various categories.

Characters

- 🔺 Country Representative of NGO, Christian female, 42, living in the capital, university-educated
- 🔺 Business Director, Muslim male, living in the capital, aged 38
- 🔺 Army General, Christian male, aged 52
- 🔺 MP, male aged 40, from rural area, did not complete secondary school
- 🔺 District Health/Medical Officer, male, aged 45
- 🔺 Child soldier, boy, aged 12, kidnapped by rebel group
- 🔺 Internally displaced orphan girl, aged 12, living in IDP (Internally Displaced Person) camp
- 🔺 Poor HIV positive rural woman
- 🔺 Ethnically-discriminated woman, aged 34, married, has several children, husband has several wives, experiencing food insecurity and conflict
- 🔺 Ethnically-discriminated male, aged 40, lost a leg in an ambush, 3 wives, 10 children, no income

- » Young Christian woman, aged 22, living in refugee camp
- » Poor male subsistence farmer, aged 34, with disability
- » Village Leader, male aged 39, no secondary education
- » Young unmarried mother of 2, aged 19, living in the capital
- » Unemployed youth, aged 20, living in a rural area
- » Soldier in army, aged 29, 10-year veteran
- » Visually impaired young man living in a rural area
- » Female sex worker aged 19, living in city, no secondary education
- » Grandmother taking care of 4 orphans in rural area, no income, no assets

For the statements (situations)

- » I can influence decisions made by District Council or Government
- » I have access to micro-credit or a bank loan
- » I can buy and negotiate a condom with my partner
- » I have access to health services when I need it
- » I eat two full meals a day
- » I am not in major danger of being sexually abused
- » I am a member of a number of groups and associations
- » I can decide how my household income is spent
- » I can go to school
- » The traditional leader in my village listens to what I have to say
- » I am treated well if I need to go to the police station or a government office

Adapted from ACT Alliance Gender-Inclusive-Based Development Training Manual

<http://www.actalliance.org/what-we-do/issues/gender-inclusive-rights-based-manual>

Impact of emergencies on family and community (continued)

Group organization and instructions: If you have access to a projector and internet show the video in Activity 1 using the link below or just go directly to Activity 2. For Activity 2, divide the participants into small groups and ask them to read the scenario below. As a group they should decide what is the impact on each member of the family, write their answers on paper and then present their responses to the other groups.

Activity 1. Child Protection in Emergencies video (Global Protection Cluster: Child Protection)

The Story of Samira

<https://www.youtube.com/watch?v=8BJiVJ7PFzQ>

Answer the questions:

- » Which types of child rights were violated or potentially violated?
- » How were other members of Samira's family affected?
- » What type of help did Samira and her family receive?

Activity 2. Scenario: Aloyo is a young girl. Her father is a watchmen. Her mother, who is pregnant, works at home taking care of the family including her four brothers and sisters. Her sick grandmother also lives with them. One day fighting comes to their village. Aloyo runs away with two of her brothers and their mother. The grandmother is left behind as she could not run. She does not know what has happened to her father or other brothers and sisters.

- » Discuss the impact of this scenario on each member of the family. What do you think will happen to them? How do they feel? What help could they get?

Psychological first aid (PFA)

Group organization and instructions: Explain the definition of PFA and the purpose for which it is used, see below. Explain that a separate training session will be given on PFA. Explain the principle of look, listen, link and show the video if you have a projector and internet connection, see link below.

Psychological first aid (PFA) definition - IASC: Mental Health and Psychosocial Support in Emergencies

- ▶ PFA entails basic, non-intrusive pragmatic psychological support with a focus on listening but not forcing talk; assessing needs and ensuring that basic needs are met; encouraging but not forcing company from significant others; and protecting from further harm. PFA thus involves a non-clinical, humane, supportive response to a fellow human being who is suffering and who may need support immediately after an extremely stressful event.

PFA is therefore:

- ▶ a practical method for providing initial support to people in crisis situations that aims to reduce their distress (Save the Children)
 - ▶ based on the five principles of promoting safety, calm, connectedness, building self-reliance/group reliance and hope (Red Cross)
 - ▶ an intervention to help people to avoid new, difficult events or situations and by strengthening the person's ability to handle things himself/herself.
 - ▶ a way to help someone in an acute, difficult situation usually within 72 hours of experiencing a traumatic incident. It is not intended to be used over a period of weeks or months.
- ▶ an action that can be carried out by a social worker, facilitator or others who have been trained in the technique
 - ▶ Remember – Look, Listen Link
 - ▶ Look if the situation is safe and if there are urgent needs e.g. medical help
 - ▶ Listen to needs, give information and answer questions
 - ▶ Link (refer) to other services as required

PFA video (Red Cross) https://www.youtube.com/watch?v=kly45u9ml_A

SESSION 3

CHILD PROTECTION IN EMERGENCIES

Child protection in emergencies (CPiE)

Group organization and instructions: Introduce the topic of child protection in emergencies.

When an emergency strikes, whether a sudden onset natural disaster or an armed conflict, children require special protection to ensure their safety and well-being. There are four key issues to be addressed concerning child protection in emergencies:

Separation of children from family	Exploitation/abuse of children
Recruitment of children into armed forces or groups	Psychological distress

UNICEF's CPiE objectives are to actively prevent children from being harmed; to monitor violations committed against them; and to develop programmes to respond to instances where children are at risk of or have been subjected to violence, exploitation or abuse

(https://www.unicef.org/protection/57929_62178.html)

PFA video (Red Cross) https://www.youtube.com/watch?v=kly45u9ml_A

UNICEF works in the following key CPiE programme areas:

- ▣ Monitoring and reporting on grave violations of children's rights
- ▣ Child recruitment, release and reintegration
- ▣ Gender-based violence (GBV)
- ▣ Unaccompanied and separated children
- ▣ Psychosocial support and well-being

See Handout 3 for a copy of this page which should be photocopied and given to participants.

Causes of psychological distress and social problems amongst children

Group organization and instructions: Ask the participants (as one big group) what factors they think can cause an increase in children's psychological and social problems both in emergency and non-emergency situations.

There are a number of factors that can cause an increase in children's psychological and social problems in both emergency and non-emergency settings. In emergencies the factors/events may happen more often, many times or are more severe:

- » Displacement
- » Death or injury of family, friends, neighbours
- » Violence, neglect and abuse
- » Isolation from family, friends and communities
- » Lack of adult /community support and guidance
- » Trauma, anxiety and depression impact the parents' ability to care for children
- » Disruption to daily routines and limited sport, cultural/artistic and religious activities
- » Lack of basic services such as health or education
- » Increased economic problems and poverty

Children's reactions to stressful situations

Group organization and instructions: Ask the participants (as one big group) in what ways they think children and adolescents might react to stressful situations. Write their responses on flipchart paper.

Children and adolescents react in different ways to the stress of experiencing violent conflict and having to leave home and live in a new location:

- ❖ Physical complaints such as headaches, stomach ache, or lack of appetite
- ❖ Difficulty sleeping, nightmares, and wake shouting or screaming
- ❖ Behave like younger children: bedwetting, clinging to their parents, frequent crying, or being afraid to be left alone
- ❖ Unusually active or aggressive, while other children might become shy, quiet, confused, withdrawn or sad
- ❖ Youth: withdrawn and fearful about the future, anxious and nervous.
- ❖ Youth: self-destructive or rebellious behavior, such as drug taking, stealing or hypersexual activity.



Children's needs and parents' responsibilities

Group organization: Divide the participants into groups of 4 people to discuss the question below. Then each group should present back to all participants.

Ask the participants: What are the needs of a child and what do parents need to provide for their children? Which of these needs also need to be met by facilitators or teachers. The following elements should be covered:

- ❖ Physical: Providing food, water, clothes, shelter, etc.
- ❖ Emotional: Making them feel loved, heard, understood, accepted, valued, respected
- ❖ Learning: Teaching them things they need to know and understand as they grow older. Right to education (girls and boys).
- ❖ Social: Interacting with family members and friends. Play time and games.
- ❖ Protection: Making them feel safe at all times



What children in emergencies need

Group organization and instructions: Ask the participants (as one big group) what children in emergencies need. Write their answers on flipchart paper.

Children in emergencies need :

- ❖ Safety, access to supportive basic services – extra important in emergency situations
- ❖ Opportunities to engage in stimulating and supportive daily activities
- ❖ Love and the support of their family and community
- ❖ A small percentage of children require professional mental health services



SESSION 4

PSYCHOSOCIAL SUPPORT

What does 'Psychosocial' mean?

Instructions: Introduce the 'psychosocial' concept to participants using the diagram below.

The dynamic relationship between psychological and social processes and experiences, each continually influencing the other



What is Psychosocial Support?

Group organization and instructions: Split the participants into 4 or 5 groups. Ask them to answer the questions 'what is psychosocial support?' and 'what are psychosocial support activities?' Give them 10 minutes for this exercise and then each group should report back to the rest of the participants.

- ❖ Psychosocial support: support that aims to protect or promote psychosocial wellbeing and/or prevent or treat mental disorder.

IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, IASC 2007

- ❖ Psychosocial support is an approach and a strategy of normalizing a child or an adult's emotions and behaviour as he/she interacts with his or her own thoughts and feelings and the environment surrounding them

Psychosocial Support Activities

- ❖ Psychosocial activities are sets of activities that help children develop their coping mechanisms
- ❖ Psychosocial activities are designed or structured in a way that all children, regardless of impairment, can participate and fully enjoy the activities
- ❖ Set of activities that help alleviate children suffering from profound stress
- ❖ Focuses on the child's relationship with themselves (Intrapersonal) and relationships with others around them or their external world
- ❖ Designed or structured to enable children participate and enjoy the activities

See Handout 4 for a copy of this page which should be photocopied and given to participants

Videos about psychosocial support

Group instructions and organisation: Show the videos to the participants and then discuss them.

- » https://www.youtube.com/watch?v=_h0L6u68tbI
- » <https://www.youtube.com/watch?v=tDiwhtcVrbw>



Key Principles for psychosocial support

Instructions: Explain to participants that the principles below are based on the Minimum Standards for Child Protection in Humanitarian Action and the UN Convention on the Rights of the Child. Divide them into small groups. Give them the six titles below and ask them to write what the issues that they think are relevant to the titles on a piece of paper. Each group should then present their ideas to the rest of the participants.

Do no harm

- ✦ Think about safety – the facilities, the activities, the materials used, the environment, the impact on the community
- ✦ Ensure that there is always adequate supervision

Child Participation

- ✦ Be flexible and open to children's requests when planning PSS activity schedules.
- ✦ Regularly meet with children to learn what they would like to do.
- ✦ Adolescents should be able to lead some activities (with their own age group and younger children) and propose new activities.
- ✦ Although children should participate in planning and conducting activities you should guide them and not just leave them to do what they want.

Age and gender sensitivity

- ✦ Consider the different needs of boys and girls (in mixed groups boys will often dominate whilst girls are shy)
- ✦ Consider the different needs of the 3 age groups
- ✦ Activities have to be inclusive of all children (different ethnicities, disabilities etc.)
- ✦ Every child must have an opportunity to take part in activities and express him/herself

Key principles for psychosocial support (continued)

Engagement of Community Structures

- » Engage key community groups with the CFS to ensure effectiveness and sustainability
- » Your CFS may be in a tent, a school, a church, an open space or a cattle camp but, whichever location it is in, always try to involve caregivers, teachers, CPCs, leaders, elders, PTAs, etc. These should be during planning, implementation and monitoring and evaluation.
- » Agree with them on which representatives of each key group can participate and lead some of the activities, on a rotational basis.

Adequate beforehand preparation and frontline staff capacity

- » Activities have to be well planned and arranged in advance
- » Facilitators should be aware of the daily schedule and the type of activities that will be conducted.
- » A staff planning meeting should take place at least at the start of the week although preferably every day.
- » The facilitators should be at the CFS prior to the arrival of the children
- » All required material should be ready when children arrive and the facilitators should know what they will do.
- » A check-list of items required for each activity is useful.

Animators/facilitators to child ratio

- » The ratio depends on the number of children, the context, the types of activities and the different age groups
- » The ratio should be approximately 1 facilitator for 25 children for focused activities and 1 to 50 for non-focused activities. Focused activities should be conducted by a trained facilitator. Non-focused activities can be conducted by a community volunteer.

Benefits of PSS to children and families

Group organization and instructions: Split the participants into 4 or 5 groups. Ask them to answer the questions 'how does psychosocial support help people?' Give them 5 minutes for this exercise and then each group should report back to the rest of the participants. Add any of the points below which may have been missed during the discussion.

How psychosocial support helps

- 🔗 Develops internal coping capacity and resilience
- 🔗 Develops emotional intelligence and helps connect emotions to words
- 🔗 Enables the mind to cope with memories
- 🔗 Enables children to play with a purpose
- 🔗 Enables adults to process their emotions
- 🔗 It helps in the healing of hearts and minds

Psychosocial support enables us to provide a multi-sectoral response, building local capacity, supporting self help and strengthening the resources already present in the affected population

Benefits of PSS for children

Group organization and instructions: Split the participants into 4 or 5 groups. Ask them to answer the questions 'how does psychosocial support help people?' Give them 5 minutes for this exercise and then each group should report back to the rest of the participants. Add any of the points below which may have been missed during the discussion.

- » Child feels safe and cared for by adult caregivers
- » Child can create and maintain relationships with peers and adults.
- » Child feels connected to a community
- » Child thinks he/she is worthy and capable
- » Trust in others
- » Access to opportunities
- » Hopefulness or optimism about the future

Ways of providing PSS

Group organization and instructions: Ask the participants to divide themselves into 4 or 5 groups, with different participants from the previous exercises. Ask them to think about the different ways of providing community based PSS. Give them 10 minutes for this exercise and then each group should report back to the rest of the participants. Add any of the points below which may have been missed during the discussion.

- 🔺 **Working with other sectors** to improve the environment for children e.g. creating spaces
- 🔺 **Supporting the community** to help to provide psychosocial support for children e.g. child friendly spaces, working with religious leaders or youth
- 🔺 **Supporting the family** to provide psychosocial support for children e.g. PSS sessions for parents
- 🔺 **Working directly with children** e.g. arts and sports activities for children, life skills, family reunification, case management support, follow up etc.
- 🔺 **Supporting teachers** to carry out PSS sessions in schools
- 🔺 **Referring** children to specialised services

Intervention pyramid

Instructions: Explain the different levels of the intervention pyramid to participants.

Examples:

Mental health care by mental health specialists (psychiatric nurses, psychologists, psychiatrists, etc.)

Specialised services

Basic mental health care by doctors Psychological First Aid Counselling Focused PSS activities

Focused non-specialised supports

Parents discussion groups Communal traditional activities Supportive child-friendly spaces

Strengthening community and family supports

Advocacy for basic services that are safe, socially appropriate and that protect dignity

Social considerations in basic services and security

See Handout 5 for a copy of the pyramid which should be photocopied and given to participants.

Child Friendly Spaces (CFS)

Group organization and instructions: Ask the participants (as one big group) what they think a CFS is, its purpose and the objectives of a child friendly space. Add any of the points below which are not covered by the discussion.

- ❖ **Child Friendly Spaces are a child right's programming approach** that supports children's well-being in the midst of emergencies. They protect children by providing a safe space with supervised activities, by raising awareness of the risks to children, and mobilizing communities to begin the process of creating a Protective Environment.
- ❖ CFS can be defined as 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 (i.e. in schools, under a tree or a vacant building). They are usually operated by NGOs or governments. UNICEF is involved in establishment and coordination, in addition to setting minimum standards for them.

(A Practical Guide for Developing Child Friendly Spaces, UNICEF)

- ❖ **Purpose of a CFS:** Support children and adolescents' resilience and well-being through community organized activities conducted in a safe, stimulating environment

(Guidelines on Child Friendly Spaces, IASC, Protection Cluster, 2011).

Objectives and benefits of a CFS

Group organization and instructions: Ask the participants (as one big group) what they think are the objectives and benefits of a child friendly space. Write the answers on the flipchart. Add any of the points below which are not covered by the discussion and explain what a CFS is not.

Specific objectives:

- 🔺 Mobilize communities around the protection and well-being of children
- 🔺 Provide opportunities for children to play, acquire contextually relevant skills, and receive social support;
- 🔺 Provide a safe space for children with supervised activities
- 🔺 Offer intersectoral support for all children and families
- 🔺 Identify vulnerable children and refer them for services
- 🔺 Promote peer group support

Benefits of a CFS:

- 🔺 Laying foundations of and forming a bridge to formal education
- 🔺 Return to “normalcy”: re-establishing a routine
- 🔺 Positive effect on parents who are occupied with meeting basic needs and re-establishing livelihoods: promotes a safer environment for whole families.

A CFS is NOT:

- 🔺 Only a place for recreational activities;
- 🔺 Only a place for educational activities;
- 🔺 Day care centre;
- 🔺 Provider of individual counseling or therapy sessions for traumatized children.

Common activities in a CFS

Group organization and instructions: Ask the participants (as one big group) if they can think of common activities in the CFS. Add any of the points below which are not covered by the discussion.

- » Registration of children for PSS activities
- » Focused wellbeing activities
- » Sports and recreation
- » Cultural and artistic activities
- » Life skills sessions
- » Basic literacy and numeracy
- » Hygiene promotion and health promotion;
- » PSS sessions for parents
- » Child protection awareness raising and information sharing services
- » Identification of vulnerable children, referral and follow up support
- » Case management support to vulnerable children
- » Referral to other basic services for families.



PSS in communities (community-based approach)

Group organization and instructions: Split the participants into 4 or 5 groups. Ask them to describe a community based PSS approach. Give them 10 minutes for this exercise and then each group should report back to the rest of the participants. Add any of the points below which may have been missed during the discussion.

- » Conduct PSS focused and non-focused activities in Child Friendly Spaces, community spaces and churches
- » Establish recreational points for games and sport
- » Establishment and strengthening of CP community structures for the care and protection of children. The strengthening includes training in CP, monitoring and reporting on CP issues and identification of vulnerable children and referral to services. They should be supported to understand the referral system and pathways so they can do direct referrals in the absence of the partner.
- » Identification and training of families and caregivers caring for vulnerable children in CP, PFA and positive parenting skills
- » Community awareness sessions on CP related issues including prevention messages
- » Establishment of foster family support groups for alternative family care support to children in need of family care and training them in CP, PFA and positive parenting skills
- » Establishment and strengthening of children's and adolescents' groups in the absence of school PSS systems
- » Organize and support community level social and sport activities to promote children's team building and peer support

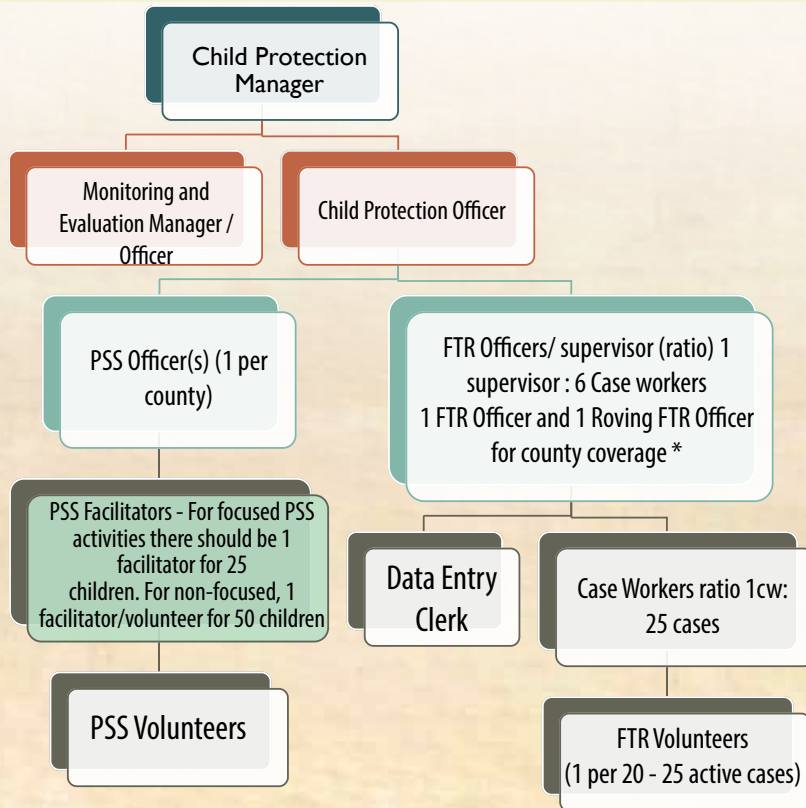
PSS activities in schools (school based approach)

Group organization and instructions: Split the participants into 4 or 5 groups. Ask them to describe PSS activities in schools. Give them 10 minutes for this exercise and then each group should report back to the rest of the participants. Add any of the points below which may have been missed during the discussion.

- » Training of teachers on PSS and PFA focused and non- focused activities which they can use in their classes or after school clubs
- » Training of teachers and PTAs on CP, monitoring, identification of and reporting on vulnerable children and referral system and pathways
- » Setting up of a child help desk in schools to serve as a point of information sharing on CP services, reporting of CP issues and referring of vulnerable children for verification and sensitization. This desk is managed by a focal person from the community who has been trained by the organization or a staff from the organization
- » Establishment and strengthening of Children/Adolescent groups for focused peer support activities that will be identified and led by the groups with support from the CP partner. These groups must be trained in CP, life skills sessions and encouraged to engage in CP awareness related activities including monitoring, identification and reporting on CP issues and vulnerable children
- » General CP awareness activities

What is the role of a facilitator?

Group organization and instructions: Explain to the whole group that this is a sample organogram of the staffing structure for most UNICEF CPIE projects working with case management/FTR and PSS. Tell them how the role of the facilitator fits into this structure.



What is the role of a facilitator?

Group organization and instructions: Divide the participants into small groups and ask them what they think is the role of a facilitator and what are the characteristics/personality of a facilitator. Write the answers on the flipchart paper. Then explain the roles and characteristics shown below.

Role of a facilitator

- » To conduct focused (wellbeing) and non-focused (play and learn) activities with children and adolescents in CFSs, community spaces and schools or through mobile CFSs
- » To develop their own ideas for activities and to ensure that local traditions and culture are included – songs, dances, stories
- » To run after school clubs/youth groups
- » To encourage children and adolescents to participate in deciding which activities they will do and develop their own activities
- » To manage groups of children so that they are divided into different age groups and doing age-appropriate activities
- » To conduct focused PSS activities with caregivers
- » To develop a weekly timetable of activities and follow it
- » To ensure that the CFS or community space is clean, tidy and safe for children
- » To take care of the supplies (games, paper, crayons, balls etc.) and make sure that it is stored in an organized and secure way
- » To refer cases to social workers where they feel there may be a protection risk or concern
- » To run child help desks (some NGOs require this)
- » Carry out awareness raising in communities about child rights and protection, prevention of family separation

Characteristics/personality of a facilitator

- » The facilitator must be enthusiastic and full of energy in order to stimulate and energise the children
- » The facilitator must enjoy working with children
- » The facilitator must be creative.



SESSION 5

CONDUCTING PSS ACTIVITIES

Tips for working with children

Group organization and instructions: Ask the participants to go into groups of four people and make a list of tips for working with children. Ask them to think about how they should communicate and behave with children and what approaches they think work best to ensure that children behave, have fun and complete the activities. As the groups to talk about the points on their list. Write the points on the flipchart. Add any of the points that are missing from the list below, onto their list.

- ▶ Always introduce yourself to the children (every morning)
 - ▶ Encourage children to express themselves. However, don't forget your goal.
 - ▶ Explain the aim of the activity to the children before you begin.
 - ▶ Use facial expressions
 - ▶ Ask the children about their ideas
 - ▶ Practice patience when you want a response from a child
 - ▶ Your sessions should be full of wonder, curiosity, fun and energy
- ▶ Prepare for your CFS session well before; always know the content of your session
 - ▶ Use simple language when giving instructions
 - ▶ Use age-appropriate language
 - ▶ Speak slowly
 - ▶ Use big and colourful pictures
 - ▶ Work should be distributed equally between the facilitators
 - ▶ Pace your activity so that the children understand
 - ▶ Your strength of voice equals your energy
 - ▶ Get down to the eye level of the child

Managing groups of children

Positive discipline

Group organization and instructions: Speak to all the participants and explain the concept of positive discipline below. Then ask the participants to go into pairs for 15 minutes and discuss examples of difficult behavior amongst children and how they could resolve the situation with positive discipline.

Managing groups:

- ▶ If you have a big group of 50 children of the same age divide them into two groups of 25 each.
- ▶ Work with a volunteer who can do play activities with one group, such as football, whilst you do wellbeing activities.
- ▶ Well being activities should not be conducted with more than 25 children.

Positive discipline:

- ▶ Create rules for the child friendly space and involve children in developing them.
- ▶ Discuss with the children what will happen if they do not respect the rules.
- ▶ Write the rules on a big piece of paper and attach it to the wall.
- ▶ If they break the rules discuss it with them.
- ▶ Do not punish children physically or emotionally by embarrassing them in front of other students, laughing at them or shouting.

Remember! Do not hit children for any reason.

- ▶ When you work with groups of children who come to a CFS or community space you will need to think about how to manage them in order for them to benefit from the activities. You should give clear guidance and not just leave the children to do what they want.
- ▶ Focused PSS activities are normally carried out with around 25 children for one facilitator. Non-focused recreational activities can be carried out with one facilitator or volunteer for 50 children.
- ▶ Good 'classroom management' can also help to maintain the energy levels and interest of children. You should plan different group formations for each activity which enable children to move around. Remember to give clear and firm instructions and plan in advance:
- ▶ Plenary – this is when a facilitator stands in front of a group of all the children and talks to them (as a teacher does in school)
 - ▶ Pair work – some activities can be carried out with two children together
 - ▶ Group work some activities can be carried out by a group of four or five children

Code of conduct

Group organization and instructions: Split the participants into groups of 4 people. Ask them to think of rules for a code of conduct for facilitators in the child friendly space. Give them 20 minutes to discuss this and then present their ideas to the rest of the participants. If any of the rules below are not mentioned, add them to the list. This can be done with or without paper and pens.

- 🔺 All volunteers and staff working in the CFS should understand and agree upon the rules and regulations below:
- 🔺 Do encourage children to take part in activities and express themselves.
- 🔺 Do make sure the centre is safe for children (see the checklist)
- 🔺 Do be enthusiastic and motivated
- 🔺 Do be patient with children and listen to them
- 🔺 Do look for signs of distress which might indicate vulnerable children
- 🔺 Do not ask for or accept personal favours or money in exchange for services or materials supplied by the project.
- 🔺 Do not have sexual contact with anyone under the age of 18 years.
- 🔺 Do not sexually or physically harass other staff, volunteers and/ or partners.
- 🔺 Do not beat, hit or slap or use any other form of physical punishment with children and adolescents.
- 🔺 Do not shout at, make jokes about, or be rude or abusive to children, adolescents, parents and caregivers or staff.
- 🔺 Do not ask children and adolescents to do work for you outside of the centre.
- 🔺 Do not use programme supplies or materials for personal benefit outside of regularly planned activities.
- 🔺 Do not limit someone's access to programme supplies or activities because of personal feelings or dislikes. There should be no discrimination.
- 🔺 Do not prevent access to programme activities because of your own personal opinions about someone.
- 🔺 Do not use race, ethnicity, religion or family relations as criteria for inclusion or exclusion in activities.

I, _____, understand and will follow all of the rules stated above.

Signature _____

Date _____

Assisting children in distress

Signs of distress and what to do

Group organization and instructions: Split the participants into groups of 4 people. Ask them to think of signs of distress amongst children and what they would do if a child becomes upset during the activities. Give them 15 minutes to discuss this and then present their ideas to the rest of the participants. If any of the signs or actions listed below are not mentioned, add them to the lists. This can be done with or without paper and pens.

Signs of children in distress:

- 🔺 Crying a lot
- 🔺 Lacking energy or always tired
- 🔺 Aggressive and fight with other children
- 🔺 Stay alone and don't play with the other children
- 🔺 Are very attached to facilitators and physically touch them a lot or inappropriately
- 🔺 Hug themselves a lot or sit in a curled up position
- 🔺 Show signs of neglect (not dressed, too thin, sick)
- 🔺 Appear to be alone without any caregiver
- 🔺 Frequently complain about feeling sick or dizzy
- 🔺 Unable to concentrate on the activity
- 🔺 Goes into their own world in their head sometimes

If a child becomes upset during the activities:

- 🔺 Speak in a calm voice.
- 🔺 Bend down so that you are at the eye level of the child.
- 🔺 Reassure the child that you will stay with them until they feel better.
- 🔺 Ask the child to tell you what is making them so upset.
- 🔺 If the child is in physical danger at home or is being sexually abused, tell the child that you will try to help them to be safe.
- 🔺 If you need to, refer the child to your manager or organizations or government services that provide counselling or protection.

SESSION 6

REFERRAL PATHWAY

What is a referral pathway?

Signs of children in distress:

- ▣ A flexible mechanism that safely links vulnerable children and survivors of abuse to supportive and competent services
- ▣ It can include any or all of the following: Health, Psychosocial, Security and Protection, Legal/Justice, and/or Economic Reintegration support

Source: Global Protection Cluster – GBV Prevention and Response

Guidelines for integrating gender based violence interventions in humanitarian action

Identifying and referring priority children

Who is a priority child? Where do I refer them?

Group organization and instructions: Split the participants into small groups. Ask them to think about which children are particularly vulnerable and should be a priority.

Look out for children who may be:

- » Alone, without parents or caregivers
- » Previously associated with armed forces or armed groups
- » Suffering from physical, emotional and/or sexual abuse
- » Suffering from neglect
- » Trafficked or abducted children
- » Showing severe symptoms of trauma
- » Forced into child marriage
- » Forced into child labour

Referring children

If you see these types of children or a child who is showing signs of severe distress or negative behavior changes:

- » Follow the referral pathway set up in your location (for mental health, child protection and gender based violence). This should be a written document prepared by your organization or another NGO or UN agency. You should know how to link a child to services, such as a hospital, if they are at risk, are being abused or if they are ill or have an accident
- » Contact the case worker, centre manager or project manager
- » Check if there are any organizations offering counselling in your area
- » If appropriate, talk to the family of the child to see if they have problems

If children have other concerns or issues, e.g. a child with learning difficulties, try to identify another organization to which you can refer them or approach community structures like community based child protection networks.

Establishing a referral pathway

Group organisation and instructions: Ask participants, as a group, to develop a referral pathway for the scenario below. They should use the information under the scenario. Give them 20 minutes to discuss this and then present their responses to the rest of the participants. If any of the ideas listed below are not mentioned, add them to the lists.

Scenario: You are a facilitator working in a child friendly space. A girl of thirteen who regularly comes to the activities arrives at the centre and is very upset. After listening to her you discover that she was sexually assaulted by a soldier on her way home the evening before. What would be your referral pathway?

- » MSF is doing medical screening and has a doctor
- » There is a hospital in the city
- » UNMISS has PEP kits
- » IMC has a psychologist
- » Your organisation works on case management and PSS
- » The girl is separated from her parents and is living with an aunt
- » There is a police post in the community



Day 2

Activities for children aged 6-10 and 11-14

Day two schedule

Use this schedule to plan your day with the participants.

Day 2

Introduction to the Facilitator's Manual and activities with children aged 6-10 and 11-14

Morning (8.30-12.30)

Session 1

- Introducing the Facilitator's Manual

Session 2

- Group work: Planning sessions for activities with children aged 6-10 and 11-14

Afternoon (13.30-17.30)

Session 3

- Practical sessions to test activities in a child friendly space
- Testing of monitoring and evaluation tool 2: Smiley Evaluation (see Day 5's list of tools and Handout 6)



Day two: Instructions for sessions

See the instructions below to plan the different sessions. During these sessions make notes on flipchart paper of useful feedback provided by participants.

Session 1: Introducing the Facilitator's Manual (1 ½ hours)

- ▶ Introduce the Facilitator's Manual. You will need a hard and a soft copy. Show the participants some of the pages as you introduce it. Then go through the slides/pages of this training guide: 'aims of the facilitator's manual', 'planning activities for children' and 'planning activities'.

Session 2: Planning sessions in groups for activities with children aged 6-10 and 11-14 (2 ½ hours)

- ▶ Divide the participants into groups of five people, in different groups from the previous day. They should work together for two and a half hours to plan the practical session which will take place in the afternoon. They need to look at the manual and choose at least 3 different wellbeing activities to plan and practice for children aged 6-10 and for children aged 11-14. They should think about managing the groups of children, the instructions they will give, the role of the facilitators, the mix of activities and the length of the activity.

Session 3: Practical session to test activities in a child friendly space/youth group (4 hours)

- ▶ Travel to the chosen child friendly space or youth group. You will have four or five groups so decide how you will organize the groups with the children. Ask all the participants as a group which activities they are planning to do. Make sure that different activities are carried out with the children and not the same activity repeated many times.

SESSION 1

INTRODUCTION TO THE FACILITATOR'S MANUAL

Aims of the facilitator's manual




Instructions: Explain the aims of the facilitator's manual to the whole group. You should have both hard and soft copies of it with you. You should show them some pages using the soft copy as you introduce the manual.

- » Recreational activities are important in the child friendly spaces but they should not be the only activities which are conducted there.
- » The Facilitator's Manual has been designed so that facilitators can carry out structured and focused PSS activities in the child friendly spaces and community centres every day.
- » These activities help children to think about and explore issues that are affecting them and to process them in safe way.
- » The activities and instructions are simple and include an illustration so that the manual is practical to use.
- » All the activities in the Manual could probably be completed within one month but they can be repeated with the same or different children and adapted. The Manual also aims to stimulate ideas and creativity so that facilitators and children and adolescents can develop their own ideas.

Planning activities for children

Play, Learn and Wellbeing

Group organization and instructions: Speak to all the participants and explain the different types of activities and how the different symbols are used in the Facilitators' Manual. Ask them to give examples of play, learn and wellbeing activities.

	PLAY	'Play' activities are recreational activities such as football, chess and traditional games. They are important for children's wellbeing but should not be the only type of activity in the child friendly space. There must also be more structure social therapy activities.
	LEARN	For younger children who are out of school, it may also be important to teach them basic educational activities such as letters of the alphabet, counting and naming body parts in English/Arabic and basic hygiene such as handwashing. There should be only a few of these types of activities in the child friendly space.
	WELL- BEING	Most of the activities in the child friendly space should be wellbeing activities. These are more structured activities which help children to overcome psychological distress, improve their social skills, and build resilience.

Explain: For each activity in the Facilitators' Manual, participants should look at the symbol on top right corner of the page (like the symbols above) to see if it is a play, learn or wellbeing activity. Every day facilitators should include a play activity and at least two wellbeing activities. Sometimes they may also want to include a learn activity.

Planning activities

Instructions: Tell the participants ‘when planning your timetable you should create a mix of different types of activities. The majority of activities should be social therapy activities with some play activities and a few learning activities.’ Below is an example timetable, for one age group where a few activities have been added. Ask the participants to divide themselves into 4 or 5 groups and create a timetable for one week.

Age 11-14	Monday	Tuesday	Wednesday	Thursday	Friday
Morning (if no school)	 Football  Resolving conflict  ABC Hygiene				
Afternoon	 Drawing  Peer Pressure  ABC Alphabet				



Day 3

**Activities with adolescents aged
15-17 and children of all ages**

Day three schedule

Use this schedule to plan your day with the participants.

Day 3

Feedback from Day 2's practical session and activities with adolescents aged 15-17 and children of all ages

Morning (8.30-12.30)

Session 1

- Feedback from Day 2's practical sessions (1 ½ hours)

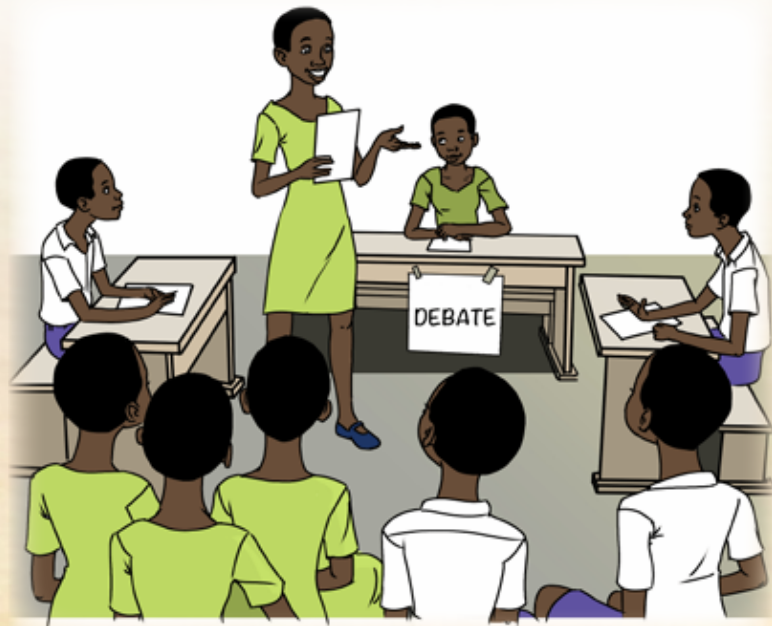
Session 2

- Planning sessions in groups for activities with adolescents aged 15-17 and children of all ages (2 ½ hours)

Afternoon (13.30-17.30)

Session 3

- Practical session to test activities in a child friendly space/youth group (4 hours)
- Testing of monitoring and evaluation tool 5A: Child Friendly Space Monitoring & Checklist (see Day 5's list of tools)



Day three: Instructions for sessions

See the instructions below to plan the different sessions. During these sessions make notes on flipchart paper of useful feedback provided by participants.

Session 1: Feedback from Day 2's practical sessions (1 ½ hours)

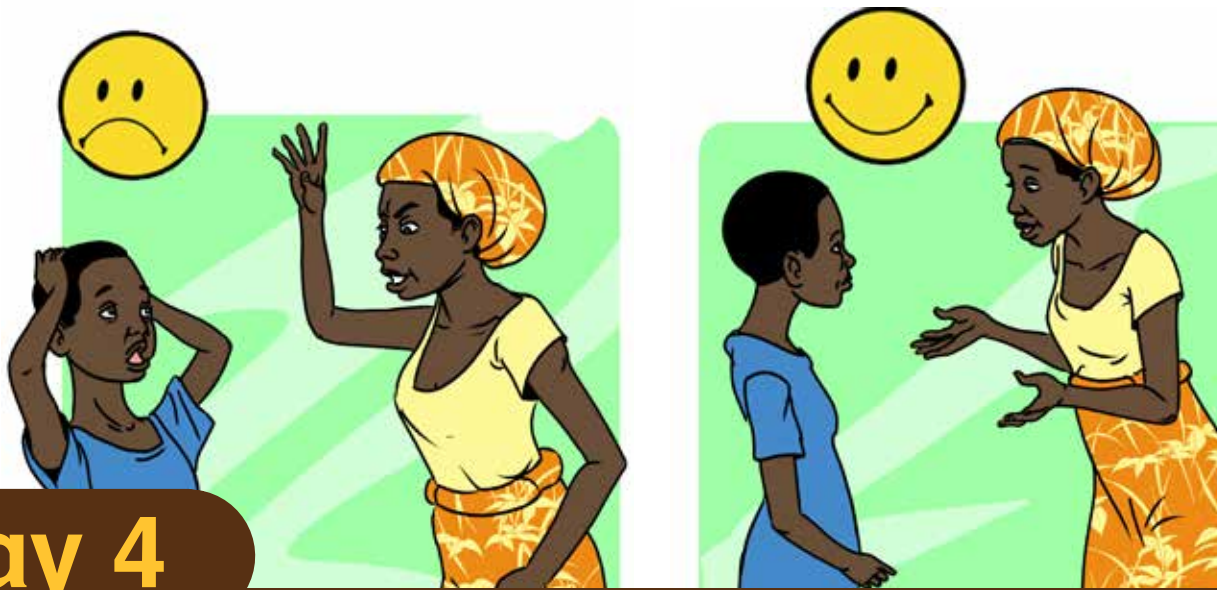
- » Ask the participants to sit in the same groups that they worked with on Day 2. They should discuss their experience of the previous day's practical session including what went well and what could be improved. They should then present their feedback to the other groups. Ask them questions like, what did you learn about children of this age? What will you do differently today?

Session 2: Planning sessions in groups for activities with adolescents aged 15-17 and children of all ages (2 ½ hours)

- » Divide the participants into groups of five people, in different groups from the previous day. They should work together for one and a half hours to plan the practical session which will take place in the afternoon. They need to look at the manual and choose at least 3 different wellbeing activities to plan and practice for adolescents and for children of all ages. They should think about managing the groups of children and adolescents, the instructions they will give, the role of the facilitators, the mix of activities and the length of the activity.

Session 3: Practical session to test activities in a child friendly space/youth group (4 hours)

- » Travel to the chosen child friendly space or youth group. You will have four or five groups so decide how you will organize the groups with the children. Ask all the participants as a group which activities they are planning to do. Make sure that different activities are carried out with the children and not the same activity repeated many times.



Day 4

Activities with school children and caregivers

Day four schedule

Use this schedule to plan your day with the participants.

Day 4

Feedback from Day 3's practical session and activities with school children and caregivers

Morning (8.30-12.30)

Session 1

- Feedback from Day 3's practical sessions (1 ½ hours)

Session 2

- Planning sessions in groups for activities with school children and caregivers (2 ½ hours)

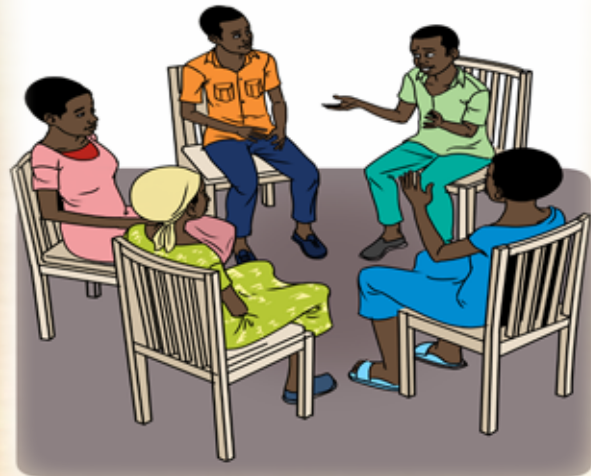
Afternoon (13.30-17.30)

Session 3

- Practical session to test activities in a school (2 hours)

Session 4

- Practical session in a community space with caregivers (2 hours)



Day four: Instructions for sessions

See the instructions below to plan the different sessions. During these sessions make notes on flipchart paper of useful feedback provided by participants.

Session 1: Feedback from Day 3's practical sessions (1 ½ hours)

- Ask the participants to sit in the same groups that they worked with on Day 2. They should discuss their experience of the previous day's practical session including what went well and what could be improved. They should then present their feedback to the other groups. Ask them questions like, what did you learn about children of this age? What will you do differently today?

Session 2: Planning sessions in groups for activities with school children and caregivers (2 ½ hours)

- Divide the participants into groups of five people, in different groups from the previous day. They should work together for two and a half hours to plan the practical session which will take place in the afternoon. They need to look at the manual and choose at least 3 different wellbeing activities to plan and practice for school children and for caregivers. They should think about managing the groups of children and adolescents, the instructions they will give, the role of the facilitators, the mix of activities and the length of the activity.

Session 3: Practical session to test activities in school/community space (4 hours)

- Travel to the chosen school and community space. You will have four or five groups so decide how you will organize the groups with the children/adults. Ask all the participants as a group which activities they are planning to do. Make sure that different activities are carried out with the children/adults and not the same activity repeated many times.



Day 5

Monitoring and evaluation

Day five schedule

Use this schedule to plan your day with the participants.

Day 5

Monitoring and Evaluation

Morning (8.30-12.30)

Session 1

- Feedback from Day 3's practical sessions (1 ½ hours)

Session 2

- Planning sessions in groups for activities with school children and caregivers (2 ½ hours)

Afternoon (13.30-17.30)

Session 3

- Practical session to test activities in a school (2 hours)

Session 4

- Practical session in a community space with caregivers (2 hours)

Day five: Instructions for sessions

See the instructions below to plan the different sessions. During these sessions make notes on flipchart paper of useful feedback provided by participants.

Session 1: Feedback from Day 4's practical sessions (1 ½ hours)

- ▶ Ask the participants to sit in the same groups that they worked with on Day 4. They should discuss their experience of the previous day's practical session including what went well and what could be improved. They should then present their feedback to the other groups. Ask them questions like, what did you learn about children of this age?

Session 2: Monitoring and evaluation (2 ½ hours)

- ▶ Ask participants to individually give feedback on the monitoring and evaluation tools they used in the practical sessions.
- ▶ Go through all the tools included in the training guide and explain them as well as doing the suggested activities for some of the tools.

Session 3: Monitoring and evaluation (2 hours)

- ▶ Continue to go through all the tools included in the training guide and explain them as well as doing the suggested activities for some of the tools.

Closure: Conclusion of the workshop and distribution of certificates (1 hour)

- ▶ Answer any other questions or topics which have not been addressed or for which there was limited time
- ▶ Congratulate the participants on completing the training and issue the certificates.

Monitoring and evaluation

Tools for programme managers,
PSS officers, centre managers,
team leaders, facilitators and
teachers

What is monitoring and evaluation?

Group organization and instructions: Explain what monitoring and evaluation is using the example of growing sorghum and the diagram below. Look at the different questions for 'sorghum' and 'PSS'. How do they fit with the different stages of monitoring and evaluation (planning, implementing etc.) shown below.



Planning activities

Implementing

Monitoring and checking indicators

Improving activities

Implementing

Evaluation

Sorghum: Is the soil good? Planting seeds. Have the buds appeared? Are the seeds changing colour? Does the plant need more water? The plant is growing taller. Did the sorghum porridge taste good?


PSS: What activities are we currently doing? Using the Manual, are the children enjoying the activities? Are their parents happy? Do I feel my work is going well? How can I improve? What success has the programme had?

Monitoring and evaluation activities summary

Instructions: Explain the different types of monitoring and evaluation tools to the participants using the information below.

The monitoring and evaluation tools are shown in the following pages. They are also accompanied by an Excel Workbook which will be sent to you along with this training guide. You need to enter the data from all of the different tools into this Excel Workbook. The programme officer and manager will then need to analyse this data to see the effectiveness of the psychosocial support that the organization is giving and to demonstrate how it improves over time.

- » **Attendance sheet** – this will help facilitators to accurately measure how many children are regularly attending the centre
- » **Evaluation of activities using smileys** – facilitators will use this tool once a week at the end of an activity to see if the children and adolescents enjoy the activity or not. This will help to measure if the activities are effective or not.
- » **Parents/caregivers' meeting evaluation and attendance sheet** – in addition to the PSS activities carried out with parents/caregivers there should be a monthly meeting (which could follow immediately after PSS activities with parents) about their child's experience in the child friendly space, with any challenges and issues raised. This evaluation tool assesses whether parents find these meetings interesting and the attendance sheet shows how many parents/caregivers attended.
- » **Child Friendly Space monitoring and check list** – this tool is for team leaders or centre managers to check that the child friendly space or community centre is being run effectively and safely for children and adolescents. It looks at both the quality of the services and the facilities.
- » **Child Friendly Space/School check list** – this tool is for programme officers/field coordinators to check that the child friendly space, community centre, or school is being run effectively and safely for children and adolescents. It looks at both the quality of the services and the facilities.

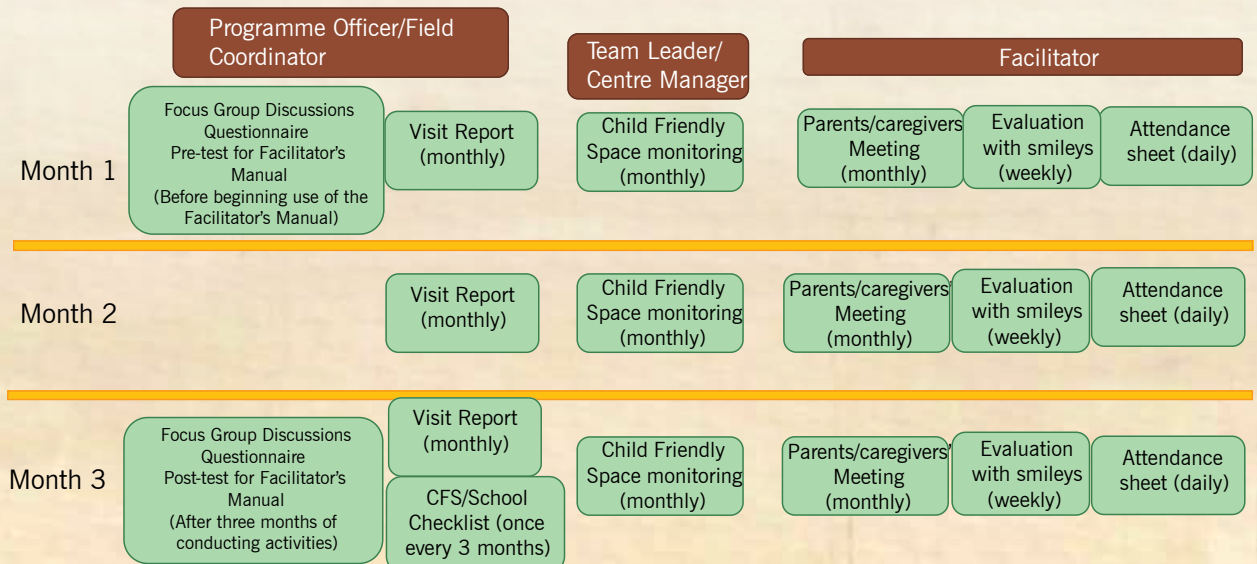
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- » **Child Friendly Space visit report** – this tool is used by the programme officer/field coordinator to monitor the activities and the work of the facilitators in the child friendly space or community centre.
 - » **Facilitator’s Manual Pre- and Post-test** – this tool should be used to look firstly at activities that are currently being carried out in the CFS prior to using the new Facilitator’s Manual and then after three months of using the Manual and every 3 months after that. This tool aims to measure the effectiveness of the Manual and whether it has had an impact. It should be carried out by the programme officer/field coordinator
 - » **Focus group discussions** – these discussions provide qualitative data from the facilitators, parents/caregivers and children. The discussions should be led by programme officers or managers and they should analyse the notes that they make. This discussion will aim to show if the activities you are providing are having a positive impact, from the participants’ own point of view. This will include whether participants find the activities interesting and useful, whether there have been changes in the emotions and behaviour of participants and whether the facilitators feel the activities and relations with participants are going well.
 - » **Questionnaire** – this tool should be used by programme officers or managers and provides quantitative data which will help to measure improvements in the resilience of children attending the child friendly spaces, community centres and schools. It will identify if their coping mechanisms have been strengthened and if their wellbeing is improved. The answers need to be accurately entered into the Excel spreadsheet in order to measure the performance and see whether there has been a positive impact on children, adolescents and parents/caregivers.

Use of monitoring and evaluation tools

Timeline and responsibilities

Group organization and instructions: Explain the different elements of the monitoring and evaluation package and responsibilities, as outlined below. Different monitoring and evaluation tools in the package will be used by facilitators, team leaders/centre managers and programme managers/officers. In the next 12 pages you will find all of the tools to use for monitoring and evaluation. You will need to explain each one and then test the tools with the participants.

Staff responsible for using the tools



Monitoring and evaluation tool 1

Attendance sheet - Children

Instructions: **Explain how the tool works.**

You need to keep a record of the children who are coming to the centre or participating in psychosocial support activities at school. You should write their name and their age group (6-10, 11-14 or 15-17). You also need to record whether they are participating in play activities or social support activities. If a child does not come to the centre or school for three days in a row you should inform the social worker and ask them to visit their parents and see if there is a problem. You should give the completed forms to the project officer or manager at the end of each month.

Staff responsible for using the tools

Name	Age Group	Play or Social Support	Mon 15 Jan	Tue 16 Jan	Wed 17 Jan	Thu 18 Jan	Fri 19 Jan
Mary Ajak	6-10	Play	x	–	x	x	x
		Well being	–	–	–	–	–
Moses	11-14	Play	–	–	–	–	–
		Well being	x	x	–	–	–






Monitoring and evaluation tool 2

Smiley Evaluation (Facilitator)

Instructions: Explain how the tool works.

Once a week, following one of the structured PSS activities shown in this manual, the facilitator should do an evaluation of the activity. Take 5 pieces of paper and draw faces on them like the ones below, from very happy to very unhappy. Now ask the children how they felt after doing the activity. They should stand next to the picture which is closest to their feeling. You should write the number of children next to each picture and record it in a table like the one below. You should give the completed forms to the programme officer or manager who can add the results of the evaluations to the monthly reports.

Staff responsible for using the tools

Degree of happiness	Very happy 	Happy 	OK 	Unhappy 	Very Unhappy 	Blank	Total # of children
Activity 1	30	61	5	0	1	0	97
Activity 2	31	40	13	2	0	0	86
Activity 3	41	38	12	2	2	0	95
Activity 4	42	32	10	4	1	0	89
Activity 5	36	24	13	4	1	0	78
Activity 6	51	29	14	1	0	0	95
Activity 7	47	29	13	2	0	0	91
Activity 8	32	21	13	2	0	0	68
Total:	310	274	93	17	5	0	699

Parents/Caregivers' Meetings – Evaluation form (Facilitator)

Instructions: Explain how the tool works.

Once a month the facilitator should hold a meeting with parents and caregivers to talk to them about their view of the child friendly space, any problems about the centre, how they feel about their child's participation and well being and whether they, as parents/caregivers, feel involved in the programme. Someone should be nominated to take notes at the meeting. At the end of this meeting parents should complete the evaluation form, below. If they cannot read and write you should read the questions to them and tell them what the boxes are so that they can circle the option which applies to them or ask them to raise their hands for each answer. You should give the completed forms to the programme officer or manager.

Date: Meeting number:	Please look at the questions below and put a circle around your opinion. Let us know if you have additional comments or suggestions: You are (please mark): A mother <input type="checkbox"/> A father <input type="checkbox"/>				
Questions	Your opinion				If other opinion, please specify
Was the information from today's meeting relevant and interesting?	Not at all	A little	Somewhat	Very much	
Did the facilitator answer your questions?	Not at all	A little	Somewhat	Very much	
Did you get advice that you can use in the future?	Not at all	A little	Somewhat	Very much	
Do you think that meetings like these are useful?	Not at all	A little	Somewhat	Very much	

Monitoring and evaluation tool 4

Parents' Meetings - Attendance sheet (Facilitator)

At the monthly meeting with parents the facilitator should complete an attendance sheet like this one. The completed sheets should be given to the project officer or manager.

	Name	Sex		Meeting 1	Meeting 2	Meeting 3	Meeting 4
		M	F				
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							

Monitoring and evaluation Tool 5A

Child friendly space monitoring & Checklist (Team Leader/Centre manager)

The Team Leader or Centre Manager should monitor the issues concerning the child friendly space and complete the form below on a monthly basis. A member of local community based child protection committee should also be involved in the evaluation. They should circle the correct answer based on the current situation in the child friendly space at that time. Completed forms should be given to the project officer/field coordinator who must take action if minimum standards are not being met.

				Name of the Centre: Yar Lek	Month and Year: Jan 2018	
1) Does the CFS have recreational materials?	Yes	No				
2) How many children attended the centre this month? (check attendance sheets)					
3) Are the following activities available?	Story telling	Dancing	Singing	Games	Art	
4) Are the following psychosocial support services in place?	Recreational facilities	Individual PSS Support	Group PSS Support			
5) Are trained social workers or facilitators available for PSS at the centre?	Yes	No				
6) Are the following systems operating at the centre?	Weekly written activity plan	Registration system	Incident reporting system	Referral system	Different shifts in place for different age groups	Feedback mechanism for children and parents
7) Is there community-based PSS outreach to parents and other community members?	Yes	No				

Monitoring and evaluation tool 5A (continued)

Child friendly space monitoring & check list (Team Leader/Centre Manager)

Instructions: **Explain how the tool works.**


				Name of the Centre: Yar Lek	Month and Year: Jan 2018	
8) Is there safe drinking water available at the CFS?	Yes	No				
9) Is a functioning latrine available? Is there a functioning lock on the door?	Yes	No				
10) Are there handwashing facilities with soap and water?	Yes	No				
11) Does the centre have a sign (with the name of the centre on it)?	Yes	No				
12) Does the centre have a secure perimeter fence or wall	Yes	No				
13) What is the condition of the structure of the centre? (walls, roof etc.)	Good	Ok	Poor			

Once every three months

Monitoring and evaluation tool 5B

Child friendly space/school checklist (Programme officer/Manager)

Instructions: Explain to participants (teachers and facilitators) that this is a psychosocial support checklist which can be used in schools, child friendly spaces and community centres. Ask the participants to think about their own places of work and complete the sheet with actions to improve safety etc.

 PSYCHOSOCIAL SUPPORT CHECKLIST - FOR PRIMARY SCHOOLS			
1	SCHOOL SAFETY & CHILDREN'S BASIC NEEDS	ACTIONS TO IMPROVE SAFETY	
1.1	The school is fenced, the compound is clean and there is no major risk for the children in it and in the immediate surroundings (such as armed soldiers, deep ditches, etc.).	YES	NO
1.2	Classrooms' space is enough to accommodate the pupils as desks and seats used are not dangerous for the pupils.	YES	NO
1.3	There are sex segregated latrines with clear marks, functioning and well maintained.	YES	NO
1.4	Hand-wash facilities and clean-water source are available.	YES	NO
1.5	Food is provided in school.	YES	NO
1.6	Sanitary kits with reusable disposals are provided to all adolescent girls.	YES	NO
2	POSITIVE LEARNING ENVIRONMENT	ACTIONS TO CREATE A POSITIVE LEARNING ENVIRONMENT	
2.1	The school personnel signed a code of conduct (either the South Sudan Governmental one or an equivalent).	YES	NO
2.2	The school management endorsed a zero tolerance approach for corporal punishment and no sticks are allowed and used by teachers.	YES	NO
2.3	There is safe reporting mechanisms all students and teachers are aware of, in case of any child abuse or violation happens.	YES	NO
2.4	Teachers/PTAs has been trained in child rights, inclusive education, positive discipline methodologies and life skills.	YES	NO
3	PARTICIPATORY APPROACH	ACTIONS TO PURSUE A PARTICIPATORY APPROACH	
3.1	The school has at least 1 functioning practice of students participation to school management and decision making process (i. e. Child's rights club, there is a suggestion box available, pupils' representatives are part of the school management team, etc.)	YES	NO

3.2	Girls' education (enrolment and drop-outs rates) is monitored across all grades.	YES	NO	
3.3	There is a sufficient number of female teachers in the school to respond to the needs of the female-pupils.	YES	NO	
3.4	Children with disabilities are benefiting from education activities.	YES	NO	
3.5	Teachers/PTAs have organized (or is planning to organize) at least 1 public event on relevant CP/GBV/EDU topics in the last (or next) 3 months, engaging the community.	YES	NO	
4	COMMITMENT TO THE STUDENTS' PSYCHOSOCIAL WELLBEING	ACTIONS TO INCREASE COMMITMENT TO STUDENTS' PSYCHOSOCIAL WELLBEING		
4.1	There is an outdoor playground for the students and it is equipped with sport facilities (volleyball court, etc.).	YES	NO	
4.2	There is a dedicated indoor space for children to play or a covered outdoor area to protect them from sunlight and rain.	YES	NO	
4.3	Teachers and PTAs has been trained in PSS and PFA.	YES	NO	
4.4	Teachers and PTAs take active role in organizing PSS activities addressing students and caregivers.	YES	NO	
4.5	There is at least one CP actor running PSS activities in school.	YES	NO	
5	INTEGRATION OF CHILD PROTECTION & EDUCATION	ACTIONS TO ENHANCE INTEGRATION OF CP & EDUCATION		
5.1	Teachers and PTAs have been trained in basic child protection and GBV, and in using the check-list of signs of PSS distress and on how referring children.	YES	NO	
5.2	Teachers/PTAs use the check-list to identify signs of distress among children and the PSS referral form.	YES	NO	
5.3	Teachers/PTAs refer cases to CP Actors/ service providers with supportive documentation (check-list and referral form for psychosocial distress).	YES	NO	
5.4	Regular meeting (biweekly/monthly) take place in schools, between teachers, PTAs and CP Staff.	YES	NO	
5.5	Teachers, PTAs and CP Staff have joint discussions/meetings/sensitization with students and caregivers.	YES	NO	

Monitoring and evaluation tool 6A

Child friendly space visit report (Programme officer/field coordinator)

The programme officer/ field coordinator together with a representative from the local community based child protection committee should complete monthly checks of the child friendly space or community centre using the form below. Copies of these reports should be kept for future field monitoring visits from UNICEF.

Are the facilitators working well with the children? (e.g. does the facilitator give clear instructions? Is she/he able to motivate the children? etc.).	Yes /No Comment:
Do they have all the material needed? (paper, pens etc.)	Missing: Solution:
How do the children engage in the activities? (E.g. do they have fun, are they bored, enthusiastic, reluctant, etc.?)	Comment:
Are some children not participating in the activities? If so, how is this handled by the facilitator?	Comment:
Are the facilitators using positive discipline?	
Are the activities being conducted in a child-friendly environment? Are they safe?	Yes, please describe how: No, solution:
What is the ratio of facilitators to children?	1 facilitator for xx children
Are the facilitators taking care of the supplies and equipment? (putting items in the boxes in an organized way)	Comment:
Is there any change since the last time you came here? If so, please describe this change.	Comment:

Monitoring and evaluation tool 6B

Facilitator's manual pre- and post-test (Programme officer/field coordinator)

Instructions: Explain how the tool works.

Before you begin conducting the activities in the Facilitator's Manual you need to conduct a pre-test and then a post-test after 3 months to assess the impact of using the Manual. The results of this test should be incorporated as an annex to the quarterly report.

Pre-test

- » What PSS activities are currently conducted in the CFS/community space/school? Please list them:
 - ▶ Play.....
 - ▶ Learn.....
 - ▶ Wellbeing.....
- » How many times per week do you do each type of activity?
 - ▶ Play times per week
 - ▶ Learn.....times per week
 - ▶ Wellbeing.....times per week
- » Using observation, how do you see the mood and participation of the children when they are doing the activities? Please describe: e.g. happy, tired, low energy, high energy, bored, having fun.....
- » Ask the children, what they think about the activities and how they feel doing the activities?
- » Using observation, how do you see the mood and participation of the facilitators when they are doing the activities? Please describe: e.g. happy, low energy, high energy, enthusiastic, bored, enjoying activities with the children.....
- » Ask the facilitators how they feel about the activities and their work?

Monitoring and evaluation tool 6B

Facilitator's manual pre- and post-test (Programme officer/field coordinator)

Instructions: Explain how the tool works.

Using some of the same questions as the pre-test and additional questions you will assess the impact of using the Facilitator's Manual?

Post-test

- » Are the facilitators conducting activities using the Facilitator's Manual?
- » What PSS activities are currently conducted in the CFS/community space/school? Please list them:
 - ▶ Play.....
 - ▶ Learn.....
 - ▶ Wellbeing.....
- » How many times per week do you do each type of activity?
 - ▶ Play times per week
 - ▶ Learn.....times per week
 - ▶ Wellbeing.....times per week
- » Using observation, how do you see the mood and participation of the children when they are doing the activities? Please describe: e.g. happy, tired, low energy, high energy, bored, having fun.....
- » Ask the children, what they think about the activities and how they feel doing the activities?
- » Using observation, how do you see the mood and participation of the facilitators when they are doing the activities? Please describe: e.g. happy, low energy, high energy, enthusiastic, bored, enjoying activities with the children.....
- » Ask the facilitators how they feel about the activities and their work?
- » Do you see improvements in the mood and participation of the children. Have you seen a reduction in their stress levels?
- » Do you see improvements in the mood and participation of the facilitators?
- » Do you see improved skills amongst the facilitators?

Monitoring and evaluation tool 7

Discussion with facilitators (Programme Officer/field coordinator)

Instructions: Explain how the tool works.

This activity should be carried out at the start of the programme and then every three months. The programme officer/field coordinator should have a discussion with each of the facilitators. The results of this questionnaire should be shared as an annex in the quarterly report to UNICEF. You should identify a quiet and private location where the facilitators can speak freely. The programme officer/field coordinator should ask the following questions:

- 🔺 What do you think about the work in the child friendly space?
- 🔺 Which activities do you think the children like best?
- 🔺 Are you conducting wellbeing activities? Please describe these activities. Do you find any challenges with conducting wellbeing activities?
- 🔺 What do the children not like?
- 🔺 Have you experienced any difficulties in your work? – e.g. lack of materials
- 🔺 How do you see the children's behaviour and attitudes (at the start)/Have you noticed any changes in the children (after 3 months, 6 months etc.) in terms of:
 - ▶ Concentration and attention
 - ▶ Peer relations and bullying
 - ▶ Problems and solving them
- 🔺 How do you see your relationship with the children now compared to three months ago?
- 🔺 Do you have any ideas for improvement of the programme? Advice?
- 🔺 Is there anything else you want to add?

Monitoring and evaluation tool 8

Discussion with parents/caregivers (Programme Officer/manager)

Instructions: Explain how the tool works.

This activity should be carried out at the start of the programme and then every three months with the same parents/caregivers. The programme officer/field coordinator should have a discussion with two groups of 8 parents. The results of this questionnaire should be shared as an annex in the quarterly report to UNICEF. You should identify a quiet and private location where the parents/caregivers can speak freely. He or she should ask the following questions:

Questions about the child friendly space

- ▶ What do you think about the child friendly space?
- ▶ Have you noticed any challenges/problems?
- ▶ What has been the most positive thing about the child friendly space?
- ▶ How do you see your child's behaviour (at the start)? Have you noticed any changes in your child's behaviour (after 3 months, 6 months etc.)?
- ▶ How is your child's mood at the moment (at the start)? Have you noticed any changes in your child's emotions or mood (after 3months, 6 months etc.)?
- ▶ How does your child currently behave in relation to...(at the start)/Have you noticed any changes in your child in relation to (after 3 months, 6 months etc.):
 - ▶ going to school and doing homework?
 - ▶ playing and interacting with other children?

▶ asking you for help

- ▶ Do you have any suggestions for us about the child friendly space?

Questions about the sessions with parents/caregivers

- ▶ What do you think about the activities for parents/caregivers about parenting skills?
- ▶ How is your current mood (at the start)? Do you notice any changes in your mood or behaviour (after 3 months, 6 months etc.)?
- ▶ How is your current mood and behaviour towards your children (at the start)? Do you feel your mood/emotions and behaviour have changed towards your children?
- ▶ How do you respond to...(at the start)/Have you changed in the way you respond to your children when they misbehave or show challenging behaviour (after 3 months, 6 months etc.)?

Monitoring and evaluation tool 9

Discussion with children/adolescents (Programme Officer/field coordinator)

Instructions: Explain how the tool works.

This activity should be carried out when the programme first begins and then every three months with the same children/adolescents. The programme officer/field coordinator should have a discussion with three groups of children/adolescents, according to the three different age groups: 6-10, 11-14 and 15-17 who attend the child friendly space. There should be 8 children in each group. The results of this questionnaire should be shared as an annex in the quarterly report to UNICEF. Consent from the parents and the children must be granted before asking the questions. You should identify a quiet and private location where children and adolescents can speak freely. The programme officer/manager should ask the following questions:

- 🔺 Which activities do you remember?
- 🔺 Which activities did you like/dislike?
- 🔺 What was the best/worst thing about participating in the activities at this centre?
- 🔺 How is your current mood and how is your attitude towards other people (at the start)? Have you felt any difference/change in yourself or how you relate to others in the last three months?
- 🔺 How do you feel about going to school? – about your teachers, about homework, about the lessons (at the start, after 3 months etc.)?
- 🔺 How do feel in relation to your friends and classmates (at the start, after 3 months etc.)?
- 🔺 How do you feel in relation to your parents and how things are at home (at the start, after 3 months etc.)?
- 🔺 Have you received help from friends, teachers, parents when needed and how (at the start, after 3 months etc.)?
- 🔺 Do you think other children should do these activities at this centre – and why?
- 🔺 Do you have any suggestions about the centre?

Monitoring and evaluation tool 10

Questionnaire with children/adolescents (Programme officer/manager)

Instructions: Explain how the tool works.

This activity should be carried out when the programme first begins and then every three months with the same children/adolescents. You should carry out the survey, using the questionnaire, for around 20% of children attending the centre, so if you have 100 children you should ask 20. You should select the children randomly and evenly between the three different age groups: 6-10, 11-14 and 15-17 who attend the child friendly space and there should be an equal number of boys and girls. The results of this questionnaire should be shared as an annex in the quarterly report to UNICEF.

Consent from the parents and the children must be granted before asking the questions in the questionnaire. You should identify a quiet and private location where children and adolescents can speak freely. Before asking the questions the programme officer/manager should follow the form below:

CONSENT FORM

Questionnaire Number: _____

Name of the person conducting the interview: _____

Date collected: _____ baseline (pre-test) or _____ final evaluation (post-test)

Has verbal consent from the parents been collected _____ yes _____ no

Date of interview: _____

Age of child: _____

Gender _____ of child: _____

Explain to the child:

Thank you for taking the time to answer this questionnaire. Xxx organisation has been doing activities at the centre with children and adolescents to play, and to discuss different issues in your lives. We would like to hear about some of the thoughts and feelings of children and adolescents in the group and we need your help. We prepared some questions to understand the group better. Your opinion is very important to us. This is not a test and it is totally anonymous. I will read the questions out loud for you and help you understand them. Then I will read the possible answers. You can pick whatever answer you would like to give. There is no "right" or "wrong" answer. It is only your opinion that is important. Do you have any questions?

Are you willing to be in this study?

Yes ___ No ___

Thank you for your participation.

Name of field team member obtaining verbal consent: _____

Monitoring and evaluation tool 10 (continued)

questionnaire with children/adolescents (Programme Officer/manager)

Instructions: **Explain how the tool works.**

	Questions	Never	Rarely	Usually	Always
Q1	In the last two weeks have you suggested activities or games to do with your friends?				
Q2	In the last two weeks have you felt that your teacher listened to you and respected your opinion?				
Q3	In the last two weeks have you been worried?				
Q4	In the last two weeks have you been able to do the things you wanted to do in your free time?				
Q5	In the last two weeks have you felt that your school is a nice place to be in?				
Q6	In the last two weeks have you been picked on or bullied in school?				
Q7	In the last two weeks have you been in situations where you felt helpless?				
Q8	In the last two weeks have you been able to concentrate/pay attention in the classroom?				
Q9	In the last two weeks have you had bad dreams?				
Q10	In the last two weeks have you felt that your parents/caregivers listened to you and respected your opinion?				
Q11	In the last two weeks have you felt you had someone you trust to help you when you needed to?				
Q12	In the last two weeks have you gotten angry and lost your temper?				
Q13	In the last two weeks have you felt sad?				
Q14	In the last two weeks have you felt that your parents/caregivers were able to help you to solve difficult problems?				
Q15	In the last two weeks have you engaged with your friends?				

HANDOUTS

TO BE PHOTOCOPIED FOR PARTICIPANTS

Handout 1: Child development

Group organization and instructions: Photocopy and cut out these pictures. Divide the participants into small groups and give one set of pictures to each group. Ask them to draw two circles, one inside the other in the same way that they appeared in the 'Child Development' section. Now ask them to place the child or adolescent in the middle. Ask them if they agreed with the diagrams they saw in the 'Child Development' section. Then ask them to put the people around the child according to who they think the child feels closest to for each of the age groups: 0-5, 6-10, 11-14, 15-17. The inner circle is close and the outer circle not as close. They should discuss this amongst the group until they agree. They should then present back to the rest of the participants.



Family



Child



Adolescent



Teachers



Friends



Parents



Community (religious leaders, neighbours)

HANDOUT 2: What is happening in these pictures?

Group organization and instructions: Divide the participants into groups and ask them to talk about what is happening in these pictures. Who are the people? What is the impact of this situation on their lives? Attention! Tell participants that the images may be distressing for them and so they should choose whether to participate in this activity or not.



UNICEF, Myanmar, 2008



Syria



Reuters, Syria, 2015



UNICEF, Southern India, 2005



Gaza



Haiti, 2010

Handout 3: Child protection in emergencies (CPiE)

Group organization and instructions: Introduce the topic of child protection in emergencies.

When an emergency strikes, whether a sudden onset natural disaster or an armed conflict, children require special protection to ensure their safety and well-being. There are four key issues to be addressed concerning child protection in emergencies:

Separation of children from family	Exploitation/abuse of children
Recruitment of children into armed forces or groups	Psychological distress

UNICEF's CPiE objectives are to actively prevent children from being harmed; to monitor violations committed against them; and to develop programmes to respond to instances where children are at risk of or have been subjected to violence, exploitation or abuse

(https://www.unicef.org/protection/57929_62178.html)

UNICEF works in the following key CPiE programme areas:

- 🔺 Monitoring and reporting on grave violations of children's rights
- 🔺 Child recruitment, release and reintegration
- 🔺 Gender-based violence (GBV)
- 🔺 Unaccompanied and separated children
- 🔺 Psychosocial support and well-being

Handout 4: What is psychosocial support?

Group organization and instructions: Split the participants into 4 or 5 groups. Ask them to answer the questions 'what is psychosocial support?' and 'what are psychosocial support activities?' Give them 10 minutes for this exercise and then each group should report back to the rest of the participants.

- » Psychosocial support: support that aims to protect or promote psychosocial wellbeing and/or prevent or treat mental disorder. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, IASC 2007
- » Psychosocial support is an approach and a strategy of normalizing a child or an adult's emotions and behaviour as he/she interacts with his or her own thoughts and feelings and the environment surrounding them

Psychosocial Support Activities

- » Psychosocial activities are sets of activities that help children develop their coping mechanisms
- » Psychosocial activities are designed or structured in a way that all children, regardless of impairment, can participate and fully enjoy the activities
- » Set of activities that help alleviate children suffering from profound stress
- » Focuses on the child's relationship with themselves (Intrapersonal) and relationships with others around them or their external world
- » Designed or structured to enable children participate and enjoy the activities

Handout 5: MHPSS Intervention pyramid

Examples:

Mental health care by mental health specialists (psychiatric nurses, psychologists, psychiatrists, etc.)

Specialised services

Basic mental health care by doctors
Psychological First Aid Counselling
Focused PSS activities

Focused non - specialised supports

Parents discussion groups
Communal traditional activities
Supportive child -friendly spaces

Strengthening community and family supports

Advocacy for basic services that are safe, socially appropriate and that protect dignity

Social considerations in basic services and security

Handout 6: smileys

Instructions: Please photocopy these smileys and give to participants to use for the smiley evaluation during the practical sessions.

