

Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings



Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings

IFRC Reference Centre for Psychosocial Support
C/O Danish Red Cross Blegdamsvej 27
2100 Copenhagen O
Denmark
www.pscentre.org
psychosocial.centre@ifrc.org

World Vision International
Executive Office
1 Roundwood Avenue Stockley Park
Uxbridge, Middlesex UB11 1FG,
United Kingdom
www.wvi.org

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

The Toolkit for Child Friendly Spaces in Humanitarian Settings comprises:

- Activity Catalogue for Child Friendly Spaces in Humanitarian Settings
- Operational Guidance for Child Friendly Spaces in Humanitarian Settings
- Training for Implementers of Child Friendly Spaces in Humanitarian Settings
- Training for Facilitators of Activities for Child Friendly Spaces in Humanitarian Settings

Authors: Paul Stephenson and Kristine Mikhailidi

Reviewers: Joy Cheung, Gurvinder Singh, Ea Suzanne Akasha, Louise Juul Hansen and Claire Beck

This work was supported by World Vision US and World Vision Australia. The manual was field-tested by World Vision Somalia.

Front page photo: ©2018 World Vision, photo by Neola D'Souza

ISBN: 978-87-92490-65-0

Suggested citation: World Vision International and IFRC Reference Centre for Psychosocial Support, Copenhagen, 2019

Copyright: IFRC Reference Centre for Psychosocial Support, 2019

Please contact the IFRC Reference Centre for Psychosocial Support if you wish to translate or adapt any part of The Toolkit for Child Friendly Spaces in Humanitarian Settings. We welcome your comments, suggestions and feedback at: psychosocial.centre@ifrc.org

Training Manual for Facilitating Child Friendly Spaces Activities

Contents

Introduction to the Manual	5
Schedule for day 1	6
1. Introduction (30 minutes)	7
1.1: Welcome and Introduction.....	7
2. What makes a good facilitator? (1 hour)	10
2.1. Introduce the session	10
2.2. What is the role of a facilitator?.....	10
2.3. The Ideal Facilitator - Body Map	10
3. Giving constructive feedback (1 hour)	13
3.1. Giving Positive and Constructive Feedback	13
3.2. Introduce a ‘sandwich technique’ of providing a constructive feedback.....	14
4. Co-facilitation and children’s participation (1 hour).....	16
4.1. Co-facilitation	16
4.2. Children’s Participation.....	17
5. Facilitating diverse groups of children (1 hour)	19
5.1. Development Café – facilitating diverse groups of children	19
6. Managing disruptive behaviour and children in distress Part 1 (1 hour)	22
6.1. Managing disruptive behaviours.....	22
7. Managing disruptive behaviour and children in distress Part 2 (1 hour)	24
7.1. Managing situations of distress	24
8. Preparing for Facilitation (30 mins)	26
9. Review and wrap up of the day (30 mins).....	28
Schedule for day 2	29
10. Welcome back (30 mins)	30
11. Practicing Facilitation (up to 4 hours)	31
11.1. Practicing facilitation	31
12. Monitoring Changes in Behaviour and Skills (1 hour)	33
12.1. Group work: Psychosocial Well-being Tools	34
12.2. Evaluation children’s participation.....	36
13. Facilitator well-being (30 mins) Optional session	37
13.1. Facilitator well-being	37

14. Evaluation of training and close (30 mins)..... 38

HANDOUT 1: Tips for a good facilitator 39

HANDOUT 2: Benchmarks for ethical children’s participation 40

HANDOUT 3: Tips for gender and age sensitivity 42

HANDOUT 4: Tips for managing difficult behaviours..... 43

HANDOUT 5: Tips for including children with special needs..... 45

HANDOUT 6: Responding To Distress 47

HANDOUT 7: Disruptive behaviour child profiles..... 48

HANDOUT 8: Distressed children profiles 49

HANDOUT 9: Tips for conducting surveys with children 50

HANDOUT 10: Monitoring questionnaire for children 5- 14 years old and 15-18 self-administered..... 51

HANDOUT 11: Psychosocial Well-being – Caregiver Interview55

HANDOUT 12: Psychosocial Well-being Observation Tool60

Annex 1 Group Instructions Session 12.1 64

Annex 2: Training Evaluation Form - Facilitating Child Friendly Spaces 67

DRAFT

Introduction to the Manual

This training manual complements the Training for Implementers of Child Friendly Spaces in Humanitarian Settings. It provides practical training for facilitators on the Activity Catalogue to support the effective implementation of the structured activities for children in different contexts. Ideally, this should follow on directly from the three day implementer training.

Target group: The maximum two day training targets Field-based Child Protection staff, CFS/Community volunteers, Teachers/Field-based Education staff.

Methodology: The training includes a mix of role-play, case studies and inductive participatory approaches using several activities from the CFS catalogue. Participants generate their own solutions to challenges they may face when facilitating CFS activities, as well as access tips and guidance based on evidence and good practice. Participants record ideas generated by the group in a notebook/folder given to them at the start of the training. They add handouts with facilitation tips and guidance to the folder during the training.

Contents and Facilitation: The training divides into 14 sessions, including one optional session on facilitator well-being. Experienced facilitators should be used to deliver the training, following the step by step instructions and adapting timing according to the number of participants. Ideally the training should be conducted with a maximum of 20 participants.

Facilitation skills: skills that are required to facilitate an interactive, participatory and fun session that promote learning and psychosocial well-being of children.

Gender and Age sensitivity: Key considerations on sensitivity towards age differentiated and gender considerations.

Children with special needs and inclusion: Participants will practice and discuss how facilitators can make efforts to include children with special needs in the CFS activities.

Managing disruptive behavior and children in distress: Enabling facilitators to recognize signs of distress and know how to respond with compassion.

Co-facilitation and facilitator well-being: Participants will reflect on how best to partner with children and parents as well as care for their own well-being

Child-participation: Participants will consider ways in which children can take an active role in supporting or leading CFS activities.

Measuring changes and quality: Participants practice using different tools for monitoring psychosocial children's well-being and evaluating the quality of children's participation.

Mentoring and Supervision: Participants explore how to become reflective practitioners and understand the role and importance of supervision and mentoring.

The manual contains session guidance as well as handouts for the participants. The package includes optional ppt slides. The slides contain instructions and some key ideas. Alternatively, the facilitator can write these onto flipcharts. The emphasis is on experiential learning, and practical discussions and problem solving.

The training programme

Schedule for day 1

Time	Time needed	Sessions
08.00-08.30	30 mins	Session 1: Introduction
8.30 – 9.30	60 mins	Session 2: What makes a good facilitator
09.30 -10.30	60 mins	Session 3: Giving constructive feedback
10.30 - 10.45	15 mins	Coffee break
10.45 - 11.45	60 mins	Session 4: Child Participation and co-facilitation
11.45-12.45	60 mins	Session 5: Facilitating diverse groups of children
12.45 - 13.45	60 mins	Lunch
13.45 – 15.30	105 mins	Session 6: Managing disruptive behaviour and children in distress Part 1
15.30 – 15.45	15 mins	Coffee break
15.45 - 16.45	60 mins	Session 7: Managing disruptive behaviour and children in distress Part 2
16.45 – 17.15	30 mins	Session 8: Preparing for facilitation
17.15 - 17.30	15 mins	Session 9: Review and wrap up day one

NOTE TO TRAINERS:

During all group activities, make sure that you visit each group to ensure that they know what they should be doing, and to answer any questions.

If the groups are stuck, please provide some examples or ideas which can help move them forward.

When groups give their feedback, make sure that there is time for any questions or additional comments.

Try to articulate back to participants what you are hearing. Clarify and add additional content that you think is important and that they may have missed.

Above all, follow the principles of good facilitation and keep the energy high!

1. Introduction (30 minutes)

	<ul style="list-style-type: none"> To welcome the trainees and create a shared understanding of the aim of the training To create a positive learning environment 		<p>30 minutes</p>		<ul style="list-style-type: none"> A4 papers Pens/pencils per number of participants Flip chart/PPT with objectives and the daily agenda
---	---	---	-------------------	---	---

1.1: Welcome and Introduction



- PPT 1: Title page
- PPT 2: Welcome page
- Flip chart or PPT 3: Overview of Session 1

- Welcome participants
- Energizer: “Paper Ball Fight”

- Give each participant half a piece of A4 paper and a pen/pencil
- Form a standing circle
- Ask each participant to write down interesting question that can reveal something about the person who answers e.g. what is your favourite food? What is your favourite website for news? Ask them also to add one thing they would like to learn about CFS/PSS interventions.
- Ask them to gently scrunch up the paper to form a ball (but make sure it can still be opened and read!)
- Call out “Paper ball fight” and let the participants throw their paper balls at one another in the circle (Be clear that this is meant to be done playfully rather than aggressively). They can throw the balls around for 30 seconds before each participant keeps one of the paper balls.
- Go around the circle and ask each participant to open their paper ball and read out their question and then to give an answer.

Trainer notes:

Summarize by sharing the learning objectives for the training, saying that during these days the participants will walk through the topics that can support the effective implementation of the structured activities for children in different contexts.

These topics will include:

- Facilitation skills:* skills that are required to facilitate an interactive, participatory and fun session that promote learning and psychosocial wellbeing of children.
- Gender and Age sensitivity:* highlighting key considerations on topics on gender and age.
- Inclusion:* including the most vulnerable groups in the activities, particularly children with disability, girl mothers, children from ethnic minority groups, etc.
- Managing disruptive behavior and children in distress:* Enabling facilitators to recognize signs of distress and know how to respond with compassion.

- *Child Participation and Co-facilitation:* Participants identify approaches to co-facilitation, and articulate and identify how children can participate safely and meaningfully
- *Measuring changes and quality:* Participants practice using different tools for monitoring psychosocial children’s well-being and the quality of children’s participation
- *Facilitator well-being:* identifying ways to manage their own well-being

Mention that during the Implementer Training participants learned ways to monitor activities to know if activities are working or not and if the program has achieved its objectives. Explain that we will go deeper in understanding how to observe children’s behavioral changes, skills improvement and other benefits because of the CFS activities.



- Flip chart or PPT 4: Learning objectives
- Flip chart or PPT 5: Schedule for Day 1
- Flip chart or PPT 6: Expectations

Participants will:

- Identify and practice effective skills for facilitating CFS activities
- Develop strategies to manage groups with different aged children and genders
- Develop strategies for managing disruptive behavior
- Articulate how children can meaningfully participate in CFS activities
- Identify ways in which other adults and children can support and lead CFS activities
- Practice using tools to monitor children’s psychosocial well-being and evaluate children’s participation
- Identify practical ways to manage facilitator well-being

Note: Alternatively, the learning objectives can be put on a flipchart instead of using a powerpoint.

MAPPING OBJECTIVES: Draw a set of 4 targets, one per flip chart. Place a statement below each target related to the objectives above. See statements in the box below.



1. I know what makes a good facilitator
2. I understand how to facilitate groups of children
3. I know how to manage groups with children of different ages, behaviour, gender and abilities
4. I know how to monitor children’s progress

Ask each participant to place a sticky dot on the ring that most represents how they feel about each statement right now. Remind participants that they will not be judged on where they place the dots. **All dots should be the same colour.** The further away from the centre of the target, the greater the gap. Keep these targets on the wall for the duration of the training.

CONCLUSION: The facilitator asks the participants to reflect on how the participants assess their knowledge based on the way the dots are dispersed on the targets. The facilitator comments on how the training aims to move participants close to the centre of the target. Keep the targets on the walls. We will return to this during our final session.

DAY ONE OVERVIEW: Walk through the schedule for today (Flip chart or PPT 5)

EXPECTATIONS: Ask participants to write 3 expectations on sticky notes (PPT 6)

DRAFT

2. What makes a good facilitator? (1 hour)

 <ul style="list-style-type: none"> To explore good and bad practices by adults when facilitating and supporting children's groups. 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Sticky-notes Flipchart paper, masking tape Markers Folder/notebook for each participant (this can be a ring binder with paper and space for handouts)
---	---	--



- Flip chart or PPT 7: Role of a facilitator?
- Flip chart or PPT 8: Group work: Characteristics of a good facilitator
- Flip chart or PPT 9: Characteristics of a good facilitator
- Flip chart or PPT 10: Plenary work: Challenges for facilitators

2.1. Introduce the session

This session focuses on facilitation techniques that will allow participants to engage effectively and meaningfully with various age groups of children present in the CFS.

Ensure that each participant has a notebook, emphasizing the importance of capturing ideas, thoughts, observations, emerging strategies that can be later used by the participants. Explain that participants should use their notebooks to capture personal reflections as well as good tips and principles for facilitation generated during the workshop. Give each participant a folder for the handouts.

2.2. What is the role of a facilitator?

DISCUSS: Ask the participants to form small buzz groups of 3-4. For 5 minutes, get them to write down some ideas about the role of a facilitator. Put the following questions onto a flip chart or use **PPT 7** to help guide their discussion.

- What is the difference between a facilitator and a teacher?
- How does facilitating activities with children differ to facilitating with adults?
- What is the goal of the CFS facilitator?

RECORD: Have each group feedback on idea at a time. Make a note of their suggestion on a flip chart. If someone has mentioned one of the ideas don't repeat it. Continue until all the ideas have been shared.

Trainer's note:

Teacher: takes control of the classroom; structured learning and measurement of learning outcomes; uses tests; creates lessons plans based on a fixed curriculum and body of knowledge

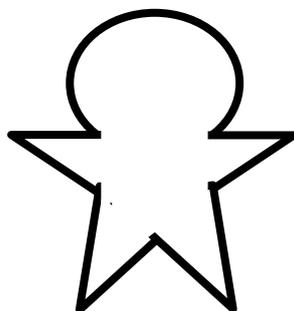
Facilitator: may not be subject experts; special training in group dynamics, conflict resolution, team building, strategic planning. Builds on the group knowledge. Asks questions, listens, moves the group forward towards its goals. Creates ownership over the learning environment with the group.

2.3. The Ideal Facilitator - Body Map

PREPARE: We have discussed the role of the facilitator, but what makes a facilitator good, and what should a facilitator NOT do? Explain how the **Body Map** will be used to discuss the values, attitudes, knowledge and skills of an ideal adult facilitator who effectively supports *Child Friendly Spaces*.

Objective: *Explore good and bad practices by adults when facilitating and supporting children's groups.*

DRAW: Divide into **two groups**. Have each group draw the outline of a body onto flipcharts.

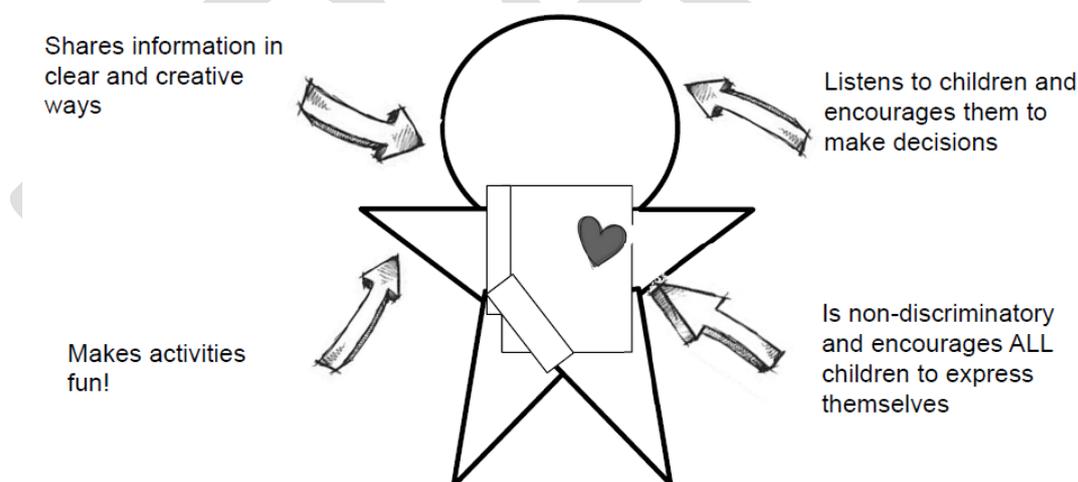


DISCUSS: PPT 8 In your groups, discuss the qualities and characteristics of an ideal adult facilitator. Agree on what you think are the most important qualities are. You can make some suggestions to help get them started **PPT 9**:

- Values / attitudes needed in the heart
- Knowledge needed in the brain
- Skills and actions needed in the hands and feet
- Sensitivity and awareness through the ears and eyes
- Practical materials and resources for supporting “good” CFS.

RECORD: Write your ideas either on post it notes or directly onto the body map. (Use one post it per idea).

ACTION: Post or write the ideas onto the body map of a good facilitator.



REPORT: Have each group share their body map. Ask the groups to review their maps and share their thoughts on the challenges of facilitating a CFS.

REFLECT: PPT 10 In plenary, reflect and discuss obstacles to being an ideal adult facilitator and ideas to strengthen their role as good facilitators for CFS activities.

- *Ask the group to prioritize the most important qualities for facilitating a CFS and any things the participants think it might be challenging to manage in CFS.*
- *Ask why these might be difficult to manage? Share, for example, that we know that to conduct fun activities is a good facilitation skill but not everyone can be a fun facilitator, so how should participants go about it and what should be the minimal.*

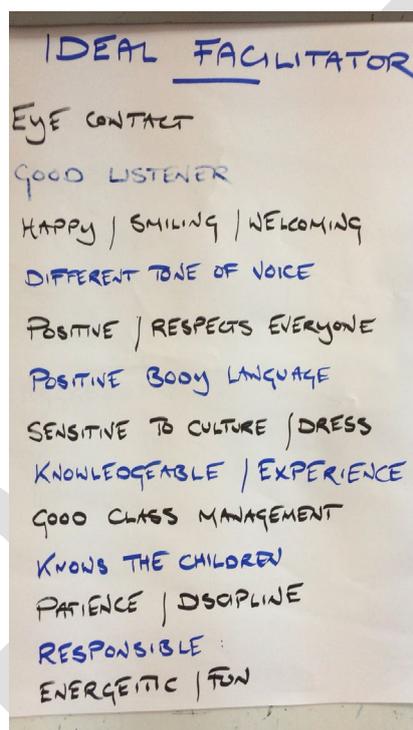
Individual reflection: Take a few minutes to reflect on your own style. What do you think you would be good at? What do you think you need to learn more about? Make a note of these in your notebook.

SUMMARIZE: Discuss the main obstacles to being a “good” adult facilitator and discuss strategies to ensure all adults take on roles of good adult facilitators when supporting CFS activities.

- Keep the body maps on the wall. We can refer back to these during the training.

Trainer’s Note:

Capture the most important ideas from the body maps on a flip chart. These may include the following. Please add or suggest some of these if they don’t come up:



HANDOUT 1: After the summarising and creating the consolidated list on a flip chart, share the handout *Good facilitator P 34* from the *Operational Guidance* document. Check to see if there is anything that was not mentioned.

Note that there are other good tips on that page especially on the importance of building positive relationships with the children and listening to them. The children need a safe and nurturing space and your facilitation needs to contribute to that.

3. Giving constructive feedback (1 hour)

 <ul style="list-style-type: none"> To provide and receive constructive feedback around facilitation 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Sticky-notes Flipchart paper, masking tape Markers
--	---	--



- Flip chart or PPT 11: Sandwich technique

3.1. Giving Positive and Constructive Feedback

Explain to the participants that the objectives of this session are to practice being a facilitator, and how to give constructive feedback. Giving feedback is central to the work of CFS facilitators. To make the process efficient it needs to be provided in a positive and constructive way. The level of acceptance for a critique might significantly increase if it is given in a positive way.

It is important to know how to provide feedback to others, effectively and constructively without causing offence. Giving feedback is a task of letting people know where they are and where to go next in terms of expectations and goals. This can come from supervisors, as well as co-workers and other people with relevant experience.

KEY QUESTION: Ask the participants: “Why is feedback important?”

PREPARE: Ask participants to form pairs and think about some of the times they have received critical feedback (note, that the actual criticism received does not need to be shared). What was positive about those experiences? What was negative about those experiences? How do you like to receive critical feedback?

REPORT: Ask the pairs to report back one or two of the positive and negative experiences they discussed. If a pair has mentioned something ask other pairs not to repeat what has already been shared.

Trainer’s note

Appropriate feedback contributes significantly to developing facilitators’ competence and confidence at all stages of their professional growth. It helps them think about the gap between actual and desired performance, and identifies ways to narrow the gaps and to improve.

State the constructive purpose of the feedback. Emphasize that if you cannot think of a constructive purpose for giving feedback, do not give any feedback. Examples of framing feedback in a constructive way: “I have a concern about...” “I feel I need to let you know...” “I have some thoughts about...”

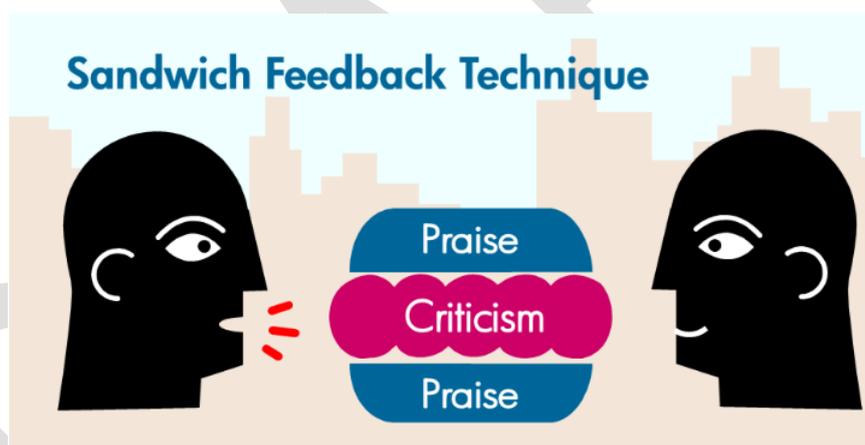
3.2. Introduce a 'sandwich technique' of providing a constructive feedback

PPT 11: Constructive feedback is information-specific, issue-focused and based on observation. Generally, constructive feedback identifies performance that is appreciated and/or needing improvement, with a goal of learning.

One way of providing feedback might be applying a 'compliment sandwich technique'. It is actually about sandwiching corrective feedback between layers of praise (see the picture below). The technique also reinforces good performance and asks for improvements.

Though you need to be careful while applying this technique, because the compliment sandwiches might be easily spotted as inauthentic. There is also a danger that the positive impact of praise will be undermined and at the same time the corrective feedback's significance will be weakened. Thus, while giving a feedback, keep in mind starting with positives and being genuine with opinion you would like to communicate.

The sandwich feedback method consists of praise followed by corrective feedback followed by more praise. In other words, the sandwich feedback method involves discussing corrective feedback that is "sandwiched" between two layers of praise.



Trainer's note

This technique is used to provide affirmative feedback to encourage a person to repeat desired behaviours and to offer corrective feedback to influence change. During the next sessions we will be practicing the facilitation and allowing space for others to provide a constructive feedback on the way we facilitate. Please keep this technique in mind as you provide feedback to our colleagues' facilitation.

REFLECT: Describe *specifically what you observe*: focus the feedback on personal observations of what the person did, rather than inferences from others or being judgmental. Ask the group to give some examples of the kind of things they should look out for.

Once they have shared, add any from this list that are missing:

¹ The Compliment Sandwich Feedback Technique, with Examples, February 20, 2008 by Nagesh Belludi, http://www.rightattitudes.com/2008/02/20/sandwich-feedback-technique/?fbclid=IwAR0pSUKkY3YRme_h62pnJltHofzYZiPObRht-yfdW-esBJ2oo_UwpP-pTso

- Connection to the listener or participants
- Eye contact
- Laughter or humour
- Animated style (not too animated but energised☺)
- Tone of voice
- Verbal affirmation

PRACTICE: Divide into groups of 3. Each person thinks of a short story that they can share – this could be a story of empowering children or a successful communication. The story should be **2-3 minutes long**. Take it in turns to be the story teller or communicator. The other 2 group members take on the role of listener, and observer.

The communicator shares his/her story with the listener. The observer takes notes on the communicator's style and approach. Use the sandwich technique to give feedback after the story has finished.

Make sure that at **least two people** in the group have the opportunity to take on the story telling role, try to have a mix between a man and a woman sharing.

CONCLUDE: Ask the groups to give any feedback – how did you feel? Were you comfortable providing constructive feedback?

Summarize by asking the participants to brainstorm at the plenary ideas on how they would prefer to receive feedback on their job? What could be done to make them feel appreciated and encouraged?

Capture the ideas on a flipchart. The points listed can be then communicated with CFS management to be included as part of the CFS operation as relevant.

BREAK

4. Co-facilitation and children's participation (1 hour)

 <ul style="list-style-type: none"> To explore how co-facilitators work effectively together Identify ways in which children can provide facilitation support 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Flip charts Marker pens Principles for ethical child participation Handout 2
--	---	--



- Energiser by participants
- Child Participation review tool (Handout 2)
- PPT 12: CFS activities
- PPT 13: Child Participation spectrum
- Flip chart or PPT 14: Buzz group exercise
- Flip chart (preferred) PPT 15: Key questions for child participation

4.1. Co-facilitation

PREPARE: In plenary, discuss the possibility of co facilitation and support from adults including parents, grandparents and other members of the community and getting children to share facilitation and classroom management responsibilities. This is an important strategy particularly for managing diverse groups of children. (See page 16 of the Activity Catalogue on the Humanitarian Standards for adult – child ratios, and recommendations for including caregiver support.)

ACTIVITY: Hot potato – ask the participants to stand in a circle. Use a tennis ball, bean bag or crumpled piece of paper and ask the group to throw the ball to one of the other participants. When you have the ‘hot potato’ name someone or a group in the community and explain how that person or group could support the CFS both inside the classroom, or help protect and support children outside of the CFS. **Participants can only talk if they have the ‘hot potato’.**

When someone suggests a person or group and what they could contribute to the CFS, other participants can add more ideas for how they could support. The hot potato should be passed to him or her. You can stop the exercise once everyone has had a chance to respond, or the group have run out of ideas. Encourage participants to share from their own experiences.

Capture the feedback from the participants on a flip chart as the participants share their ideas. **Divide the flip chart into two columns: Who? What can they do?** Some key points could include:

- Managing disruptive children
- Managing large groups of children
- Providing support for children with special needs
- Dividing the group by age for age appropriate activities
- Addressing gender related issues
- Working in groups
- Bringing in someone known and trusted by the children
- Sharing stories and games
- Ensuring safety for children both in the community and accessing CFS

SET UP: During the next few sessions we will focus on skills building for facilitators. Explain that tomorrow, they will put these skills into practice. In order to help them prepare, divide them into groups of 3 (or 2 depending on numbers).

Explain that the skills you build over the next few sessions can be applied to the design and facilitation of the session you facilitate during the role play tomorrow.

Trainer's notes:

Choose a selection of activities from the catalogue. Choose a sample from each section. Assign each group their activity. Add more to this list depending on the number of participants. If more activities are needed due to the number of participants make sure that they are of a similar length, and from different sections of the CFS catalogue.

PPT 12: Suggested CFS activities

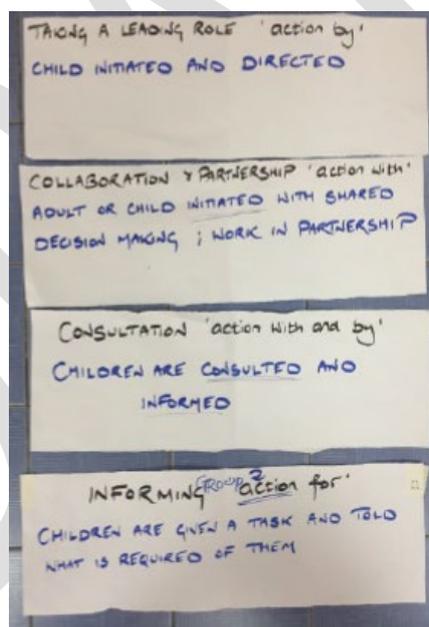
- 1.2 What we expect from each other; 1.8 Things we have in common; 3.5 Relaxed breathing
- 4.1 Ball of string; 4.4 Who am I? 5.10 Taxi and radio cars; 6.2 Personal space; 7.3 If I were...

Ask participants NOT to spend time looking at their activities right now.

4.2. Children's Participation

PREPARE: Giving children responsibility to manage set up, supporting children with disabilities or facilitating sessions and activities is important for empowering children and building their skills. Tell the participants that in this session we will explore different types of participation, and different ways in which children can participate in the CFS activities and operation.

Write out 4 types of participation onto two flip charts, then tear into separate strips. See photo below.



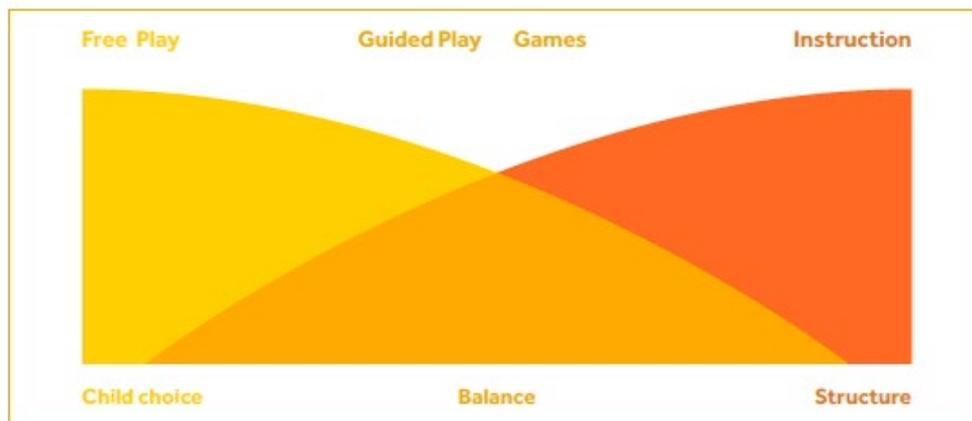
ACTIVITY: The ladder of participation. The aim of this exercise is to give facilitators a vocabulary to describe different ways in which children can participate. And what is non-participation, and should be avoided. Divide into 2 groups. Give each group a set of the 4 'levels' which are shuffled. Tell them they have 3 minutes to organise these with the 'lowest' form of participation at the bottom and the most participative level at the top.

DISCUSS: Ask each group to explain the order of their 'types' of participation. Clarify that all of these types are participative. Ask the group to give examples of how children participate according to these different levels.

Finally ask what examples can they give of non-participation? These can include:

- **Tokenism:** children are present but do not have any say in what they are doing
- **Manipulation:** children do something to achieve someone else's goals but don't know why
- **Coercion:** children forced to participate against their will

Stress that these should be avoided and explain that the good facilitator can use all these different levels during CFS sessions depending on the goal. Share the diagram below on **PPT 13**:



The slide shows that during a session the facilitator can choose to provide opportunities for both structured activities (informing or consulting children) as well as giving children the choice to decide on free play activities (initiated and directed by children) or other contributions to the CFS (shared decision making with adults).

DISCUSS: PPT 14 Ask participants to meet with their co-facilitators to form small BUZZ groups of 2-3 people. Share ideas about how children could participate in the facilitation of the CFS activity they have been assigned. Ask the groups to feedback their ideas, and for these to be captured on a flip chart using the questions below. They can be specific about the 'type' of participation that children could do using the levels discussed in the first activity.

KEY QUESTIONS: FLIP CHART/PPT 15

1. How can children be involved in supporting activities in the CFS?
2. What could children do at different ages?

REFLECT: Ask to think which parts/tasks of the activity can be given to children to facilitate and lead? What they would do as adult facilitators to support the child to facilitate the task?

Ask each pair to capture their reflections on a flip chart. Organize gallery walk for participants to familiarize with each other's ideas and discuss.

REVIEWING THE QUALITY OF CHILD PARTICIPATION: Share **handout 2** which is a self-review tool that can be used by children or adults to assess the quality of children's participation. Read this through together. Ask participants to share their thoughts on how this could be used.

Trainer's note:

We will use the self-review tools at the end of the facilitation practice sessions on day 2 to evaluate the participant's experience of participation.

5. Facilitating diverse groups of children (1 hour)

 <ul style="list-style-type: none"> To define the ways to engage equally and meaningfully with diverse groups of children To identify Key Principles for good facilitation for diverse groups 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Sticky-notes Flipchart paper, masking tape Markers 3 tables Copies of Handout 3 and 4 for each participant Pre-prepared flipcharts as indicated in the subsections or PPT slides Talking spoon
--	---	--

Introduction

CFS groups can be very diverse in terms of age, gender, and the special needs that children have in a post conflict or ongoing humanitarian crisis. The next session focus on discussing the ways how to facilitate effectively even when faced with different challenges in the group.

5.1. Development Café – facilitating diverse groups of children



- Flip chart or PPT 16: Development Café ethics
- Flip chart or PPT 17: Reflection questions
- Flip chart or PPT 18: Table group instructions
- Flip chart or PPT 19: What makes a good CFS facilitator

Development cafe

PREPARE: Set up 3 tables in the room. Each table should have either white ‘tablecloths’ made from flip charts or a flip chart set up beside the table. Coloured marker pens, crayons, post it notes should be readily accessible on each table. You can leave a ‘talking spoon/ball’ on the table that participants can pick up when they want to speak.

Set the scene for the participants. Explain that they are going to a “Development café”. The activity allows the participants to share their views on how to facilitate diverse groups of children, whether it be differences in age, gender or ability. Share the Development Café ethics on **PPT 16:**

1. Focus on What Matters
2. Contribute Your Thinking
3. Speak Your Mind and Heart
4. Listen to Understand
5. Link and Connect Ideas
6. Listen Together for Insights and Deeper Questions
(Playing, Doodling, Drawing are all encouraged!)
7. Have Fun!

DISCUSS: Divide into 3 groups. Explain that each group will spend 10 minutes at each table discussing a question or issue relating to facilitating diverse groups of children.

At the table, participants are encouraged to write, doodle, and draw key ideas on their 'tablecloths'. They can also note their ideas on post-it notes or a large flip chart placed on one side of the table. Each table has a host facilitator who will remain at the table as each group visits.

When the group moves to a new table, the 'host' welcomes the new guests and briefly shares the main ideas, themes and questions from the initial conversation. They encourage guests to link and connect ideas coming from their previous table conversation, listening carefully and building on each other's contributions.

Each table focuses on a specific question relating to the theme of the session:

- **Table 1:** You are facilitating a group of 20 children ranging from 6-16 years old. What tactics would you use to ensure that all the children can enjoy the activities and contribute?
- **Table 2:** You are facilitating a mixed group with girls and boys, some of whom are teenagers. What approaches could you take to facilitate the session in a way that considers gender differences or cultural sensitivity around gender?
- **Table 3:** You are facilitating a group with one or more children with special needs, for example a child with hearing loss, visual impairments or physical disabilities. What would you do to help make the activities and environment inclusive to those children?

(Note: Write one question on a flip chart and place the relevant question beside each table or/and display using **PPT 17**).

INSTRUCTIONS: Ask the groups to go to their first table, and after 10 minutes move to the next table. Display the group instructions on **PPT 18**.

- **Encourage the participants to keep their contributions short and focused on the question.**

SORT and REPORT: On the final round of discussion, ask the group to summarise what they see at their table, and prioritize the best or most interesting ideas and questions. Ask the 'host' facilitator to then report back to the main group using the visual report (doodles and drawings) as well as the key ideas emerging from the table groups' discussions.

RECORD: Ask the participants to take a moment to record the best ideas into their notebooks.

As each group presents, share that priorities identified by each group will contribute to designing together the **Key Principles for good facilitation**.

You can share **PPT 19 'What makes a good facilitator of CFS'** and see how their ideas complement and enhance these principles.

Remind the participants that every situation will be different so these key principles are only a guide and not a strict set of rules. The aim is to do our best to make the CFS safe, participatory and fun for all children.

Ask the participants if there are any additional critical considerations that were discussed during the table group discussions that they would like to add to this list of key principles for good facilitation? Explain that as we move forward with the training we will keep coming back to this list to add to and to refine it.

CONCLUSION: To bring this session to a close, ask participants to reflect on attitudes and cultural practices around gender and disability in their context. Remind that some extra efforts need to be made to ensure that most vulnerable children are also included and participating in CFS activities. Emphasize that we need to be intentional in helping the children from diverse groups to equally participate and benefit.

HANDOUTS: Let the participants know that additional information can be found in Operational Guidance for CFS, particularly in Chapter 3. **Share Handouts 3 and 4** (distribute to each participant) as an additional supporting references for the participants.

LUNCH

DRAFT

6. Managing disruptive behaviour and children in distress Part I (1 hour)

 <ul style="list-style-type: none"> To apply defined key principles for effective facilitation in practice Managing disruptive behaviour Managing situations of distress 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Flipchart paper Markers Copies of the CFS Activity Catalogue or handouts of the following selected activities from the catalogue: 5.2 “Body Language” and 4.6 “A Memory of Someone who Matters” Supplies to prepare for the role plays Pre-prepared flipcharts as indicated in the subsections Copies of Handouts 5, 6, 7 & 8 for each participant
--	---	---

6.1. Managing disruptive behaviours

Trainer’s note

Start the session by bringing the participants’ attention back to the Key Principles for effective facilitation of children’s groups jointly designed in the previous session. Share that during the next practice exercise we will apply the key principles defined and look at how to address behaviour issues that may arise during the activities. These include disruptive behaviours and children showing signs of distress.



- Flipchart with the Key Principles for a good facilitator
- Flipchart or PPT 20: Signs of distress
- PPT 21: Group activities – Group 1
- PPT 22: Group activities – Group 2
- Flipchart or PPT 23: Reflection Questions

PREPARE: In plenary, ask the group to describe potential disruptive behaviours. List these on a flip chart. Do the same for children showing signs of distress, and compare with **PPT 20**.

Divide participants into two groups, give one group the Activity 5.2 “Body Language” and the Activity 4.6 “A Memory of Someone who Matters” to group 2. Give both groups about 20 minutes to prepare. Ask the groups to prepare their role plays for their activity. Share the facilitation roles between 2 or 3 members of the group. The rest of the group can take on the roles of the children.

Group 1 (PPT 21): Ask group 1 to build into the role play a scenario which involves disruptive children. Ask them to select 2 of the children from the *Disruptive Child Profiles (Handout 7)* and develop strategies to support that child/children and to incorporate these into the role play.

Ask them to choose 2 of these and use the tips *handout 4* to demonstrate how to manage the child.

HANDOUT 5: This is Annex D taken from the Operational Guidance for CFS (distribute to each participant as a handout).

Group 2 (PPT 22): Ask group 2 to include children who shows signs of distress. Refer back to the flip charts and **PPT 20**.

Ask them to select 2 of the children from the *Distressed Child Profiles (Handout 8)* and develop strategies to support that child/children and to incorporate these into the role play.

HANDOUT 6: Responding to distress. Give this handout to the group as they prepare.

Trainers note

Emphasise the importance of the group sticking to the role play, and to clearly illustrate the actions taken to deal with the disruptive behaviour or distressed children. **DO NOT GO OFF SCRIPT!** The goal of the session is to practice the skills, and for the whole group to learn and identify how the situation was managed.

PRACTICE: Have Group 1 present their role play to the group.

RECORD: As Group 1 performs ask members of group 2 to take notes using their notebooks about how the facilitator/s managed the situation, and which key principles were applied by group 1 as they facilitated the activity. Reflect first on how it went. Then ask for feedback from the other group. Remind that this will be also an opportunity to practice giving a positive feedback.

After the 1st role play invite **all participants to reflect**, discussing the following questions **PPT 23:**

- What did you think went well?
- What could be done differently or what was missing?
- Why did you choose specific strategies? How effective were they?

Facilitate the discussion as participants give feedback on their observations.

REFLECTION: After the groups feedback ask the participants: What are common ways in your culture that parents or teachers manage disruptive children? Which approaches are positive and safe? Which ones should be avoided?

If any changes or additional ideas are suggested to the **key principles for good facilitation**, especially concerning managing disruptive children, reach agreement on changes with the group.

Trainer's note:

Draw the participants' attention to the fact that in their groups some children might take the "task oriented role" - meaning that they try to help their group focus on and achieve a given task. Other children may lean more towards 'personal & social roles' - aiming to feel good within the group. There will be also children who take on disruptive roles - not allowing the group to reach the task or not allowing others to feel good. One child may move from one role to another during the CFS activities, and the strategies of the facilitators will need to be constantly adjusted to manage these various changing behaviours of children in the group.

Emphasize that in any situation safe, positive, non-violent methods to manage children's behaviours need to be applied, even if in some cultures other approaches to disciplining children are considered acceptable.

7. Managing disruptive behaviour and children in distress Part 2 (1 hour)

 <ul style="list-style-type: none"> To apply defined key principles for effective facilitation in practice Managing situations of distress 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Flipchart paper Markers Copies of the CFS Activity Catalogue or handouts of the following selected activities from the catalogue: 5.2 “Body Language” and 4.6 “A Memory of Someone who Matters” Supplies to prepare for the role plays Pre-prepared flipcharts as indicated in the subsections
---	---	--

7.1. Managing situations of distress

PRACTICE: Continue from where we left off in the previous session. Proceed to Group 2 and their role play.

OBSERVE AND RECORD: Ask participants to observe how the facilitator/s managed the child or children who showed signs of distress. Relate back to ‘good facilitation skills – heart, eyes, ears...’

After the Group 2 finishes the role play, point out that for this kind of activity the CFS facilitators need to be prepared to support any children who may become distressed.

After the role play invite **all participants to reflect**, discussing the following questions:

- What did you think went well?
- What could be done differently or what was missing?
- Why did you choose specific strategies? How effective were they?

Facilitate the discussion as participants give feedback on their observations.

Trainer’s note

Emphasize that the facilitators must genuinely listen to and respect the views of the children and adolescents in activities. They must be sensitive to children’s reactions and should be careful to monitor how the activity is affecting each and every child, as there is always a chance that children may become distressed. They should also recognise that disruptive behaviour can happen as a result of distress or difficulties a child is facing at home.

During any activity, be vigilant about children’s mood changes, taking note of the following (**the trainer can refer back to flip chart or PPT 20 Signs of distress**).

After an emergency or personal or family crisis, it is important to understand that these are all normal reactions to distressing events and not all children showing these signs will develop mental illness or need professional psychological interventions. While some might need some immediate care, most will

regain normal levels of functioning once their basic needs and security have been met, in addition to regaining or establishing their social supports².

Emphasize that facilitators need to know how to respond and who to refer children to if they need special help. It is important that they are aware of how to support children during this process. They should not be responsible for this on their own. They should be working with their CFS coordinators and managers, as well as other teams such as case workers or health workers, according to their organizational policies and procedures. Facilitators should be aware that their support to children is not limited to CFS facilities.

CLOSING: Close this session with the following activity. Ask participants to stand in a circle. Ask them why violence or violent behavior increases during an emergency. Use a ball and throw this to the participant who wants to respond. Point that children’s disruptive behavior in CFS might be a manifestation of violence or abuse. Note their answers on a flip chart. Now ask them to share reasons why this forms of violence take place. What are the causes? Capture the causes named by the participants on the flipchart next to the forms of violence.

Trainer’s note

Stress how we KNOW this will happen in any emergency, so from the first day it is important to try to prevent these violations and engage with the wider community to do that. Invite participants in the groups of 3-4 to work on discussing what the effects of violence are and how to address each of the reasons. Ask each group to share at the plenary.

Note for facilitator – the following can be used as supportive lists to add to the lists of the participants:

Causes of violence:

- Human Rights violations
- Political instability
- Lack of injustice and equity
- Gender inequality
- Poverty
- Lack of appreciation and respect for cultural diversity
- Harmful traditional practices
- Attitudes and behaviours
- Alcohol
- Mental health issues

Effects of violence:

- Bad quality relations with self, family, friends
- Stealing
- Gangs
- Drug abuse
- Sexual abuse
- Prostitution
- Unhealthy sexual behaviour
- Teenage pregnancy
- HIV infections
- High risk of mental illness
- Interrupted education
- Social and physical isolation, etc.

² “Preventing and responding to distress in all child participation activities”, World Vision International, 2015

8. Preparing for Facilitation (30 mins)

 <ul style="list-style-type: none"> To practice facilitation 	 <p>30 mins</p>	 <ul style="list-style-type: none"> Sticky-notes Flipchart paper, masking tape Markers Copies of the CFS Activity Catalogue or handouts of the selected activities for each pair to facilitate Supplies to prepare for the role plays Planning cycle ppt or flip chart
--	--	---



- Flip chart or PPT 24: Resources for planning
- Flip chart or PPT 25: Facilitation practice instructions
- Flip chart or PPT 26: Session planning cycle
- Flip chart or PPT 27: Session planning flow

Trainer's note:

Finish the day by setting up tomorrow's practice facilitation sessions. This allows the groups to take advantage of the evening to do some initial design and planning for their session. Before they finish, you can provide some guidance on how to plan the session below.

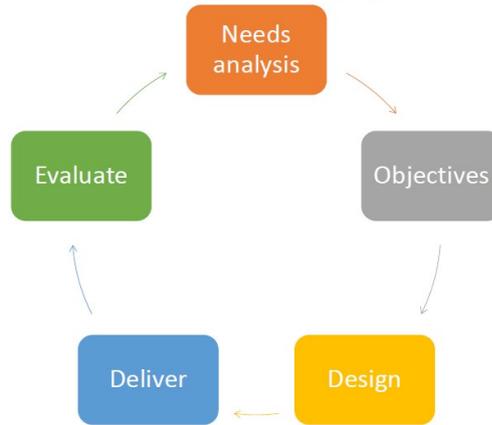
PREPARE: Make sure that the participants make use of the resources in the Operations Guidance and Activity Catalogue for how to plan a CFS session. Reference *the Activity planning worksheet (p.14)*, *STEP (p. 13) etc.* as important aids to prepare for a session. And the *Information for Facilitators of CFS* in Chapter 3 of the Operations Guidance (**PPT 24**).

PREPARE: Say to everyone that they should pull on their facilitator's suit – an imaginary suit like a superhero's costume! You are now going to be in your facilitator's role for the rest of the workshop.

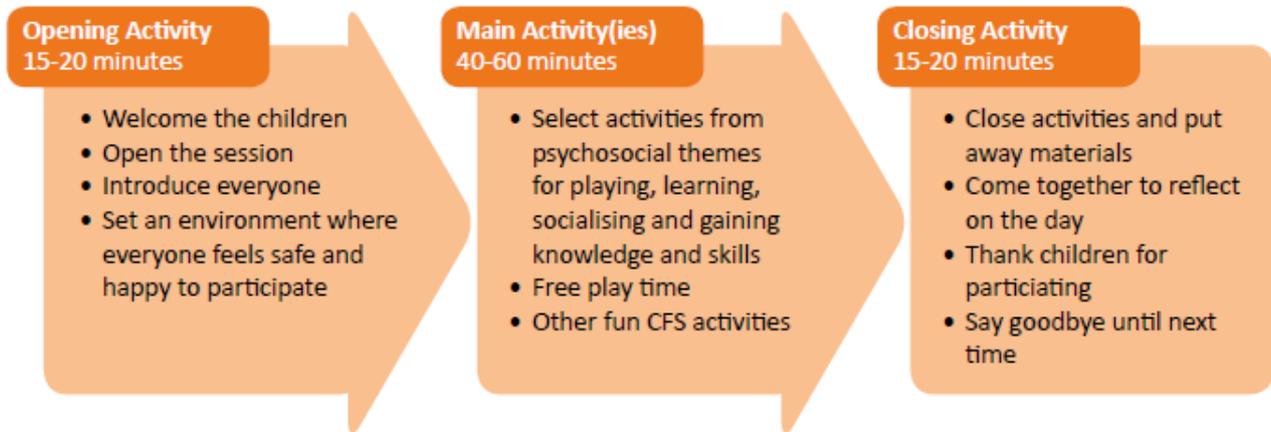
Ask the participants to find their co-facilitators (groups of 3). Let them know that they have the evening and **30 minutes** in this session or if needed tomorrow morning to prepare to facilitate a CFS session based around their assigned activity. Participants can also use time in the evening. The rest of the participants will play the role of 'children in the CFS'. Ask the facilitators to review the skills of a good facilitator from Session 2, and to take the following guidance into account as they prepare (**PPT 25**).

- Remember to be clear about the aim or objective of the session – Why is it important to the children? How will it help them?
- Think about how best to facilitate the activity in your context. Think about the culture, context and the issues that children face, how to keep children's attention and interest.
- Walk through the planning cycle (**PPT 26**) and note that as they prepare for their activity they need to consider who the children are; what the learning objective is for the session; how to adapt the activities from the activity manual if needed then how to facilitate and deliver well. We will evaluate together and tomorrow we will consider how to monitor and evaluate the sessions.
- Facilitators can also select any materials they need in the training room and make props as needed for their session.

Session planning cycle



They should use the session planning guidance on **PPT 27** (shown below) to help them plan the session. They should give up to an **hour for the whole session**.



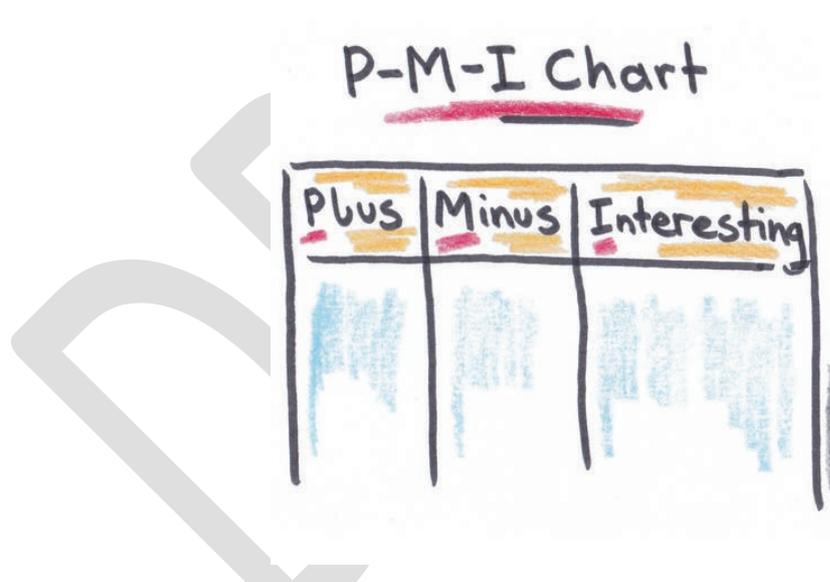
9. Review and wrap up of the day (30 mins)

 <ul style="list-style-type: none"> To review the day 	 30 mins	 <ul style="list-style-type: none">
---	--	--



- PPT 28: Review and wrap up
- Flipchart with the Key Principles of a good facilitator
- Flip chart: Plus Minus Interesting

1. Ask participants to look at the flip charts on the wall, their handouts and notes and reflect on the issues we have covered during the day
2. Each person should write one or two key learnings in their notebooks
3. Ask a few people to share
4. Put up a flip chart and review the day using the **plus, minus, interesting review tool**. Ask participants to write one post it notes something they learned or was helpful (plus); something that wasn't useful or could have been better (minus) and then any outstanding questions or something that they want to learn more about (interesting)



Ask for one or two volunteers who can lead energisers tomorrow – they can choose something from the catalogue (p. 26 – 29) or that they have used in their work.

END OF DAY ONE

Schedule for day 2

Time	Time needed	Day Two
08.30-09.00	30 mins	Session 10. Welcome back
9.00 – 10.30	90 mins	Session 11: Practicing Facilitation Part 1
10.30-11.00	30 mins	Coffee break
11.00 – 12.30	90 mins	Session 11: Practicing Facilitation Part 2
12.30-13.30	60 mins	Lunch
13.30 – 14.30	60 mins	Session 11: Practicing Facilitation Part 3
14.30 – 15.30	60 mins	Session 12: Monitoring changes in children’s psychosocial well-being
15.30-15.45	15 mins	Coffee break
15.45-16.30	30 mins	Session 13: Facilitator Well-being
16.30-17.00	30 mins	Session 14: Evaluation and wrap up and departure

10. Welcome back (30 mins)

 <ul style="list-style-type: none"> • To give an overview of the day • Set up the day's activities 	 <p>30 mins</p>	 <ul style="list-style-type: none"> •
---	--	---



- PPT 29: Welcome back
- Flip chart or PPT 30: Schedule for the day
- Flip chart or PPT 31: Learning Objectives
- Energiser by participants

1. Welcome back the participants. Ask one of the participants to lead an energiser.
 2. Quickly review what we covered on the first day.
 3. Share the objectives and schedule for day two. The following bullet points can be shared on PPT or flip chart
- Practice facilitation and provide constructive feedback
 - Use tools that help you to monitor changes in the classroom dynamics, children's psychosocial behaviour and parent or caregiver surveys
 - Use a tool to evaluate the quality of children's participation
 - Explore facilitator well-being

11. Practicing Facilitation (up to 4 hours)

 <ul style="list-style-type: none"> To practice facilitation <p>The length of time needed depends on the numbers of participants. Give an hour per group.</p>	 <p>Up to 4 hours</p>	 <ul style="list-style-type: none"> Sticky-notes Flipchart paper, masking tape Markers Copies of the CFS Activity Catalogue or handouts of the selected activities for each pair to facilitate Supplies to prepare for the role plays Planning cycle ppt or flip chart
---	--	---



- Flip chart or PPT 32: Practicing facilitation
- Flip chart or PPT 33: Reflection questions

11.1. Practicing facilitation

This session gives each participant an opportunity to apply good facilitation skills to an activity from the catalogue. It also allows other participants to provide feedback to the facilitators, allowing all participants to learn from each other and put into practice both facilitation skills and constructive feedback.

If there are more than 12 people divide the group into 2, and have the facilitation teams in each group practice their facilitation simultaneously. Check that there are spaces in the training area for participants to practice.

Share **PPT 32** to refresh their memories about the task (this is the same as **PPT 25** from Session 8)

If more time is required for practice or preparation you can give an extra 30 minutes here if you are on schedule.

RECORD: Remind participants to use their notebooks. As one pair performs their role play, others should take notes on their observations. Their observations will be shared and discussed after each pair finishes with their role play.

REFLECT: In your groups, reflect on the facilitation skills of each group after they facilitate their session. Allow the rest of the participants to reflect for 2-3 minutes on the facilitation observed and then provide constructive feedback to each group. Ask participants to formulate their feedback around the following reflection questions (**PPT 33**):

What did you think went well?

What could be done better or what was missing?

Put two flip charts on the wall. Capture the key considerations mentioned during the feedback on a flipchart.

CONCLUDE: After each group has finished their simulation exercises, bring everyone back together. In plenary share some of the key observations and learning. Use some prompting questions such as:

- How did you feel?
- What did you learn?
- What did you find most challenging? Why?

Trainer's notes:

Wrap up by saying that everyone has their own facilitation style. But there are some skills which are critical to ensuring a successful session. For example, it may not be normal in your culture for children's views and ideas to be listened to and taken seriously. This is a key element of CFS and a really important way to understand how children feel and are dealing with the difficult situation they are in. Let's keep that in mind as we move to the next session.

Over the course of this session the following breaks can be taken:

MORNING BREAK

LUNCH

12. Monitoring Changes in Behaviour and Skills (1 hour)

 <ul style="list-style-type: none"> To monitor the changes in participating children's behaviour and skills To evaluate the quality of children's participation 	 <p>1 hour</p>	 <ul style="list-style-type: none"> Prepared flipcharts Markers Handouts PPT slides
--	---	--



- PPT 34: Triangulating data
- Brief introductions to the tools handouts
- Surveys (Handouts 10, 11 and 12)
- Group instruction handouts (Annex)
- PPT 35: Tips for surveys with children (Handout 9)
- PPT 36: Group instructions
- Analysis spreadsheet (optional print out or projected onto a screen)

Trainer's note

When we start a new project, we may focus more on completing our activities than on monitoring the children's well-being, adjusting plans and learning.

During the implementation of CFS activities, it is critical to monitor not just that CFS activities are implemented as planned, but it is also important to monitor the change in the lives, behaviours and skills of children. Regular monitoring helps the CFS facilitators track children's progress, and make timely adjustments to ensure the effectiveness of the activities.

PRESENT: To conduct the monitoring and evaluate the progress around CFS activities the following process is suggested for CFS facilitators to apply (**PPT 34**):

- Conducting Psychosocial well-being survey with children participating in CFS activities
- Facilitating Caregiver interviews, and
- Doing observations on participating children's behaviours and reactions

Generating the monitoring data from three different sources will allow the facilitators to triangulate the information and get a holistic picture for making informed decisions on the follow-up steps. Use **PPT 34** to show the concept of triangulation.

Having this data both helps to understand the psychosocial well-being of the children and to plan the CFS activities according to the needs.

Each of the three components have respective tools attached for the facilitators' use.

Psychosocial well-being survey with children is recommended to be done through one on one interview with children, done twice during the CFS course. First time the interviews with children will be done at the beginning of the first CFS session. The interview then will be repeated for the second time with the same children after the last CFS session. Through these surveys the facilitators will get pre and post data describing the psychological well-being of children and the changes in PSS status of children as they engage in CFS activities. To avoid pressuring children to answer in ways they think the adult wants to hear, the interviewer should explain to the child that there are no right or wrong answers, and to encourage them to give honest feedback.

NOTE: The facilitators can conduct interviews with children and fill in questionnaires (as per **Handout 10. Share with participants**) using paper forms, or if possible, this can be done on tablets, which will make the process faster and easier to administer and analyse. **Share PPT 35 and give out Handout 9 – tips for using surveys with children.**

Caregiver interviews are also recommended to be done at least twice – at the beginning and at the completion of CFS activities. It would be very beneficial meet the caregivers for mid-term interview as well. This is to see how situation is changing from caregiver’s perspective and again to follow-up, to monitor the progress in children and make sure that we are doing the right things in the CFS. To avoid pressuring the caregiver to answer in ways they think the interviewer wants to hear, the interviewer should explain to the caregiver that there are no right or wrong answers, and to encourage them to give honest feedback.

Conducting these caregiver interviews is an important step specifically for encouraging caregivers’ active engagement and contribution to supporting psychosocial well-being of their children.

Upon registration in the CFS or at any other suitable moment, seek permission to talk to the caregiver for 30 minutes. Interview as many caregivers as you can, depending on time and resources. If you choose to conduct interviews at any other time and not upon registration, you may also consider to do a sampling to select caregivers for the interviews. **Sampling example:** Try to engage at least with 30% of the caregivers. Select the caregivers randomly using the list of CFS children – CFS children’s database. The step for CFS children’s database = Total # of CFS children/ 30% (for example if there are 60 CFS children, $step=60/30\%=3$ Thus, every 3rd child’s caregiver will be selected)

Use the recommended tool for the caregiver interview (**Handout 11, share with participants**). It provides guidance on how to approach the caregiver. Similarly to children’s surveys the caregiver interviews can be administered using paper forms or on tablets.

Facilitator’s observations (Handout 12, share with participants). To monitor the behaviour and attitudes of children as a group, facilitators can also conduct structured observation on a weekly or monthly basis. The suggested observation tool³ is designed to be used with children between 5 and 17 years old. Through this process facilitators are encouraged to allocate time to think and reflect about what they have observed among children in CFS over the past week/month. The observation tool captures both quantitative and qualitative information. The facilitators can also use this information to organize regular reflection meetings among the CFS staff to share their observations and follow-up on emerging issues and trends. Summarizing regular observation results at the program evaluation point will allow to add to the data to triangulate and see the progression of PSS well-being of children in CFS.

12.1. Group work: Psychosocial Well-being Tools

Trainer’s note:

PREPARE: For this exercise divide the participants into 3 groups. Each group will try out one of the survey tools, and then report their reflections on the tool to the other groups.

Group 1: Psychosocial well-being survey with children

Group 2: Caregiver interview

³ The tool is developed by Plan International

Group 3: Observation tool

HANDOUT 10, 11 and 12: Ask each group to refer to the handout corresponding to their survey tool along with copies of the survey instrument as well as sheet with an introduction to the tool and their group instructions. ***Print out the instructions in the Annex – one or two copies per group.***

GROUP WORK: PPT 36

Ask the groups to carry out the following steps:

1. Read brief introduction to the tool together as a group
2. Read the introduction to the tool as a group
3. Read the instructions for the group activity
4. Prepare a short presentation to the other groups describing the tool; how data is collected; what could the data be used for, and your reflections/questions about how to use this tool.

Give each group 45 minutes to use the monitoring tools and draft their feedback.

Make sure that they at least spend half of that time trying the tool. It doesn't matter if they don't finish the survey. They need to be able to experience the tool enough to be able to respond to the three questions:

1. how data is collected;
2. what could the data be used for,
3. and your reflections/questions about how to use this tool

REPORT: Each group reports back using the questions above to frame their responses. Make sure they cover each question in depth. Give participants the opportunity to respond or ask questions.

After group 1 reports back, share with the whole group that different approaches for data analysis can be applied, including excel data analysis (see an example attached). Whatever approach to data analysis is selected, make sure that reflections on the analysis are done to support making ongoing improvements in the work of the CFS.

(see an **example** attached for the data input and analysis)



Analysis of Children
Psychosocial Well-b

EXAMPLE: The excel spreadsheet shows how the survey answers can be summarized for analysis. The pre-prepared analysis graphs can be used to demonstrate how the participants can summarize and do the analysis of the information generated. These sheets can be printed or projected on a screen.

CHILDREN'S PARTICIPATION: Share that the summary results can be also used as a monitoring tool to be shared with children themselves to reflect on the progress and contribute with suggestions for improvements. You can explain to children that we want to learn more from them, learn what are girls' views, what boys think.

You can present the consolidated results from that survey and ask children what they think about the results. Show the consolidated results and ask children what would be some reasons for the current scorings and responses? Children then can be asked what could be done to improve the scores.

12.2. Evaluation children's participation



- Child Participation evaluation tool (Handout 2)
- Flip chart with a matrix of the tool
- Coloured dots – 9 per person

Trainer's note:

Remember our session on child participation on day one. The participants received the child participation evaluation tool (**Handout 2**). Ask them to find the handout and to read through it together.

PREPARE: Draw a matrix with the 9 benchmarks and the 4 smiley faces onto two flip charts and hang on the wall. See photo below:



ACTIVITY: Ask each of the participants to evaluate each of the benchmarks from the perspective of their roles as children in the facilitation practice sessions. Give them a few minutes to place one sticky dot against each benchmark according to the smiley or non-smiley face!

REFLECT: Stand back and ask the participants to reflect on their scores. Ask them to reflect on the following questions:

- What patterns do they see?
- What do they think about the tool?
- How could this be used to improve children's participation?

CONCLUDE: Ask for any final reflections on the monitoring tools. Emphasise the importance of listening to children and responding to their ideas and feedback.

BREAK

13. Facilitator well-being (30 mins) Optional session

 <ul style="list-style-type: none"> To identify points of stress or difficulty as a facilitator Identify strategies to manage these 	 <p>30 minutes</p>	 <ul style="list-style-type: none"> Emoticons on pieces of paper
--	---	--

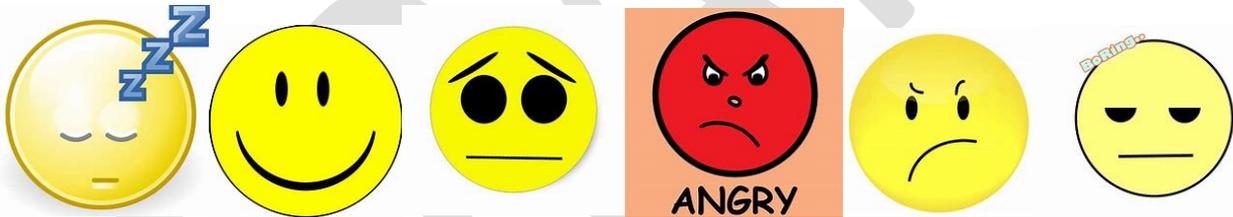


- Emoticons

13.1. Facilitator well-being

PREPARE: It's important for facilitators to make sure that they take care of their health and well-being. Working with children in difficult situations can be hard, and facilitators may also face challenges in their own lives.

Draw a series of 'emoticons' that express different emotions on pieces of paper. Write the word that describes the emoticon on the paper e.g. Tired, happy, anxious, angry, frustrated, bored... Ask participants if there are other emotions that are not represented. Add these emoticons to those already pre-prepared.



DISCUSS: Put these in the middle of the room on the floor and ask participants to choose two feelings that they experience or feel could be an issue for them as they facilitate CFS. Then give them a few minutes to think about how they would cope.

REPORT: Have people share their responses and strategies. Ask how facilitators could support each other. What could CFS managers do to help you?

Make a note of ideas and strategies in your notebooks.

14. Evaluation of training and close (30 mins)

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



- PPT 37: Evaluation and close
- PPT 38: Thank you

Trainers note

Invite the participants to gather in front of the targets from day one. Use these as a way to reflect on what the participants have learned these past two days.

PREPARE: Say to the participants: Remember the targets from day one? After these two days of training, reflect on what you have learned. How would you place your sticky dots now?

EVALUATION: Hand each participant 4 colour dots – a different colour to those used on day one. Place it on the targets based on what you have learned from the workshop. Ask each participant to comment on how they feel about the workshop.

- What was the most important thing they learned?
- What is the biggest area of growth or learning that they want to do as facilitators?

Listen to each participant then ask them to take off their ‘facilitation suit’. Thank them for their participation.

2. A short evaluation form

Each participant fills in a short evaluation form and hands it in to the trainer.

Or a plus/minus/ interesting exercise.

Hand out attendance certificates, if they are being used.

OPTIONAL: Select a closing activity from the CFS Activity Catalogue to end the workshop.

HANDOUT 1: Tips for a good facilitator

A GOOD FACILITATOR:

- ✓ Is always prepared
- ✓ Is on time and ensures the schedule is kept for the CFS
- ✓ Works well with other staff, facilitators and volunteers
- ✓ Is responsible to their managers and supervisors
- ✓ Keeps regular logbooks of activities and any visitors to the CFS
- ✓ Understands child rights, child protection (including the particular risks for children in their context), and children's need for care and nurturance to recover from stressful events
- ✓ Ensures any concerns are addressed in a timely way
- ✓ Ensures the CFS runs well, is clean and safe, and has the proper equipment and materials
- ✓ Keeps the space cheerful and welcoming, and conveys warmth and openness
- ✓ Communicates well with children, chooses their words thoughtfully
- ✓ Is consistent and fair, and sets and maintains appropriate boundaries
- ✓ Maintains a good relationship with children, caregivers and the community
- ✓ Takes time to care for himself or herself, and for colleagues.

HANDOUT 2: Benchmarks for ethical children’s participation

BENCHMARKS OF QUALITY	Description	0 Not at all	1 Just OK	3 Good	4 Excellent
					
1. Your role was clear and well understood	<p>Did you have enough information to make a decision to participate?</p> <p>Do you get information about the activity in a child friendly format and language you understand?</p> <p>Are the roles and responsibilities of everyone involved clearly explained and understood?</p>				
2. Participation is voluntary (with your consent)	<p>Is participation voluntary?</p> <p>Can you stop participating at any time you wish?</p>				
3. You were treated with respect	<p>Do you feel confident in expressing your views, opinions and feedback to community members/ leaders?</p> <p>Do you feel that local community members/ leaders take your opinions or perspective into consideration when making decisions?</p>				
4. Participation is relevant to your life	<p>Is the programme relevant to your lives and interests?</p> <p>Have you become more confident and experienced positive changes in your life?</p> <p>What you learn is helpful for your daily life and future?</p>				
5. Participation is child-friendly (meaningful for you)	<p>Are child-friendly approaches and methods used?</p>				

	<p>Are accessible child-friendly meeting places used?</p> <p>Have the activities and ways that staff or adults facilitate built your capacity and skills?</p>				
6. Participation is inclusive (for all children)	<p>Are girls and boys from different backgrounds and abilities able to participate?</p> <p>Does the process allow all children to participate without discrimination?</p> <p>Are there barriers to participation?</p>				
7. Adults worked well with you	<p>Are you given opportunities to lead and facilitate activities?</p> <p>Do the adult facilitators have good skills and knowledge to work with children?</p>				
8. Participation is safe (no risks)	<p>Do you feel safe when you participate?</p> <p>Do you know where to go for help if you feel unsafe during programme activities?</p>				
9. There was feedback and follow up (accountability)	<p>Do WV staff or other adults take your ideas and opinions seriously?</p> <p>Are programme staff responsive to children's feedback and ideas?</p>				

HANDOUT 3: Tips for gender and age sensitivity

Gender sensitivity and gender-related considerations while facilitating the groups

- For the mixed groups of children ensure that there is good representation of boys and girls actively participating in the activities.
- Identify any religious or cultural practices that limit participation for either girls or boys. Especially concerning age and gender. Explore ways to address these with parents or caregivers prior to starting the CFS group activities.
- Avoid gender stereotypes: ensure that girls and boys are treated equally and share responsibilities for clean-up, leading activities, sharing ideas and questions etc.
- Be sensitive and use language which can be understood by all (some girls and boys – because of level of literacy in communities may not be able to converse and/or understand common language)
- Conduct meetings in a place where everybody is comfortable and convenient. It would be best not to have CFS meetings in places with restricted access for women or children.
- Be sensitive to how topics are being discussed. In some instances, girls will respond differently to questions about their thoughts or views about gender relations if boys are present. The facilitator should provide a space for the views of girls and boys to be heard or divide the groups by gender to create a safe environment to share their thoughts and ideas.
- Be sensitive to cultural norms about communication or ‘who listens to who’ in the communities. In some societies, women/girls respond more openly if the facilitator is a woman. The same applies to boys. Make sure that women and men facilitators are available.
- Dress code: consider carefully what a facilitator should wear and be sensitive to cultural expectations about appropriate clothing for girls and boys.

Tips for how to engage children of different ages

(for additional information refer to Operational Guidance for CFS, Chapter 3):

- If there are sufficient numbers of facilitators, divide children into different age groups and run separate sessions for the age groups in parallel.
- Group children by age and use older children (or pre-screened adolescent volunteers) to help with activities for each group that are age-appropriate.
- Group children so that each group has the same mix of older and younger children together for certain activities.

HANDOUT 4: Tips for managing difficult behaviours

Do's and Don'ts for Supporting Children with Difficult Behaviours

Do	Don't
Be patient	Hold or confront a child in anger or frustration or yell at them
Make eye contact when talking with children about their difficult behaviours and use a calm, reassuring tone of voice	Deliberately provoke an emotional response
Provide opportunities for children to simply laugh and have fun	Force a child to comply with an alternative behaviour (such as by holding them until they complete a task)
Ensure activities are planned in a way that every child has an opportunity to succeed (e.g. do not just play games that only have a 'winner')	Always try to get a child to do something new or improve existing skills (some children find comfort in being able to do familiar skills well)
Ensure activities are appropriate to the child's age and skills	Plan for activities that children cannot participate in due to their age or skill levels
Celebrate and praise successes and good behaviour, even for small things. For example, "When you said thank you to that girl, you showed me how good your manners are."	Use reward systems or prizes for good behaviour or remove things for bad behaviour*
Be honest with children about their situation expressing empathy for the things you cannot change (e.g. "I know it must be hard living with your family in such a small space")	Promise things you cannot provide or follow-up on (e.g. promising a child a better living arrangement). Do not deprive a child of basic necessities like food, water or sleep.
Support an emotionally-charged child to contain their feelings and return to a state of calm (e.g. assisting a child to breathe deeply so they can speak more calmly about what is bothering them)	Hit, poke or threaten a child with harm. Never 'hold down' a child, tie them up, cover their nose or mouth or be physical with them as a way to change behaviour or their emotional state.
Be willing to repeat corrective behaviours. Difficult behaviours do not change quickly, but they can be reduced with repeated interventions.	Expect children to comply or change behaviour after a single intervention or conversation
Be a good role-model (e.g. if we yell at other children this encourages them to yell at each other)	Expect a child to behave differently to the adults they are observing
Implement approaches that include a child with difficult behaviours rather than exclude them. For example, "time-in" techniques as opposed to "time-out"***	Exclude a child from a group activity
Help children identify how they are feeling (e.g. "I can see you are feeling very frustrated right now")	Blame a child for their feelings or behaviours
Reassure children of their safety, which may take many repetitions	Laugh at children's insecurities or fears
Be empathic (e.g. "I can understand how this task might feel scary for you")	Be sarcastic

Do	Don't
Be playful. Children are not adults and do not always respond to simple conversation. They may need to learn through play.	Expect a child to change through conversation alone
Remain curious about children's behaviours (e.g. "I'm wondering why you feel you cannot participate in this activity?")	Interpret a child's misbehaviour as an unwillingness to participate with the group or be involved
Be accepting and non-judgmental (e.g. "It's OK to feel angry about that")	Tell a child their feelings are wrong or inappropriate or that they should not feel a certain
Respect and encourage the child when reflecting an inappropriate behaviour (e.g. "I think you are a very loving boy as I have seen the way you helped your sister to school today, but biting another student is not an appropriate behaviour")	Laugh at a child's misbehaviour or feelings. Never label a child as "bad"
Facilitate activities to promote interaction between children and between adults and children (for example, do not simply expect children to entertain themselves)	Expect children to always play without interaction with others
Listen to what children say and their ideas and if possible, work toward incorporating those ideas into the programme	Ignore or laugh at a child's ideas. Try not to be distracted when a child is sharing something with you
Listen to children when they express their concerns or feelings to you, including if they have had a bad experience	Force a child to talk about, act out, play or draw a bad experience or 'trauma'

* One reason to avoid reward systems is that children with behavioural problems are rarely able to achieve rewards for good behaviour, and may end up feeling "bad" or "not as good as" other children who do receive rewards.

**"Time-out" can refer to any action that aims to remove a child from a situation, such as placing them on a 'naughty chair', sending them out of the space or excluding them from activities. This approach often leads to a child feeling greater guilt or shame, and can result in continued challenging behaviour. "Time-in" refers to encouraging children to be 'closer' to the action but with greater supervision. Say, for example, "I can see this is a difficult task for you, so I'd like you to sit next to me so that I can help you."



HANDOUT 5: Tips for including children with special needs

Impairment	Tips and solutions
<p>Communication: Speech, hearing</p>	<p>Talk to the parents or other members of the child’s family about how he or she prefers to communicate (siblings can tell you a lot about what their preferences or experiences of communicating)</p> <p>Find out:</p> <ul style="list-style-type: none"> • how the child says yes and no, and also ‘don’t know’. • how they ask for basic needs to be met (like going to the bathroom) • what you need to know or do to understand the child. Or if you will need assistance (perhaps from members of the family) <p>Consider making any charts or materials with larger print, or use pictures and symbols</p> <p>Be patient and don’t try to control the situation. Don’t disempower the child. Let them try to communicate in their own way and speed.</p> <p>Make an effort to keep your language simple and clear.</p> <p>When talking with parents, caregivers, and children with disabilities use positive language rather than unintentionally disrespectful language.</p> <p>In communicating with a child with disabilities, look and speak directly to the child. Parents or caregivers can help only when needed.</p> <p>Be flexible and creative with children’s different communication needs. Some children may use body movements, gestures, and facials expressions as their primary means of communicating</p> <p>Be prepared to help children with disabilities with reading the activity instructions, turning pages, or marking responses to questions.</p> <p>Recognize some children will need more assistance and time than others.</p> <p>Don’t assume that if a child doesn’t speak that they don’t have a lot to say!</p> <p>Don’t pretend to understand the child. Don’t be embarrassed when you don’t understand what the child is trying to say. Keep trying until you get it right.</p>
<p>Visual</p>	<p>Allow the child to be in a position where s/he can see and hear best</p> <p>Identify yourself before speaking for the benefit of the children with visual difficulties. For example, ‘It’s Maria’ or ‘My name is...’</p> <p>Use large print, large, clear writing on flip charts or posters</p> <p>Read out instructions</p> <p>Clearly describe what is on a visual aid or poster being used in an activity</p> <p>Try to reduce background noise and avoid distraction from other sounds</p> <p>Allow the children to feel visual aids if they cannot see them</p>

Intellectual	<p>Many of the same tips above apply to children with intellectual impairments</p> <p>It is important to create an inclusive environment - having an 'able bodied' buddy or friend to help support children with both intellectual and physical impairments really helps those children to feel included and get the support they need.</p>
Physical	<p>Ensure that the CFS structure is accessible for children with physical impairments – doors, stairs, bathrooms, table height and seating, etc.</p> <p>Think about how the materials for activities are laid out for easy access</p> <p>Consider safe and neutral locations - those which do not have a history of discrimination against children with disability.</p>

DRAFT

HANDOUT 6: Responding To Distress⁴

Here are some suggested steps to take if a child becomes distressed during a child participation activity:

- If a child shows signs of distress, the facilitator should gently ask the child if they want to leave the activity without making a public scene.
- If they choose to do so, the facilitator should then ensure that the child feels safe and secure (which may or may not involve removing them from the setting), helping the child to calm down using calming techniques, listening carefully to the child's concerns, and then addressing their concern in an appropriate manner. For example, if a child is distressed because another child in the group is harassing them, the facilitator should take culturally and contextually appropriate measures to ensure the child stops the harassment.
- However, if the matter is more serious and the child is distressed due to abuse within the home for example, the facilitator should reassure the child that supportive adults are here to assist them, and take appropriate action to report the case and ensure the child's safety. The facilitator would follow the step-by-step plan developed by the team prior to the activity.

A skilled facilitator may be able to make the discussion a beneficial opportunity for the child to express his or her feelings and be heard by a responsible adult, or even just express natural human emotion. Children also might find comfort in knowing that their experiences and perspectives are considered valuable and that they have important information that the facilitator respects and values highly. However, this should not be attempted by facilitators without extensive skill and experience working with children and knowledge of child protection issues.

Responding to abuse or other risk of harm

Here are some suggested steps to take if a facilitator suspects that a child is being abused:

- react calmly
- reassure the child that they were right to tell, but do not promise confidentiality, as the facilitator will need to tell others
- take what they say seriously, even if it involves someone that the facilitator is sure would not harm a child
- avoid asking leading questions (for example, say "Do you feel comfortable telling me what happened next?" Do not say, "Did he touch your leg?"). Try to get a clear understanding of what the child is saying.
- report the incident to the appropriate person on the CFS team, as agreed upon in the step-by-step plan.

⁴ WORLD VISION'S GUIDE FOR PREVENTING AND RESPONDING TO DISTRESS IN ALL CHILD PARTICIPATION ACTIVITIES, 2012

HANDOUT 7: Disruptive behaviour child profiles

1. You are a 14 year old child. You act bored or disinterested. You yawn and doodle on a piece of paper. You ignore the activity and respond disrespectfully to the facilitator. You want to make friends but you are shy and also have problems at home which distract you.
 2. You are a 10 year old child. You distract other children by either chewing loudly, or tapping a pen or playing with something he has brought into the CFS. You don't mean to be causing problems. You are just unaware of how your behavior affects other children and the activity.
 3. You are a 7 year old child who seeks attention from other children. You try to get others to look at you or make them laugh, or talk when the facilitator turns their back. You are cheeky and want to be liked.
 4. You are a 10 year old child with a lot of energy and can't control it during the CFS activities. You are always eager to participate and put your hand up for every question, or speak out of turn over other children. You can't keep still and you wander around the CFS even during the structured activities. You want to please the facilitator but s/he seems to be frustrated with you.
- Why do you think the child is behaving this way?
 - What could you do to manage the situation?

HANDOUT 8: Distressed children profiles

5. You are a 14 year old child. You respond aggressively or angrily when anyone asks you to be involved or do anything to help in the CFS. You are struggling with the change in your life and the loss of your father.
 6. You are a 10 year old child. You are worried that bad things could happen and find it difficult to enjoy the activities in the CFS. You are jumpy and scared and react to sudden movement or noise. You need reassurance and support and the feeling that things will be safe and turn out ok.
 7. You are a 7 year old child who sits quietly and doesn't respond to anything or anyone. You appear to be withdrawn and sad. One of your parent's friends repeatedly touches you in ways that makes you uncomfortable and told you not to tell anyone. Because of this, you feel alert when anyone tries to come close to you or touch you even those are friendly gestures. You really want someone to know, but feel ashamed and scared. You want it to stop.
 8. You are a 10 year old child who finds it hard to control your emotions. You cry a lot, and seem depressed or sad. You feel fearful about taking part in activities, and are worried that you will fail or do something that makes you feel embarrassed.
- Why do you think the child is behaving this way?
 - What could you do to manage the situation?

HANDOUT 9: Tips for conducting surveys with children

- Allocate a sufficient amount of time to introduce the process to children and to explain why it is being done.
- Make sure the children are able to read and write at a level that enables them to understand and complete the questionnaire on their own.
- If a child has difficulties reading and writing, the facilitator's support will be required to read the questions to the child and fill in his/her answers.
- Tell children that if they don't want to answer any of the questions, they may leave it blank.
- Emphasize that the questionnaire is about their opinion and how they personally feel – so, there are no such things as wrong answers.
- We recommend that you screen the completed questionnaires to make sure there are no major gaps, big portions of missing data or multiple responses to a single question. In such situations, you may ask the child to clarify his/her choices.
- You will need to get consent of parents or caregivers in advance of the survey. This is both an ethical requirement and a way to inform and address any fears parents or caregivers may have.

HANDOUT 10: Monitoring questionnaire for children 5- 14 years old and 15-18 self-administered.

Only for the person who manage the data:

- a) Location _____
- b) Questionnaire. Nr. _____
- c) Name of person who manages the data _____
- d) Date _____

Demographics:

D1. Name of childan: _____

D2. Gender: Male Female

D3. Age: _____

D4. Nationality (choose all those you think you belong to):

X X Other (Please specify) _____

D5. Do you go to school? YES NO

D6. If yes, what grade: _____

D7. Do you Work ? YES NO

D8. If yes, what: _____

D7. Are you attending activities by _____ ? YES NO

D8. If yes, which Shift? _____

D9. When did you start attending _____ activities? _____

Guidance: For children 5- 8 years old this questionnaire should be facilitated by operation staff. For children 9-17 years this questionnaire can be self administered.

Any information shared here is kept confidential and used only to inform the programme. Anonimity and Confidentiality will be respected.

*Note*** Before starting, make sure the child is again clear what discussion you will have togheter and be open. Remind children to answer the questions based on their experience during the past month. If you do not have any answer, please let it empty.*

1) From the list, name the following emotions (PSS Theme 2)

How do you feel today? List: Happy, content, sad, angry, surprised



1 a. _____ 1 b. _____ 1 c. _____ 1 d. _____

2) Choose two things you do to calm yourself when you are upset or angry (PSS Theme 2 & 3)

- Breathe deeply
- I cry
- I keep quiet
- I shout out loud
- I run and get all the energy out
- I close my eyes and stretch my muscles
- I express my feelings to someone I trust
- I beat the person who made me angry
- I break stuff at the house
- No answer

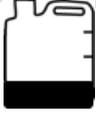
Note: Encourage them to mention at least 2 things/techniques they do to calm themselves or overcome. If no answers, note it.

3) What do you do when one of your friends is feeling upset, scared, angry or ill? (PSS Theme 2,3&5)

- Take a deep breath
- Walk together in nature and draw
- Listen carefully to their feelings
- All of the above
- None of the above
- I do not do anything
- I do other things: (make a note)

The below questions/statements, are about your general feelings and behavior. For each one you will need to state how much you have experienced it IN THE LAST MONTH, including today.

To decide how much you have experienced each feeling or behavior, think of yourself as a jerry can. The more water there is in the jerry can, the more you have experienced this feeling or behavior:

	 Never	 Rarely	 Most of the times	 Always
4) I find it difficult to make new friends <i>(PSS Theme 1 & 5)</i>				
4.1 What is the hardest thing about making friends? _____				
	 Never	 Rarely	 Most of the times	 Always
5) I treat others with respect <i>(PSS Theme 5)</i>				
6) I have people in my life who value and appreciate me <i>(PSS Theme 4)</i>				
6.1 What are some of the ways you feel valued? _____				
	 Never	 Rarely	 Most of the times	 Always
7) I am able to have positive feelings				
8) I am able to feel happy/cheerful				
9) I am able to sleep well				
10) I am able to concentrate on tasks or instructions				
11) There are family members who will be there for me if I need help or if I have any questions. <i>(PSS Theme 4)</i>				
12) I have a friend that I trust and go to for help or share what my problems with. <i>(PSS Theme 4&5)</i>				

13) I am able to care for others <i>(PSS Theme 5)</i>				
14) What can you do if someone tries to hurt you or is making you feel unsafe? <i>(PSS Theme 6)</i>				
	 Never	 Rarely	 Most of the times	 Always
15) I know where to ask for help if someone is treating me in ways that I do not want. <i>(PSS Theme 6)</i>				
16) I have someone that I look up to. Someone I want to be like when I grow up. <i>(PSS Theme 7)</i>				

Note to the interviewer/ facilitators: the below questions are to be asked during the post survey only.

17) List 2 of your favourite activities at the CFS

18) What was your least favourite activity at the CFS?

19) What one thing would you change about the CFS and its activities?

HANDOUT 11: Psychosocial Well-being – Caregiver Interview⁵

Instruction

1. Upon registration in the CFS or at any other suitable moment, seek permission to talk to the caregiver for 30 minutes. Interview as many caregivers as you can, depending on time and resources. Keep track on the age of the caregivers' child/children who is attending the CFS.

2. Explain the purpose of the interview (see instruction on the next page)

3. Start with the questions. They cover five areas of child psychosocial well-being:

1. **Emotions, thoughts and feelings:** levels of anxiety, calmness and feeling safe.

2. **Relationships with caregivers:** positive child-caregiver interactions, functioning at home, family connectedness, positive contribution to household responsibilities.

3. **Self-esteem:** increased sense of self-esteem, confidence and expression.

4. **Social relations:** positive social values and behaviours with peers and non-family adults, reciprocated social and community support.

5. **Problem solving:** increased problem solving skills, self-regulation, risk reduction behaviours, age appropriate autonomy, initiative, sense of hope and outlook to the future.

When a response describes a negative behaviour or concern, please ask if this is something that changed recently and try to understand what might have caused it. Summarise the caregivers' answers into the template. Store all information safely and confidentially.

4. The information gathered from this questionnaire will be analysed together with the information from surveys, observations and group discussions with the caregivers. It both helps us to understand the psychosocial wellbeing of the children and to plan the CFS activities according to the needs.

⁵ Adapted from PLAN International Caregiver Interview protocol on children's psychosocial well-being



Purpose of this interview:

XXXXXXXX is currently organising activities in this community centre to provide children and families with opportunities to play, learn new things, meet new people and to talk about the issues that are important to children and parents.

We would like to ask the parents some questions about their children, to understand better what we should be doing in this centre and make sure the activities meet the needs. This is not a test and anything you say will be kept confidential. There is no “right” or “wrong” in the answers. They are only based on your individual view.

If ok with you, we would also like to talk to you again in a few months’ time. This is to see if something has changed and again to follow-up, to make sure that we are doing the right things here in the centre.

Name :

Location:

Name of the person doing the interview:

Date:

Age and sex of the caregivers’ child(ren):.....

Nationality:

Data collected for _____ baseline (pre-test) OR _____ final evaluation (post-test)





Well-being Indicator	Questions	Pre-test	Post-test
1	<p>Emotions, thoughts and feelings</p> <p>A- How would you describe the general mood of your child?</p> <p>B- Does your child display any behavior that worries or concerns you?</p> <p>C- When or where does your child feel safe?</p> <p>D- When or where does your child not feel safe?</p> <p>E- What does your child do when s/he does not feel good/happy?</p> <p>F- What does your child not like to do? How can you tell?</p>		
2	<p>Relationships with caregivers</p> <p>A- How would you describe your child when interacting with you as a caregiver?</p> <p>B- In what situations does your child ask for your help?</p> <p>C- How does your child help at home?</p>		



<p>3</p>	<p>Self-esteem</p> <p>A- What activities/games/plays make your child proud of him/herself?</p> <p>B- Is your child comfortable in expressing him/herself in front of others?</p> <p>C- Which role is he or she taking in a group? Has this changed recently?</p> <p>D- Does your child sometimes take the lead in an activity?</p> <p>E- Does your child know what s/he is capable (does s/he know own strengths)?</p>		
<p>4</p>	<p>Social relations</p> <p>A- How does your child feel about being in this community?</p> <p>B- Does he or she have friends here?</p> <p>C- What do they do and where do they spend time?</p> <p>D- Who else is important to your child in the community? Who does he/she ask for help?</p> <p>E- How is his/her relation with teacher in school?</p> <p>F- How is his/her relation with class mates?</p> <p>G- What type of support does your child receive from people around him/her?</p>		

<p>5</p>	<p>Problem Solving and Positive Outlook</p> <p>A- How does your child solve any problem that he/she faces alone?</p> <p>B- How does your child solve problems with friends or other children?</p> <p>C- Can your child independently carry out tasks that are expected of him/her? (such as getting dressed, going to the shop, making home work, etc.)</p> <p>D- Does your child take own initiative in undertaking activities?</p> <p>E- Does your child require any extra support or supervision during play activities?</p> <p>F- Does your child express his/her future hopes, goals or ambitions?</p>		
<p>Only for post evaluation</p>	<p>A - Have you noticed a difference in your child's mood and behaviour since he/she started to attend activities in the community centre? If so, what are they? What do you think are the reasons for this?</p> <p>B - What does your child do now that he/she did not do before the CFS opened?</p>		

HANDOUT 12: Psychosocial Well-being Observation Tool⁶

Instruction

Think about what you have observed among children (age 5-17) in the community centre / Child Friendly Space over the past week.

Rank each question:

- 1 = Not at all
- 2 = Rarely
- 3 = Sometimes
- 4 = Often
- 5 = Always

This is not a test. The information is to monitor the quality of the services at the Child Friendly Space and information will be followed up by staff on a regular basis. Each question links to the specific psychosocial wellbeing indicators as follow:

Children showing...

1. increased playfulness and expression
2. improved quality of their relationships with caregivers
3. improved sense of self-esteem and confidence
4. a greater sense of belonging to their social environment and improved peer relations
5. having learnt new skills and knowledge, including problem solving skills

It is suggested quantitative information can be collected on a weekly basis while qualitative data can be captured in more detail in every month. These indicators are in turn linked to the key objectives of Child Friendly Spaces to create a safe space where children can **play, learn, socialise, and express themselves.**

⁶ Adapted from PLAN International's psychosocial well-being observation tool

Name of observer:	Location:	Date:			
Age group of children:	Total number of children:	Girls:	Boys:		
Ind.	Questions	Ranking			
		Week 1	Week 2	Week 3	Week 4
1, 4	Rank the general mood of the children in the CFS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1, 4	The children take initiative to play together.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2, 3	The children's ability to express themselves in front of others.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2, 3	The children show pride over themselves and/or what they have achieved in the centre.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2, 3	Both children and adults listen to others and respect each other's opinion.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3, 5	The children communicate with each other (verbal, corporal) in a friendly and positive manner.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3, 5	The children are able to solve disputes between each other	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3, 5	The children support each other (sharing, comforting, including each other in games etc.).	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	The children express positive feelings about the community centre and its role in the community.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	The children actively participated in the activities.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1, 5	The children learnt new skills, including life skills, health etc.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
1, 5	The children solved problems in the CFS.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Ind.	Questions	Observations and reflections			
		1st month	2nd month	3rd month	4th month
1, 4	What is the general mood of the children in the CFS?				
1, 4	Are the children taking initiatives to play?				
2, 3	How do the children express/present themselves in front of others?				
2, 3	Do the children show pride over themselves and/or what they have achieved in the centre? How?				
2, 3	Are children and adults listening to others and respect each other's opinion?				
3, 5	How do the children communicate with each other (verbal, corporal)?				
3, 5	How do the children solve disputes between each other?				

3, 5	How do the children support each other (sharing, comforting, including each other in games etc.)?				
4	What do the children tell you about the community centre and its role in the community?				
4	Are the children actively participating in the activities?				
1, 5	Are the children learning new skills, including life skills, health etc.? How can you tell?				
1,5	How do the children solve problems, if they feel sad/upset or between each other?				
	Has anything else been noted that is of relevance for the psychosocial wellbeing of the children?				

Session 12.1 Group I: Psychosocial Well-being – Survey with children

Brief introduction to the tool for participants

The Psychosocial Well-being survey is a simple survey tool that measures, specific skills, knowledge and behaviours related to the psychosocial well-being and resilience of children in CFS.

The survey is done before you start the CFS activities. Then halfway through the CFS operation schedule to repeat the survey with the same children and apply the tool again at the end of the intervention.

The survey should be administered by the facilitator for children aged 6 to 8 years old, or for children needing special assistance. For children between the ages of 9 – 17 the tool can be self-administered (make sure children can read and understand the questions and write their responses). There are two versions of the survey designed for younger and older children. Use questions 17-19 only at the mid-term or at the end of the CFS intervention.

The facilitators can conduct interviews with children and fill in the questionnaire using paper forms, or if possible, this can be done on tablets, which will make the process faster and easier to administer and analyse.

Various approaches for data analysis can be applied, including excel data analysis (see an example attached). Whatever approach to data analysis is selected, make sure that reflections on the analysis are done to support making ongoing improvements in the work of the CFS.

HANDOUT 10: Use the questionnaire in Handout 10 here

PREPARE: Your task is to act as children and try to do the ‘mid-term review’ using the self-assessment survey tool.

Make sure you each have a copy of the self-assessment survey questionnaire for children. Decide if you want to act as a boy or a girl, what age, etc... You could think of a specific child that you know in your family or community. Based on your choice fill in the demographic part of the questionnaire, then continue to the main part, answering all the questions.

OBSERVE: During the self-assessment simulation practice take notes on how helpful they found the tool for learning about children’s psychological well-being.

REFLECT: After you all finish filling in the survey prepare your presentation for the group. Capture ideas and tips on how best to administer this kind of psychosocial well-being survey tool with CFS children.

Prepare a short presentation to the other groups describing the tool; ***how data is collected; what could the data be used for, and your reflections/questions about how to use this tool.***

NOTE: Review the tips for facilitators to consider while conducting this survey with children (Handout 9)

OPTIONAL - RECORD: On a prepared sample analysis excel spreadsheet to show how the answers can be summarized for analysis. A pre-prepared analysis graphs can be used to demonstrate how the participants can summarize and do the analysis of the information generated.

Session 12.1 Group 2: Caregiver Interview instructions

Brief introduction to the tool for participants

Parents and caregivers can also provide important information about how CFS activities make a difference to their children's psychosocial well-being. The Caregiver Interview Tool can provide the facilitator with helpful information about the child at the start of the project. Then it is administered at the end of the CFS intervention to explore changes in the child's psychosocial well-being from the caregivers' point of view. If time and resources allow, it would be beneficial to meet the caregivers for mid-term interview as well. This is to see how situation is changing from caregiver's perspective and again to follow-up, to monitor the progress in children and make sure that we are doing the right things in the CFS. Conducting these caregiver interviews above all is an important step specifically for encouraging caregivers' active engagement and contribution to supporting psychosocial well-being of their children.

Upon registration in the CFS or at any other suitable moment, seek permission to talk to the caregiver for 30 minutes. Interview as many caregivers as you can, depending on time and resources. If you choose to conduct interviews at any other time and not upon registration, you may also consider to do a sampling to select caregivers for the interviews.

Sampling example: Try to engage at least with 30% of the caregivers. Select the caregivers randomly using the list of CFS children – CFS children's database. The step for CFS children's database = Total # of CFS children / 30% (for example if there are 60 CFS children, $\text{step} = 60 / 30\% = 2$). Thus, every 2nd child's caregiver will be selected)

Use the recommended tool for the caregiver interview. It provides guidance on how to approach the caregiver. Similarly to children's surveys the caregiver interviews can be administered using paper forms or on tablets. Make sure the data gathered through interviews is analysed and reflected upon. Use the findings to adjust your work with children in CFS.

HANDOUT 11: Use the questionnaire in Handout 11 here

PREPARE: Divide participants into two groups, through asking each participant to count off from 1 to 2. "1" will be the "caregivers" and the "2" will be 'facilitators' interviewing the caregivers.

Make sure that each person has a copy of the caregiver survey, and take about 5 minutes to review the instructions and content. Those playing the role of 'facilitators' will need to get prepared to conduct the interview with the 'caregivers'.

OBSERVE: as the pairs go to the interviewing process, remember that after the interview you will be sharing back your experiences to the whole group.

REFLECT: After you finish the interviews questionnaire discuss your experience as a group, and prepare your presentation. Prepare a short presentation to the other groups describing the tool; how data is collected; what could the data be used for, and your reflections/questions about how to use this tool.

Session 12.1 Group 3: Observation Tool instructions

Brief introduction to the tool for participants

To monitor the behaviour and attitudes of children as a group, facilitators can also conduct structured observation on a weekly or monthly basis. The suggested observation tool is designed to be used to observe the work with children between 5 and 17 years old.

Through this process facilitators are encouraged to allocate time to think and reflect about what they have observed among children in CFS over the past week/month. The observation tool captures both quantitative and qualitative information. The facilitators can also use this information to organize regular reflection meetings among the CFS staff to share their observations and follow-up on emerging issues and trends. Summarizing regular observation results at the program evaluation point will allow to add to the data to triangulate and see the progression of PSS well-being of children in CFS.

HANDOUT 13: Use the questionnaires in Handout 13 here

PREPARE: Make sure that everyone receives a copy of the Observation Tool. Take at least 5 minutes to read through the tool. Your task is to use this tool to assess the psychosocial well-being of the workshop participants over the past 2 days. Think back to the exercises and group work done during these two days, interactions of participants with each other and overall dynamic of the group, and use the tool to summarize your observations.

REFLECT: Spend 10 minutes working through the tool. You can do this in pairs. When you finish, come together as a group.

Prepare a short presentation to the other groups describing the tool; how data is collected; what could the data be used for, and your reflections/questions about how to use this tool.

RECORD: You may consider using the results of this exercise as a form of evaluation for the 2-day workshop, as it may summarize the overall observations, remarks and recommendations of the participants.

Annex 2: Training Evaluation Form - Facilitating Child Friendly Spaces

1. Please rate the following points:

ITEMS	Poor	Fair	Good	Excellent
The overall training				
Content				
Methods used/training processes and facilitation				
Interaction between trainer(s) and trainees				

2. What did you like most about this training?

3. What has not been so good about this training? What could be changed in the CFS training agenda?

What are the most useful things you have learned from being in this training?

What will you do differently as a result of what you learned in this training?

How confident you feel after the training to facilitate CFS activities?

Not confident at all

Very confident

1 2 3 4 5 6 7 8 9 10

7. What questions or suggestions you have for the training facilitators?