

CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS



INTRODUCTORY
TRAINING WORKBOOK

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

UN Convention on the
Rights of the Child (1989)

“ **Every child has the right to rest and**
leisure, to engage in *play* **and**
recreational activities appropriate to the
age of the child and to participate freely in
cultural life **and the** *arts.* ”

UN Convention on the
Rights of the Child (1989)

Children´s well-being flower



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

CASE STUDIES

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

CFS in an urban town

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

CFS in a reception centre

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

CFS in a flooded village

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

Template for your own case study

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

Getting ready for a CFS

Go back to the case you were just working on.

- If on your own take ten minutes to answer the below six questions.
- If with a group, take around 15 to 20 minutes to answer the below questions. Groups need more time as they likely have more ideas to discuss.

1. Why would children come to the CFS in your case?
2. How are they affected? Would everybody be affected in the same way? How are they coping?
3. What are their immediate needs?
4. What are the needs of their caregivers?
5. How will you conduct the assessment?
6. Who will you talk to in order to assess needs?

Practising getting informed consent

- If on your own – Note down what you do differently. Next, practice asking for informed consent as if sitting with someone.
- If in a group - discuss what was missing and what you would do differently. Next, practice asking for informed consent in pairs and discuss what went well and if anything could be improved.

Assessment questions for children

1. What do girls and boys do now during the day?
2. What did girls and boys do before the conflict/disaster/crisis ?
3. Are there any places where you or other children feel safe or good?
4. Are there any places where you or other children feel unsafe or not good?
5. Is there anyone children can talk to if they have a problem?
6. What can children do to feel better or feel good?
7. What do children need to learn or change so they can feel better or good?

MY MAIN LEARNINGS FROM SESSION ONE & PREPARING FOR SESSION TWO

- Note down your immediate three main takeaways from session one in the space below.
- If in a group, also conduct a round of the main takeaways from session one.

Preparing for session two

- Take a look at the CFS Activity Cards to get familiar with these. Try out the instructions with others before session two.
- Read the IFRC safeguarding policy before the next session. Answer the questions in the notebook.
 - Have you been trained in the IFRC Safeguarding Policy in your National Society?
 - Do you know how to report should there be any concerns about a child in the CFS?
 - What are the main points in the policy?

MY MAIN LEARNINGS FROM SESSION TWO & PREPARING FOR SESSION THREE

- If on your own - note down the main take away of this session in the workbook.
- If in a group - first note down the main take away in the workbook, and then do a round sharing your takeaways with the group.

Preparing for session three, Including local games and activities

- Make a list of local games, songs, dances, and other activities to get an idea of how include such elements in the CFS.

CFS Monitoring Quality Standards Checklist

Name of CFS:

Date Assessed:

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



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