



QUALITY STANDARDS CHECKLIST FOR THE ESTABLISHMENT AND OPERATION OF CHILD FRIENDLY SPACES

The Quality Standard Checklists are intended to provide simple guidance on minimum standards for conducting the activity covered. They include questions to check that every stage of the process has been completed properly – from inclusion in the proposal, to budgeting, implementation and M&E. Ideally, the checklist would be read and used by Country Programme staff from start to finish, but it is also possible to use only selected sections as needed.

Introduction

1.1 What is a CFS?

Child Friendly Spaces (CFS) are dedicated safe, protected and supervised spaces where children are able to come together to participate in organised activities that enable them to learn, play and socialise. Activities offered in a CFS are relevant to the needs identified in a specific context, but in general aim to support children's learning and wellbeing whilst also offering a safe and protective environment and a sense of normality and routine. A CFS may also provide life-saving/life-sustaining information such as health, nutrition and psychosocial support. A CFS can serve all children of a variety of age ranges or a specific age range or vulnerable group, depending on the context. CFSs are important both during and after an emergency or crisis and can support the recovery process.

1.2 Who is this Checklist for?

This checklist was developed for PIN's Project and Programme Managers:

- **When preparing new proposals:** they are able to check the quality of the narrative regarding CFS and that everything is correctly budgeted for;
- **When in the field:** they are able to conduct thorough observations of CFSs and are able to provide feedback that can be used to improve quality of programming (this section can also be translated into the local language and given to Field Officers or government counterparts);
- **When reviewing project implementation and monitoring plans:** they are able to work with the M&E unit and Heads of Programmes to track progress towards reaching the projects behavioural change objectives.

1.3 Example text for proposals:

Child Friendly Spaces (CFS) provide a protective environment in which children can be protected from physical harm and psychological distress, whilst also providing them with the opportunity to develop, learn, play and build/strengthen resilience both during and after an emergency. CFS also provide the opportunity to identify and respond to particular threats to children, particularly those with specific vulnerabilities, during and after an emergency or crisis.

The project will establish/strengthen CFS in order to *[select the suitable rationale that PIN will follow in the specific project]:*

- Provide a structured environment through which a sense of routine and normalcy can be established for children, parents and communities
- Support children to build on their natural coping mechanisms
- Provide opportunities for learning and cognitive development (minimizing the disruption to learning often created by an emergency)



- Provide opportunities for children to socialise and interact with other children in a safe space
- Provide psychosocial support to children in a protective and safe environment
- Support children to build vital skills and competencies including a basic development of self-esteem and sense of security
- Identify specific threats to children and develop responses to address these threats. Children at risk may include:
 - Children separated from, or at risk of being separated from, their primary care-givers
 - Children with disabilities
 - Marginalised children with no or limited access to support networks or basic service provision
 - Children who do not participate in play-based activities or show psychological distress
 - Child-headed households, young mothers, pregnant youth, children engaged in or at risk of child marriage, children caring for other children or family members
 - Children at risk of recruitment into armed groups or those previously involved in armed groups
 - Children engaged in, or at risk of, child labour
 - Children subject to or at risk of physical harm, sexual exploitation or gender-based violence
- Provide life-saving information and skills to children, parents and community members. These may be related to, but are not limited to the following: health, nutrition, emergency preparedness, disaster risk reduction, mine risk education
- Proactively engage children in the design and planning of activities that will ultimately benefit them
- Provide an opportunity for parents, caregivers and community members to engage in children's learning and wellbeing and proactively contribute to the development of ideas and approaches to supporting children

Activities offered in the CFS will include please specify type of activity and purpose of activity. *(Activities may include interventions such as: basic literacy and numeracy; catch-up-classes (for children who have been out of school for up to one year); remedial classes (for in-school children who are falling behind on their education); accelerated learning programme (for children who have been out of school for more than one year); self-learning support (i.e. homework clubs); structured psychosocial support (PSS) activities; social emotional learning (SEL) activities; recreational activities such as art, sport, theatre; parent workshops; life-skills sessions; life-saving information sessions (such as health, nutrition, hygiene, mine risk education, emergency preparedness etc).* Regular activities will be provided to age and gender appropriate groups of 20-25 children for a period of x months with a frequency of at least x-times per week. *Ideally, CFS should be open throughout the school day, and in evenings and weekends where possible, in order to provide as much support to children and communities as possible.*

PIN provides incentives for CFS managers and/or facilitators only if neither the government nor the local community are able to cover these costs. If this is the case, then include following statement in the proposal: The project will provide incentives for CFS managers and/or facilitators adequate to the local needs and salary levels and in compliance with Education or Protection Cluster or Ministry of Education *(select the relevant one)* guidance and standards.

CFS will be established in communities selected based on the following criteria please specify *(e.g. % of IDPs in the community, severely affected by conflict, overcrowded school with large class size, no support provided by other stakeholders, etc.)*. Children will be selected in line with the vulnerability criteria including please specify based on your needs assessment data, *e.g. age group, gender/ethnic/displacement status composition.*

YES NO N/A



PROPOSAL WRITING			
1	Is it clearly justified why CFS is needed and what we want to achieve?	Y	N N/A
2	Is the process for the identification of CFS clearly described, including the selection criteria for beneficiaries and facilitators?	Y	N N/A
3	Is the description of activities to be held in the CFS clear, indicating a justification/rationale for each activity based on a needs assessment?	Y	N N/A
4	Is the duration and frequency of CFS activities clearly described? I.e. how often (how many times per week) will individual children have access to CFS activities and what will be the overall duration of the activities provided (number of months).	Y	N N/A
5	Is it stated how the CFS managers and facilitators will be selected, remunerated and trained? Including details on selection criteria, training content and duration, incentives, etc.	Y	N N/A
6	Has an exit strategy or handover plan been incorporated into project design?	Y	N N/A
BUDGET PREPARATION			
1	Are the costs for the establishment of CFS clearly laid out and based on needs and have they considered the market costs of local materials and/or the need for transporting goods from external suppliers? <i>This includes:</i> i) <i>type of facility (i.e. construction/rehabilitaiton needs, tented space)</i> ii) <i>number of beneficiaries (children, teachers/facilitators, centre managers, administration staff, support staff such as cleaners, guards, child-care personnel)</i> iii) <i>number of classes/frequency of activities and curriculum revision, if required</i> iv) <i>learning and recreational materials</i> v) <i>translation</i> vi) <i>first aid, safety and cleaning materials</i>	Y	N N/A
2	Is the number of CFS managers and facilitators required based on a calculation of total number of target children, number of groups (20-25 children per group), number of schools, duration and frequency of activities?	Y	N N/A
3	Have required expertise been taken into consideration in budgeting for project/CFS staff (i.e. persons with education qualifications, PSS professionals, health professionals, mine risk awareness, experienced trainers, construction/rehabilitation engineers etc)?	Y	N N/A
4	Have an adequate number of educational, PSS and/or recreation kits been budgeted based on number of CFSs and target children? <i>One UNICEF recreation kit should serve 90 children and one UNICEF school-in-a-box kit 1 teacher and 40 pupils.</i>	Y	N N/A
5	If provided, are incentives for CFS managers and facilitators in line with Education Cluster/MoE guidelines?	Y	N N/A
ACTIVITY PREPARATION AND IMPLEMENTATION			
<i>This section can be printed out and used for CFS observation and giving feedback to PIN education field officers or education project managers.</i>			
PREPARATION			
1 Assessment and Coordination			
1a	Has the target area been identified and selected based on an in-depth, transparent needs assessment and needs-based beneficiary selection criteria?	Y	N N/A
1b	Did the needs assessment include the identification of psychosocial and protection issues?	Y	N N/A



1c	Have other actors operating in the area (including local education authorities and community leaders) been engaged in the needs assessment process and has a plan been put in place to coordinate with these actors?	Y	N	N/A
1d	Were all the parents and caregivers of school-aged children in the community informed about the CFS activities, invited to send their children?	Y	N	N/A
1e	Have all parents/caregivers signed a consent form (a) allowing their children to participate in activities and (b) allowing the use of pictures and video by PIN (if no, have those not giving consent, been noted to ensure photos are not used)?			
2	Site Selection			
2a	Has the CFS location been selected together with the community (including, where relevant, agreements with land/building owners and local authorities)?	Y	N	N/A
2b	Is the CFS location safe and conducive for group activities with children? <i>Consider: accessibility for all children; safety from attack; safety of access routes; distance from dangers to children's safety/health (such as military bases, still open water sources etc)</i>	Y	N	N/A
2c	Is the CFS close to existing potable water sources and are there adequate male and female toilet and handwashing facilities available? If not, are these budgeted for?	Y	N	N/A
3	Space Requirements			
3a	Is there CFS space safe and suitable for group activities with children? <i>Consider: structural safety (note that structures must be assessed by a civil engineer); adequate space (both inside and outside); adequate furniture; not too hot/cold; clean of all hazards and rubbish; accessible for persons with disabilities; equipped with gender separated WASH facilitates, etc.</i>	Y	N	N/A
3b	Does the CFS have a secure storage area to keep materials/equipment safe? If not, is a guard available to ensure safety of materials/equipment?	Y	N	N/A
4	Safety Standards			
	Has the CFS been marked and secured to indicate that it is a space for children? <i>NB: this is only relevant if doing this does NOT put children at risk. This may involve, if appropriate and safe to do so, providing GPS coordinates of the CFS to the relevant authorities/both sides of the conflict together with a letter indicating the neutrality of the space</i>	Y	N	N/A
	Have CFS staff been trained/briefed on relevant health/safety standards and procedures? <i>This includes: First Aid training; hygiene training; Emergency Preparedness training; a clear briefing for all children, CFS staff and other stakeholders on emergency procedures; the display of emergency procedures somewhere that is visible for all; the display of 'no guns' policy/sign for all those entering the CFS</i>	Y	N	N/A
5	Equipment and Materials			
5a	Were the learning materials, teaching materials, recreation kits and other supplies selected based on context specific needs and considerations? <i>This includes: consideration for culturally specific forms of learning/traditional materials and toys; materials that appeal to both boys and girls and are appropriate for relevant age groups and children with disabilities and/or language differences; materials that are easy to restock; no sharp objects included in kits; sourced from a reliable source</i>	Y	N	N/A
5a	Were the learning materials, teaching materials, recreation kits and other supplies provided in adequate quantity to the number of children and CFS managers/facilitators?	Y	N	N/A
6	Staffing			
6a	Have the CFS managers and facilitators been selected through a transparent and open selection process based on an established criteria?	Y	N	N/A



6b	Have the CFS managers and facilitators been selected with respect to the composition of target children and in an inclusive manner? <i>Consider: male-to-female ratio, ethnic/religious/language groups, displacement status etc</i>	Y	N	N/A
6c	Are there an adequate number of CFS staff according to the number of target children? <i>As a general rule:</i> <i>children under 2 years old (y/o) – 1 child : 1 adult care-giver</i> <i>children between 2-4y/o – 15 children : 2 adult care-givers</i> <i>children between 5-9y/o – 20 children : 2 adult care-givers</i> <i>children between 10-12y/o – 25 children : 2 adult care-givers</i> <i>children between 13-18 – 30 children : 2 adult care-givers</i>	Y	N	N/A
6d	Did all the CFS managers and facilitators successfully complete PIN training for managers/facilitators?	Y	N	N/A
6e	Have all the CFS managers and facilitators been briefed on and signed a Code of Conduct?	Y	N	N/A
6f	Was an awareness session organized for parents and children on Code of Conduct for CFS staff and complaint response mechanism (CRM)? (incl. child-friendly version of the CoC)	Y	N	N/A
7	Planning	Y	N	N/A
7a	Did the local authority and/or CFS manager sign an MoU with PIN detailing the roles and responsibilities of both parties in establishing and operating a CFS?	Y	N	N/A
7b	Have the CFS activities been planned for a minimum period of 1 semester (4-5 months) with a frequency at least 3-times per week?	Y	N	N/A
IMPLEMENTATION				
8	Is the environment suitable for children (consider safety, cleanliness, child-friendly design/decoration, presence of visual and audio aids)?	Y	N	N/A
9	Are group size in CFSs smaller than 30 children? <i>Ideally 20-25 children per group.</i>	Y	N	N/A
10	Is the group composition gender and age appropriate? <i>Groups contain children of similar age and if contextually required also of the same sex.</i>	Y	N	N/A
11	Are positive discipline practices used throughout CFS activities/sessions? <i>I.e. no corporal punishment, no shouting, positive reinforcement of rules, etc.</i>	Y	N	N/A
12	Does the CFS facilitator engage all children and pay attention to the needs of individual children? <i>E.g. if a child is passive, does not participate in an activity or look withdrawn, the facilitator attend to his/her needs and try to support his/her participation.</i>	Y	N	N/A
13	Does the schedule include well-balanced mix of activities including topics such as literacy/numeracy, arts, sports, relationship building, stress/emotion management and conflict resolution?	Y	N	N/A
14	Was the session conflict sensitive? <i>E.g. no biased information on one party of the conflict, no flag drawings/military celebrating activities only, etc.</i>	Y	N	N/A
15	Did the session offer time for final reflection/evaluation by children?	Y	N	N/A
16	Does the CFS facilitator have a plan for the session?	Y	N	N/A
17	Has the session plan been followed?	Y	N	N/A
18	Does the facilitator track individual progress and/or wellbeing of children by updating attendance/performance records for each group of children at least once in 2 weeks?	Y	N	N/A
19	Does the CFS facilitator know how to identify specific cases and how to refer children to professional mental health care? <i>You can crosscheck by asking about number of referrals in the CFS.</i>	Y	N	N/A



20	Is there a system in place for regular supervision/oversight by PIN education field officers?	Y	N	N/A
21	Is there a system in place to refer children with specific educational/psychosocial needs to PIN staff or external service providers?			
MONITORING, EVALUATION AND LEARNING				
1	Do the PIN field staff and/or CFS facilitators analyse the data from the attendance/performance records and review progress of individual children on a regular basis? <i>It can be highly motivational for field staff and facilitators to take ownership of the data analysis process, so they can see the improvements they have contributed to. Depending on the length of the intervention, progress should be measured at least on a quarterly basis.</i>	Y	N	N/A
2	Is the attendance/performance recording tool easy-to-use for the CFS facilitators?	Y	N	N/A
3	Does the Project Manager, Programme Manager or M&E Officer conduct a monitoring visit, using the implementation checklist above, to check the performance of PIN field staff and the CFS facilitators on a regular basis (at least once a month)?	Y	N	N/A
4	Does the Project Manager, Program Manager or M&E Officer check on a regular basis that the target children and their parents know how to complain if they are not happy with the behaviour of the CFS manager/facilitator or PIN field staff? <i>This should be considered in the design of the Complaint Response Mechanism of the project and Code of Conduct of CFS manager/facilitators.</i>	Y	N	N/A
5	Are there regular sessions between the project team and an M&E officer ensuring that the monitoring data are used for learning and project improvement?	Y	N	N/A
6	Are CFS managers, facilitators and PIN project staff aware of basic principles of collecting, managing and using sensitive data on children's learning, psychosocial status, case referral etc.?	Y	N	N/A
7	Is there a plan to measure children's learning and psychosocial wellbeing before, during and after the intervention to demonstrate the impact of the intervention (e.g. through ASER testing, SDQ or other tools)?	Y	N	N/A

> Do you have a suggestion for improving the checklist's content? Let us know: resource@peopleinneed.cz