

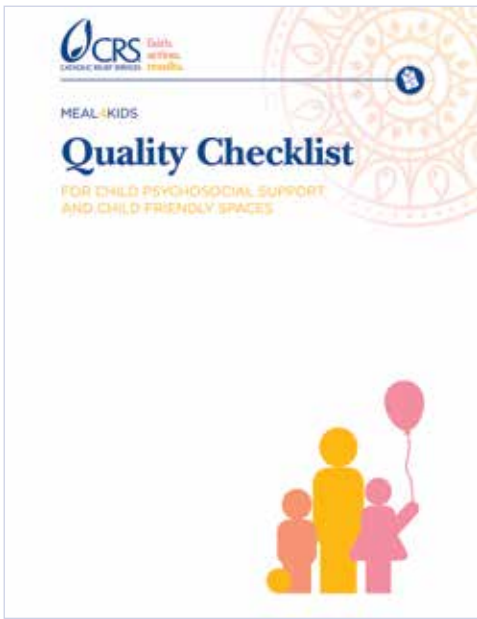


MEAL4KIDS

# Quality Checklist

FOR CHILD PSYCHOSOCIAL SUPPORT  
AND CHILD FRIENDLY SPACES





This checklist will help child psychosocial support and Child Friendly Space supervisors adhere to quality standards during program implementation.

This checklist was developed by consultant Nicole Bohl, based on her previous work with Plan International and Save the Children. It has been adapted with input from CRS EMECA Core Team members.

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# Acronyms

**CFS** Child Friendly Space

**IDP** internally displaced person

**MEAL** monitoring, evaluation, accountability and learning

**PSS** psychosocial support

**UXO** unexploded ordnance

# Contents

<b>1. Child Friendly Space policy and procedures</b> .....	<b>1</b>
Documentation (forms and documents) .....	1
Child safeguarding policies and procedures .....	2
<b>2. Human resources</b> .....	<b>2</b>
Training of CFS staff.....	2
Staff administration and well-being.....	2
<b>3. Child Friendly Space facility</b> .....	<b>3</b>
Facility minimum standards .....	3
Safety and security.....	3
Health and hygiene.....	4
<b>4. Child Friendly Space learning environment and activities</b> .....	<b>4</b>
Toys and equipment.....	4
Design and implementation of activities .....	4
Child-friendly environment.....	5
Child participation and accountability .....	6
Child protection .....	6
<b>5. Community and parental engagement</b> .....	<b>7</b>
Engagement and communication with parents .....	7
Community engagement and coordination.....	8

## Quality Checklist for Child Psychosocial Support and Child Friendly Spaces

This checklist will help child psychosocial support and Child Friendly Space supervisors adhere to quality standards during program implementation. ***It is a general list that will need to be modified based on your context.*** Elements of this list can be used to create monitoring tools linked to indicators in your program's MEAL plan. The sections directly related to children's safety and security should be the priority when first establishing a Child Friendly Space (before children begin attending). Section 4 on *CFS Learning Environment and Activities* may be useful for monitoring the quality of psychosocial support activities in your program.

### 1. Child Friendly Space policy and procedures

Documentation (forms and documents)	Yes	No	Comments
The CFS site supervisor shares with their manager a weekly report (based on a locally agreed template)			
Child registration forms are filled out and signed by all parents			
Child registration forms and referral forms are stored in a safe and lockable place			
The electronic child registration database is password protected			
Children's daily attendance is recorded			
Parents' attendance at community meetings is documented (names and number of attendees)			
Parents' attendance at activities for parents is documented (names and number of attendees)			
CFS animators' attendance (including arrival time) is documented, and time sheets are filled out by animators			
All visitors are registered on a visitor registration form (or in a visitor logbook)			
Health and safety incidents at the CFS are documented using the incident form			
A local service-mapping (e.g. food, nutrition, health, education, livelihoods, shelter, legal and social services, etc.) exercise is conducted and a service directory is developed for each CFS/administrative area.			
A copy of the service directory is available at the CFS			
Agreements are made with key agencies regarding how to refer cases			
Referrals to other services are properly documented using the inter-agency referral form from the Child Protection Working Group or any other form that was commonly agreed on by all child protection or PSS actors			
A poster or leaflet displaying key emergency numbers (fire department, police, emergency, CRS security focal point, etc.) is on display at the CFS			
The site supervisor has a written copy of the protection risk analysis, including the identified mitigation strategies			
Feedback received by parents, children and community members (e.g. through a suggestion box, hotline or meeting) is continuously recorded in a database			

<b>Child Safeguarding policies and procedures</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The CRS Code of Conduct and Protection Policy are on display at the CFS			
In addition to the CRS Code of Conduct and Protection Policy, a context-specific <i>Dos and Don'ts</i> document that clearly defines expected staff behavior is shared with all CFS staff and volunteers (e.g. Do not use violence against children; do not smoke in front of children; do use your mobile phone sparingly; do not take children's photographs; do not post information about, or photographs, of children on social media, etc.)			
Written guidelines for emergency procedures are on display at the CFS			

## 2. Human resources

<b>Training of CFS staff</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
All CFS animators and volunteers have completed basic training before they start working at the CFS			
CFS staff are trained in child development, psychosocial support, child protection and positive discipline			
CFS staff are trained in how to identify and refer children in need of specialized psychosocial or mental health services			
Key CFS staff are trained on the local Standard Operating Procedures and the referral pathway for child protection cases			
CFS staff receive training on self-care and stress management			
All CFS staff (including volunteers, cleaners and security guards) have been trained on the CRS Protection Policy and Code of Conduct			
Key staff have been trained in first aid			
CFS staff have been trained in how to use the fire extinguisher			
CFS staff have been trained in the emergency procedures			

<b>Staff administration and well-being</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
All CFS staff and volunteers have signed a contract or volunteer agreement before they start working at the CFS			
All CFS staff and volunteers (including cleaners and guards) have read, understood and signed the CRS Protection Policy and Code of Conduct before they start working at the CFS			
The organization and the site supervisor ensure that all CFS animators and volunteers have a clear job description that they understand			
All CFS animators and volunteers understand the length of their probationary period and how the performance management system works			
CFS animators and volunteers understand the available reporting and feedback mechanisms			
The CFS supervisor holds individual meetings with animators at least once a month (to discuss performance, well-being, training needs, etc.)			
All CFS staff have identity cards or badges (with a photograph)			
A CFS staff well-being strategy or action plan has been developed based on discussions with CFS staff			
The supervisors organize weekly team meetings with CFS staff (to plan, debrief, provide feedback to each other, engage in team-building activities and coaching sessions, etc.)			

### 3. Child Friendly Space facility

Facility minimum standards	Yes	No	Comments
The CFS rooms or activity spaces comply with the standard of having a minimum of 1 square meter per child (per shift)			
There is a minimum of 1 toilet per 30 girls and 1 toilet per 60 boys			
There are separate toilets for adults			
All toilets have a sign or picture to indicate whether they are for girls, boys or adults			
Toilets can be locked from the inside and unlocked from the outside in case of emergency			
There is adequate ventilation in the CFS. Fans are provided, if necessary.			
A heater is provided in winter, if necessary			
There is adequate light inside the CFS (windows or lamps)			
The outdoor space has a shaded area			
There is good drainage (no risk of flooding)			
Precautions are taken to ensure the CFS will not flood in the rainy season (e.g. elevate/raise the foundation on which the CFS tent is put up)			
The facility has two different exit options (for emergency evacuations)			
The facility is child-safe (e.g. no sharp edges, dangerous cables, broken power outlets, etc).			
Safety and security	Yes	No	Comments
There is a “No Guns/Weapons Allowed” sign at the CFS entrance (if applicable and relevant)			
There is a fence or wall around the CFS			
The fence or wall is in good condition and is child friendly			
Children can reach the CFS safely and/or are accompanied by adults to reach the CFS (if necessary)			
Road signs (Attention! Children!) are put up if the CFS is next to a busy road			
A first aid kit is available and accessible to CFS staff			
The first aid kit is not reachable by children			
There is at least one CFS staff member trained in first aid present at all times			
A fire extinguisher (or other relevant equipment) is available			

<b>Health and hygiene</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The CFS facility is cleaned daily			
Toilets are checked and cleaned after each shift			
A sufficient number of garbage bins is available			
There is a garbage bin in the girls'/female toilet (for the disposal of feminine hygiene products)			
All toys and equipment are safe (no toxic colors, no sharp edges, etc.)			
Toys are cleaned regularly			
Sufficient and reliable safe drinking water is accessible to each child			
Drinking cups are cleaned regularly			
Hand-washing facilities are clean and accessible to children			
Soap is available at the hand-washing facility			
Children have received information on correct hand-washing procedures			
Children are using the hand-washing facility appropriately			
Children and staff are washing their hands before eating			
Children and staff are washing their hands after using the toilet			
The snacks that are provided at the CFS are nutritious			
Animators are ensuring that sick children do not attend the CFS, and also provide information to their parents about available health services			

#### 4. Child Friendly Space learning environment and activities

<b>Toys and equipment</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The CFS has sufficient materials and toys			
Toys/materials are in good condition			
There are no war/violence-related toys in the CFS (e.g. toy guns, toy tanks, etc.)			
<b>Design and implementation of activities</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The CFS staff develop a weekly activity plan			
The weekly activity plan is on display at the CFS			
The weekly activity plan includes both free play and structured activities			
Animators use CFS activity booklets and activity cards to prepare sessions			
Activity cards are written for new activities, clearly outlining their objective and flow			
All activities conducted are age appropriate			
If necessary, CFS staff contextualize activities and ensure they are culturally appropriate and relevant			
Daily participatory and age-appropriate reflection sessions are conducted to get children's feedback on PSS activities (e.g. games that promote communication, collaboration, problem-solving, etc.)			



<b>Design and implementation of activities</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Local songs, dances, games and stories are integrated into CFS activities			
Activities are conducted in which children make artwork, decorations and toys to take home (to decorate their tents/shelters, to be able to play with family members, etc.)			
Sports activities are conducted in a safe manner to reduce the risk of injuries			
Sports and team activities are not conducted in an overly competitive way (where some children feel left out or inadequate)			
Awareness activities/sessions are conducted to inform children of major protection risks in the community (e.g. road safety, UXOs/mines, self-protection, etc.)			

<b>Child-friendly environment</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
A ratio of 2 animators to 20 children is kept for all age groups			
Different age groups are involved in separate activities			
Based on consultation with girls, boys and parents, and in line with local traditions, mixed gender or separate gender groups are organized (e.g. in some places, girls and boys participate in separate activities after they turn 10 or 12 years.)			
Animators are ensuring that all children understand the activities well			
Children are receiving positive reinforcement and encouragement from CFS animators			
CFS staff are talking to children in a positive and friendly manner			
CFS staff are using positive approaches to discipline			
Children appear to be enjoying the CFS activities			
Animators are paying attention to children that are shy or are not participating, and are taking time to listen to them and help them to participate (if they wish to)			
Children are never forced to participate in activities and can decide not to take part in any given activity if they don't feel comfortable.			
Children with special needs are being supported and are able to participate in activities (activities are adjusted if necessary)			
Children are treating each other with respect			
Children are treating animators with respect			
All CFS staff are modeling positive behavior (don't use bad language, show respectful behavior towards other animators, parents and children, etc.)			
Animators are treating all children equally (no favoritism)			
The animators and supervisor know the names of all the children			

<b>Child participation and accountability</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Children participate in the decoration of the CFS (e.g. their art work is displayed)			
Children participate in the development of a children's behavior code (rules/agreement) for those participating in the CFS			
Children understand the children's behavior code (rules/agreement)			
The children's behavior code is on display at the CFS (in a child-friendly manner)			
Children remind each other and encourage other children to follow the children's behavior code			
Children who do not comply with rules are being told why these rules are important, are learning to apologize, etc.			
Children have been informed in a child-friendly manner about the CRS Code of Conduct for staff. Children understand that animators are not allowed to use corporal punishment, verbal abuse, etc.			
A child-friendly version of the CRS Code of Conduct is displayed prominently at the CFS			
Children have been informed of and understand how to report any child safeguarding issue and/or concern in a safe and confidential manner			
The CFS staff are regularly asking children for their feedback and ideas (e.g. what they think of the activities at the CFS, what they like, don't like)			
Children are being consulted on how they would like to provide feedback and report concerns. Based on this consultation, different types of child-friendly reporting and feedback mechanisms are designed and implemented			
When feasible, adjustments are made based on the children's feedback			
Specific steps are taken to ensure that groups of vulnerable children are included in consultations and are able to provide feedback			
Special child-led events are organized during which children present what they have learned to parents (and the community)			
A few months before closing or transitioning the CFS, children are informed about and prepared for the transition and next steps.			
A closing ceremony is organized to mark the closing of the CFS (the "graduation" of the children from the CFS)			
<b>Child protection</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
A CFS animator is never alone with a child or children. There are always at least 2 CFS animators present.			
Children are under adult supervision at all times			
Vulnerable children are being identified and referred to relevant services (health, nutrition, family tracing, education, social services, mental health, etc.)			
If the CFS team has repeated concerns about a specific child (e.g. violence against other children, not eating, extremely shy, etc), they meet with parents to discuss their concerns			
If a child is more than 15 minutes late, their parents are called to check on the whereabouts of the child			
Children who have not come to the CFS repeatedly receive follow-up phone calls or home visits			
CFS staff ensure that no child leaves the CFS without the permission of CFS staff			
No journalists are allowed to enter the space without permission from CRS			
Child protection risks/issues in the camp/neighborhood are continuously monitored, documented and used to develop context-specific community mobilization or advocacy actions			

## 5. Community and parental engagement

Engagement and communication with parents	Yes	No	Comments
An orientation session for parents is organized before their children attend the CFS			
All parents have received written or verbal information regarding: <ul style="list-style-type: none"> <li>The organization's background (e.g. what it does, where it works, what it wants to achieve)</li> <li>The objectives, activities, target groups (including selection criteria) and duration of the project</li> <li>The opening hours of the CFS</li> <li>The duration of each cycle for a specific cohort of children</li> <li>The CRS Code of Conduct and Protection Policy, as well as the conduct the children can expect from staff and volunteers (please refer to <i>CRS Standards of behavior toward children</i>)</li> <li>The process for giving feedback (about the project and/or staff behavior) and how responses to feedback will be provided by CRS or its partner</li> <li>The contact details of the CFS supervisor</li> <li>The contact details of CRS (or its partner)</li> <li>The duration of the CFS and possible exit strategies</li> <li>Any other relevant CFS procedures</li> </ul>			
Based on the services mapping, parents are informed of what types of services exist for families and children, and how to access them (e.g. food, nutrition, health, education, livelihoods, shelter, legal and social services, etc.)			
All parents are informed about key child protection risks in the community (meetings, awareness-raising events or leaflets)			
All parents are informed about how children react to stressful events and how to support children in distress (meetings, awareness-raising events or leaflets)			
If feasible, parents' workshops and support groups are organized on self-care, stress management, child well-being and positive parenting.			
The CFS has established a parents committee that provides feedback and advice to the CFS team			
The parents committee is meeting regularly (every 2 weeks minimum)			
Feedback provided by parents is being responded to and continuously addressed			
Parents are being consulted on the design and implementation of feedback and accountability strategy and mechanisms			

Community engagement and coordination	Yes	No	Comments
Regular meetings are being organized with key community leaders and community stakeholders to give updates, receive feedback and advice, and discuss challenges, if required			
Both host community and refugee/IDP community leaders are being regularly consulted			
In collaboration with community leaders, a strategy has been developed for how to engage with and foster relationships and acceptance with the host community (adults and children)			
<p>Community leaders have received written or verbal information regarding:</p> <ul style="list-style-type: none"> <li>• The organization's background (e.g. what it does, where it works, what it wants to achieve)</li> <li>• The objectives, activities, target groups (including selection criteria) and duration of the project</li> <li>• The opening hours of the CFS</li> <li>• The duration of each cycle for a specific cohort of children</li> <li>• The CRS Code of Conduct and Protection Policy, as well as the conduct the children can expect from staff and volunteers (please refer to the CRS <i>Standards of behavior toward children</i>)</li> <li>• The process for giving feedback (about the project and/or staff behavior) and how responses to feedback will be provided by CRS or its partner</li> <li>• The contact details of the CFS supervisor</li> <li>• The contact details of CRS (or its partner)</li> <li>• Any other relevant information</li> </ul>			
Larger community meetings are held and/or posters/leaflets are distributed before the CFS opening to explain the CFS objectives, targeting/selection criteria and other essential information			
All communication materials and strategies ensure that the most vulnerable groups have access to this information (e.g. parents or cannot read or write, single mothers who may be less able to leave their home or children, parents with special needs, etc.)			
The community is aware that the CFS is a short-term/emergency intervention and it may close after 3 to 6 months and/or each group of children can only attend for 3 to 6 months.			
The community participates in the development of an exit/transition strategy			

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