08/04/2015

2015

Guidance Note on "Makani" – "My Space" Approach

COMPREHENSIVE CHILD PROTECTION, EDUCATION, YOUTH
EMPOWERMENT AND PSYCHOSOCIAL SUPPORT APPROACH

UNICEF Jordan Country Office

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Contents

Definitions

1. PURPOSE OF THIS NOTE

To outline the comprehensive approach of Makani in order to reach a shared understanding of Makani - My Space comprehensive approach ("I am safe, I learn, I connect"), and to ensure that vulnerable girls, boys, young people,[1] and women have safe access to quality services.

2. WHAT IS MAKANI "MY SPACE"?

A Makani centre offers a comprehensive approach to service provision covering alternative education, skills building programmes and psychosocial support. Each Makani should have a community outreach component which is linked with the services being provided at the centre. Makani will act as a centre to refer boys and girls to other specialized services such as formal education and case management for CP and GBV.

Makani supports the engagement of local networks of partners to facilitate best-in-class thinking, practices and applications necessary to enable and expedite systemic, sustainable change. This will be done by creating opportunities for children and young people with unique insight into the challenges that affect their communities to team up with local experts to develop creative and innovative solutions to those challenges.

3. RATIONALE FOR MAKANI?

The introduction of this comprehensive approach is based on the lessons learnt from child protection and education emergency response supported by UNICEF in Jordan in 2013 and 2014. The sector based interventions were expensive and poorly coordinated. In several cases, UNICEF had different agreements with the same partner, accentuating the silo (solo) approach that was used to deal with children's needs. The Makani comprehensive approach offers well-coordinated and cost effective multi-sectorial services to vulnerable girls and boys in order for them to reach their full potential.

4. TARGET GROUP FOR MAKANI

The main participants and beneficiaries in Makani are girls and boys (5 to 18 years) and young people (up to 24 years old). These are groups with specific needs and vulnerabilities, but also in possession of capacities and resources. Particular attention should be paid to girls and boys who are out of school (dropouts or those who did not join school, or those who couldn't get seats in nearby schools for capacity reasons can also be listed under this category), adolescents especially girls, disabled, engaged in labour, affected by armed conflicts, at risk of suffering from harm, survivors of GBV, heading households, unaccompanied and separated or who have other identified vulnerabilities.

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[1] The terms ''child'' is inclusive of all humans between ages 0-18 according to UNICEF human rights framework, UNICEF defines 'adolescents', as those persons between the ages of 10-18, 'youth', as those persons between the ages of 19 and 24 years, and young people are those persons between the ages of 10 – 24, without prejudice to other definitions by other agencies.

5.   BASIC PRINCIPLES FOR THE WORKING OF MAKANI

Human rights standards and principles should guide all development and programming in all phases of the programming process of Makani, these include all rights, equality and non-discrimination in addition to the Humanitarian principles of Humanity, neutrality and impartiality.

There are some key principles for planning, developing and operating Makani. It is recommended that these main principles are integrated into all planning and operating efforts of Makani during its entire programme cycle.

a)   Girls, boys and young people require immediate support and a safe environment in challenging circumstances. All involved actors (i.e. government, donors, international organizations, NGOs) should commit to ensuring that children are safe and secure at all time in Makani

b)   Makani to provide an environment that supports girls, boys and young people. A supportive environment entails three key elements: i) a variety series of appropriate activities and programmes; ii) a physical environment to facilitate the activities and programmes; iii) encouraging, supportive and sensitive staff.

c)   Successful Makani uses existing capacities, available resources, services, and daily routines of families and structures of communities, civil society and governmental organizations.

d)   Makani should adopt an inclusive and a non-discriminatory approach which insures that all children regardless of their class, gender, abilities, language, ethnicity, religion, nationality have equal access to services in Makani

In Makani, driven by the above principles, everyone should be able to access their rights to assistance, protection and education based on need and not on status (refugee, Jordanian citizen, tribal leader, etc.).

6.   SUMMARY OF AVAILABLE SERVICES AT MAKANI

Makani is more than a place for games and recreation. It is an approach to supporting girls and boys, adolescents and youth to achieve their full development - physical, cognitive, social, emotional, and spiritual. Makani aims to promote and address children's wellbeing in a variety of ways. Each Makani should offer age-structured and gender specific activities. Some of the activities and services are listed below;

6.1.Alternative Education Services

With only 129,000 of the 224,000 school aged Syrian refugees are enrolled in school, the out-of-school population, at 95,000, is either out of reach to the Ministry of Education or cannot be served.[2] This is further aggravated by the estimated 30,000 Jordanians who are out of school.[3]

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[2] Ministry of Education. 2014/15. Official Enrolment figures for 2014/15 school year.
[3] UNICEF, UNESCO Institute for Statistics. 2014. Jordan Out-of-School Children Study

To address education needs, Makani will offer alternative education opportunities. The main goal of alternative education[4] is to assist children outside school to return to one of the official education tracks accredited by the Ministry of Education. Overall, Makani should offer education services which meet Minimum Standards for Education in Emergencies and are in line with UNICEF's Informal Education Framework (Framework is available under the link at the bottom of the page).[5] While it is acknowledged that informal education (IFE) is not a substitute for formal education, IFE will be implemented through a set of activities where children learn and gain academic and basic cognitive skills that help in catching-up with official education – either formal or non-formal.[6] This informal education standards has been developed and contextualized in Jordan. (For more information please see Annex 1: Technical note on Informal Education Standards).

6.2. Psychosocial support services

Girls and boys continue to face ongoing psychosocial distress due to the challenging life in the camps and non-camp settings. This includes, the violence they face, the harsh economic situation some of their families have to deal with, in addition to the state of being idle with limited options and opportunities, and the continual reliance on humanitarian assistance challenging their sense of dignity.

To address the psychosocial distress, Makani should offer structured, adult-supervised and community supported psychosocial support activities for girls and boys in a safe space. It should also help to reduce the risks of harm to children in their environment by providing information to children about these risks. Further, it is important for children whose lives have been disrupted because of the war and violence to regain a sense that "life is returning to normal again." Structured activities and routines[7] would provide safety and order in children's lives. Promoting familiar routines at Makani every day will be comforting and reassuring for children. Child protection and PSS services offered to children through Makani should be in line with IASC guidelines on Mental Health and Psychosocial Support Services and Minimum Standards for Child Protection in Humanitarian Action.[8] (For more details see Annex 2: Technical note on Psychosocial Support Services)

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[4] Alternative Education consists of a variety of different forms of education which may include Informal Education, Non-Formal Education etc. For definition of different types of education please see the Glossary prepared by Education Sector Working Group in Jordan and is available at https://www.dropbox.com/s/0md80nr7h0nwek7/2014_09_17_ESWG%20Education%20Glossary%20Ar_Eng.pdf?dl=0 (Accessed on Feb 15, 2015)

[5] The Inter-Agency Network for Education in Emergencies. 2004. Minimum Standards for Education in Emergencies. Available on http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf (Accessed 15 Feb 2015)

[6] UNICEF and Save the Children. 2014. Informal Education Curriculum. Available at https://www.dropbox.com/sh/dk15jwj9z2q4f2k/AADUygA6k7wiQ_GipIhCw-fRa?dl=0 (Updated on 15 Feb 2015)

[7] UNICEF. 2010. Ideas Bank of Creative Activities for Child-Friendly Spaces and Youth Centres/Clubs. Available at https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS_PSS_%20Activity%20book_2011.pdf?dl=0 (Accessed on 15 Feb 2015). This is the best recommended manual on structured activities.

[8] Global Protection Cluster, Child protection Working Group. 2014. Minimum Standards for Child Protection in Humanitarian Action. Available at https://www.dropbox.com/s/s8mhoolcns3tn4j/Minimum-standards-for-child-protection-in-humanitarian-action.pdf?dl=0 (Accessed on 15 Feb 2015)

6.3. Adolescents and youth empowerment[9]

Improving life skills of vulnerable and most at risk young people is an important aspect of the Makani programming model. The activities aim at enhancing youth empowerment; enabling youth to use their voices, participate more actively in their communities, and make positive choices in their lives. In Makani, young people are provided with structured activities on a variety of subjects following UNICEF's Life Skills Manual.[10] These activities will help and guide them to assist their peers in learning life skills, so that they all can adopt a sound healthy life style, and enhance their active participation in their communities, to become civically engaged and become economically active for those above 18. The manual's facilitator's guide will support partners to roll out life skills activities and effectively integrate life skills in other learning experiences such as IFE or CP/PSS.[11] (For more information please see Annex 3: Technical Note on Life Skills Programme)

Following the completion of the life skills training, young graduates will practice the skills they learned through planning, designing and implementing their own youth led initiatives addressing their community needs. Adolescents and youth are also encouraged to join child and youth oriented clubs and UNICEF's Change Agents Network (UCAN).[12] Doing so will provide them more opportunities to engage in community based initiatives.

6.4. Services and activities for community

Makani is not just a place for girls, boys, and young people. It also serves as a place which offers services for parents. Makani can be the axis around which families and community leaders organize the needs of children and adolescents, and begin the planning process to address other critical needs for the community. Structured awareness raising sessions for parents and the community around key education, child protection, corporal punishment, child labour, early marriage, violence against children[13] should be conducted. (For material on awareness raising

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[9] Life skills manual and Facilitators guide on the manual and other related material is available on https://www.dropbox.com/sh/2pu6n5h9p2zb7o6/AABdktXo799_aYGsMyr6OFnXa?dl=0 (Accessed on 11 Fe 2015)

[10] UNICEF Jordan. 2014. Life Skills Manual: Life situations and settings. Available at https://www.dropbox.com/s/ggw7d0ghq7fhe7q/3.%20UNICEF%20Life%20Skills%20-%20Full%20Manual%202014.pdf?dl=0 (Accessed 13 Feb 2015)

[11] UNICEF Jordan. Life Skills: Facilitators' Guide. Available at https://www.dropbox.com/s/xvnoytirwvrwc5w/2.%20UNICEF%20Life%20Skills%20-%20Facilitator%E2%80%99s%20Guide%202014.pdf?dl=0 (Accessed on 13 Feb 2015)

[12] UNICEF. 2014. A Concept note on UCAN. Available at https://www.dropbox.com/s/kp5osh076q1pp4h/7.%20Concept%20note%20UCAN%20.pdf?dl=0 (Accessed on 15 Feb 2015)

[13] Child Protection and SGBV Sub Working Groups Jordan. December 2014. Amani Implementation Guide. Available on http://data.unhcr.org/syrianrefugees/download.php?id=7913 (Accessed on 12 Feb 2015)

please refer to Amani Campaign: Interagency CP and SGBV Messages,[14] Amani Implementation Guide[15] and B2S Campaign Educational Messages.)[16]

6.5. Community outreach and Community Committee

Each Makani should have a community outreach team composed of community outreach workers. Community outreach teams can reach community members by walking or by bus or van. Community outreach teams should be comprised of 2 to 6 staff (depending on the size of the Makani and the target population) with at least half of them being females. Youth peer educators (after graduating from life skills programme) should also be encouraged to take an active role in in the outreach teams. Where applicable, these outreach teams should reach out to those communities living in informal tented settlements and home bound girls, boys, young people and women.

The community outreach team should be supported by already existing or specifically formed child protection or community committee in their outreach and awareness raising efforts. The main activities of the outreach team are the following (For more please see Annex 4: Technical Note on Community Outreach):
- Promote the Makani services with parents and children and make the centre known
- Identify out of school girls and boys and refer them to formal or informal education at the centre (wherever feasible)
- Provide key messages which support learning, PSS and healthy life styles

It is encouraged that each Makani forms a Family Protection Committee comprised of men, women, youth representatives from the community. These representative are supported to be involved in all new decisions being made about the running, management and implementation of the Makani Centres through regular meetings. They are supported to participate in parenting programmes and other awareness raising activities. If needed, Makani Centre is urged to establish support groups for parents and family members of the children who are often excluded or marginalised, who have extra support needs or need specific guidance on dealing with distress.

6.6. Following Established Referral Mechanism

In Makani, as facilitators supervise and observe girls and boys in activities and organize discussions with parents, they may identify individual cases that require special attention, specialist help (medical, psychological, legal, educational, and financial) that may not be available in or near Makani. People may not be familiar with the offices, schools, non-formal education centres, clinics, hospitals, police stations, NGOs in the area.

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[14] Child Protection and SGBV Sub Working Groups. April 2014. Amani Campaign: Interagency CP and GBV Messages. Available on http://data.unhcr.org/syrianrefugees/download.php?id=5569 (Accessed on 12 Feb 2015). To access all relevant Amani campaign material please access: https://www.dropbox.com/home/PSS%20Evaluation/CP%20C4D%20Material%20-%20Amani%20Campaign
[15] Child Protection and SGBV Sub Working Groups. December 2014. Amani Implementation Guide. Available on http://data.unhcr.org/syrianrefugees/download.php?id=7913 (Accessed on 12 Feb 2015)
[16] UNICEF, SCJ and MoE Jordan. Back to School Campaign messages. Available on https://www.dropbox.com/s/i32xk3mngrctbng/Booklet%20B2S%202014-7-24.pdf?dl=0 (Accessed 15 Feb 2015)

It is the responsibility of Makani staff to familiarize themselves with the education,[17] CP and GBV SOPs and Referral Pathways,[18] so that when a case or incident occurs, they know whom to contact for assistance. Governorate /camp specific referral mechanisms with services related to child protection, SGBV, education including type of service(s) offered, location, contact names and regular or emergency contact numbers and opening hours have been developed by CP and SGBV Sub Working Groups. These have been revised in December 2014. These referral pathways should be used by staff, and all staff members should receive training and regular refreshers on the content of the SOPs and referral pathways. Additionally, the academic facilitators and community mobilizer facilitators must be familiar with the education referral pathways so as to refer their children to the most appropriate learning opportunities.

It is very important that key Makani staff receive training and guidance in how to identify and refer cases of child protection and gender-based violence (GBV) in a safe and ethical manner following the guiding principles and the best interest of the survivor, and also how to refer educational cases either to formal, informal or non-formal education providers.

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[17] Education Sector Working Group Jordan. 2014. Education Referral Pathways. Available at https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X_Y_L_dsppsA0zjjqnhpa?dl=0 (Accessed on 13 Feb 2015)
[18] Child Protection and SGBV Sub Working Groups. December 2014. Inter-Agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse, Neglect and Exploitation of Children in Jordan. Available on http://data.unhcr.org/syrianrefugees/download.php?id=7973 (Accessed 12 Feb 2015)

Annex 1: Technical note on Informal Education

The primary goal of Informal Education (IFE) is to provide basic learning opportunities for out-of-school-children and to assist them to return to official education, either formal or non-formal knowing that IFE traditionally does not include promotion or certification.

A quality IFE program provides a 'whole child' approach with a focus on both cognitive and affective development. In addition, it provides individualized programing based on the needs and interests of the learner, and includes parents in education goal setting.

This model of IFE depends on strong facilitators with the skills to teach children how to build and manage relationships with peers, siblings and adults. Strong facilitators demonstrate innovation and creativity in designing lessons and activities that engage students throughout the learning process. Facilitators create IFE spaces that are safe, attractive and encourage learners to interact and actively access learning and information.

Each level of IFE takes 4-6 months. This allows deliverers of IFE time to properly implement programs and to enable students to join formal education at the beginning of a semester in any given academic year. Quality IFE sessions provide teaching and learning tools and materials, including, but not limited to, math counters, calculators, puzzles, Storyboards, computers, and data shows.

Suggested indicators for monitoring and evaluating the implementation of a quality IFE program looks at an implementer's ability to retain qualified and trained staff, effective outreach to out-of-school children, and the percent of learners who reach age/grade level that enable them to attend the placement test to be sent to a formal class through MoE issued letters of equivalency.

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Number of days IFE offered per week/subject	Class meets 1x per week/subject	**Class meets 2x per week/subject**	Class meets 3-4x per week/subject	Class meets 5-6x per week/subject
Number of students in a class	More than 40	**31-40**	25-30	Under 25
Number of facilitators per IFE subjects per 20-25 students[19]	One volunteer per subject	**One facilitator per subject**	One facilitator and one volunteer per subject	
Learning Materials (defined as UNICEF curriculum) complementary [20]	Learning materials available but not in use	Learning materials only in use by facilitator	**Learning materials used by learners individually**	Learning materials used interactively by groups of learners

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[19] Facilitator: The main person who is facilitating the IFE session and teaching Arabic/Math and other subjects in addition to conducting the placement test and evaluating each child's academic level.
Volunteer: The facilitator assistant who supports the facilitating of IFE session such as dividing learners into working groups and helping learners during the active learning strategies. Volunteer also takes attendance and performs other tasks to support the teacher and learners
[20] In discussion with the facilitators (before or after the session) UNICEF staff should ask to see the UNICEF materials

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Delivery of content (including learner individual differences and verification of content)	Facilitator is the center of the session and does not take into account the individual differences between the learners No assessment visible of student learning.	**Facilitator is the center of the session. Students are engaged into learning, and doing what they are asked to do. But with paying attention to the advanced learners and whom lower than them. Facilitator asks questions and gives the students time to answer.**	Facilitator actively engages learners in solving problems and/or discussion; activities take in account the levels and abilities in the session addressing both advanced and lower learner needs. Students have opportunities to present their knowledge.	Learner centered activities – Facilitator moves from learner to learner providing individual/group support based on leveled groups. Sorted groups according to the knowledge level. Groups adopt mutual support technologies (strong students assisting weak students.) Students have opportunities to present their knowledge individually, in pairs or in groups.
Attractiveness of learning space	Walls unadorned	Walls adorned with non-education related materials[21]	**Walls adorned with education materials**	Walls adorned with learner works AND education materials
Room arrangement	No furniture; learners on floor	Desks and tables are arranged in rows	**Desks and tables are in U-shape**	Desks and tables ae in groups that allowing for student interaction
Technology	Little or no technology in use	**2+ computers per center available for use by facilitators and administration**	Computer lab or computers available for use by learners	Computer lab, data show and screens available and in use to enrich learning
Learning records (to include all of the following: attendance records, placement test results, , learning progress reports, & facilitator observations)	No learner records available	**Learner records available and used by administration and accessible to facilitators for planning purposes.**	Learner records available in classroom and used by teacher for lesson planning	Learner records available, used by teacher for planning and shared with learners and parents

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[21] Education materials including, but not limited to: posters related to language/math/science, math manipulatives such as counters, beads, shapes, rulers; flash cards for learning letters/numbers/words; story books; and inspirational learning quotes

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
composition of training session	Session accommodates only single nationality, single gender and no children with disabilities	Session accommodates mixed nationality only. Single gender and no children with disabilities.	**Session accommodates mixed nationality and single/mix gender (where appropriate) and children with disabilities (as appropriate).**	Mixed gender (as appropriate), different nationalities and children with disabilities accommodated for in session.

Annex 2: Technical Note on Psychosocial Support[22]

Psychosocial work is a component of child protection and overlaps with the term "social work." It describes crosscutting activities which prevent and reduce negative impacts on well-being, such as advocating for improved access to basic services and security, as well as community based activities, such as parenting groups, and children's recreational and educational activities, that promote the ability of families and communities to support each other, resume everyday activities, and heal. Psychosocial well-being requires that children and families' basic needs for security, health, clean water, shelter, food, livelihoods, and education are being met.

Psychosocial well-being can mean different things in different social settings. The IASC identifies 3 main domains: 1) Emotional well-being 2) Social well-being 3) Skills and knowledge on life skills. An ideal psychosocial programming should have well-developed indicators on these three domains. Play and recreation is an entry point for psychosocial support and don't classify as psychosocial support. An intervention or activity should include a clear focus on children's psychosocial well-being to be classified as psychosocial support interventions

There are different levels of psychosocial programming for children in emergency context. As such, the entire humanitarian response in emergencies contributes to psychosocial well-being. The way in which humanitarian response is conducted can have a huge impact on the psychosocial well-being of children and their families. Psychosocial programming recognizes these facts while also acknowledging that it not the role of a psychosocial programme itself to address all these issues.

UNICEF and its partners should ensure that all children, young people and their families have access to structured activities[23] that are carried out in safe, child-friendly, inclusive and stimulating environment. In general, UNICEF supported intervention could be classed into two categories based on the IASC guidelines on MHPSS pyramid; level 2, Community and Family Support; and level 3, Focused Support. The psychosocial support programming in Makani should be guided by standards provided below. Each standard has been divided into four levels with the one in bold. The level one in bold letters mark the minimum level to be achieved in order for an interventions to be classified as standards PSS intervention in Makani.

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Age appropriate PSS activities (Age groups: Pre-primary 0-5; lower primary 6-8; upper primary 9-13; and high-school 14-18)	Only one activity provided while there are children in different age groups (pre-primary, lower	**Separate activities provided for some age groups, but not all participating age groups.**	All participating age groups have separate activities	

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[22] A more detailed PSS technical note is available at: https://www.dropbox.com/s/dznccdh0dlb5uc2/Detailed%20PSS%20technical%20note%20.pdf?dl=0

[23] UNICEF. 2010. Ideas Bank of Creative Activities for Child-Friendly Spaces and Youth Centres/Clubs. Available at https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS_PSS_%20Activity%20book_2011.pdf?dl=0 (Accessed on 15 Feb 2015). This is the best recommended manual on structured activities.

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
	and upper primary and high-school).			
Ratio of children taking part in PSS activities per trained facilitator	Over 15 children per facilitator, or more than 30 children in total (regardless of # facilitators)	**Up to 15 children per facilitator, and only male or female facilitators available**	Up to 15 children per facilitator, and both male and female facilitators available	
	Over 20 children per facilitator, or over 35 children in total (regardless of # facilitators)	**Up to 20 children per facilitator, and only male or female facilitators available**	Up to 20 children per facilitator, and both male and female facilitators available	
	Over 25 children per facilitator, or over 40 children in total (regardless of # facilitators)	**Up to 25 children per facilitator, and only male or female facilitators available**	Up to 25 children per facilitator, and both male and female facilitators available	
Nature of activities (Structured / non-structured) and frequency	Children are playing on their own (No facilitator or there is facilitator(s) but no engagement with children)	Facilitator engaging children partially.	**Facilitator engages all children.**	Children are engaged in structured activities
Appropriate play materials (Toys, equipment, materials and resources)	No play materials	**Play materials are (in place and) in good condition**	Play materials in good condition, and observed suitable to the full range of ages (pre-school, primary school, and high school) and abilities of children	Use of play materials by all three age groups and both sex observed (pre-school, primary school and high-school)
Participation of Children	No active child participation in choosing activities No child engagement in selection or planning of activities.	**Children are engaged in selection of activities (Children are selecting which activities they want to be engaged in. Note – availability of multiple activities to choose from is a pre-condition)**	Children are engaged in selection, planning, and development of activities.	Children are engaged in facilitation and taking leadership roles in the activities in addition to the planning and organisation.
Referral systems	No referral system exists	Referral system to only one domain exist (health, education protection)	PSS, CP and GBV referral system are accessible in Makani and available to staff	**PSS, CP and GBV referral system are visible, available to staff and staff are trained on it**
Code of Conduct	No Child Protection Policy or code of conduct	Both Code of Conduct & Child Protection Policy are printed out and on display	All staff shall sign the CP policy and Code of Conduct as reported by center,	**All staff shall sign and trained on the CP policy and Code of Conduct and children**

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
	exists; or only one exists		and signed document seen.	**have access to a complaint mechanism**
Inclusive composition of session	Single nationality and single gender	Single nationality and mixed gender, or Mixed nationality and single gender	**Mixed nationality and mixed gender**	Mixed nationality, mixed gender and integration of children with disability

Annex 3: Technical note on Life Skills Programme

In Makani, young people are provided with structured activities on a variety of subjects following UNICEF's Life Skills programme. The programme address four sets of skills (each encompasses 4-6 individual skills): self-management skills, cognitive skills, social skills and team work skills in four different life situations, life Skills for every day, life skills in difficult humanitarian situations, life skills for civic engagement and life skills for employability. The programme is based on the active participation principle and promotes creativity, innovation, and reliance on one's self. It offers a good mix of knowledge, skills and attitudes. The programme aims at helping and guiding young people to assist their peers in learning life skills, so that they all can adopt a sound healthy life style, and enhance their active participation in their communities, to become civically engaged and become economically active for those above 18. The facilitator's guide will support partners to roll out life skills activities and effectively integrate life skills in other learning experiences such as IFE or CP/PSS.

In Makani, life skills trainings should be implemented by dedicated and trained social workers and animators. Ideally, there should one "life skills facilitator" for each space and one co-facilitator The task of the facilitator should be to deliver Life skills for children, young people and increase their willingness to confront them. The training can cover a minimum one module (30-40 hours) and a maximum four modules (160 hours). The programme uses a variety of tools including: presentations, group work, role play, case studies, brainstorming, simulation, sports, interactive theatre, real action and practical activities, feedback, debriefing, research, interview, self-reflection, peer education to inculcate the skills on young people.

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
UNICEF's Life Skills manual	UNICEF's Life skills manual is not used at all	Life skills manual used as a base, and UNICEF's Life skills manual as additional material	**UNICEF's Life skills manual used as a base**	UNICEF's Life skills manual is used fully with supplemental enrichment materials from other LS manuals
Delivery of training	Facilitator centred	**Facilitator centred and trainees are engaged**	Facilitator actively engages trainees in exercises	Trainee centred activities and facilitator rotates from group to group offering support
Number of trainees at the target age group	More than 30 Less than 15	25-30	**15-20**	20-25
Duration of the life skills training / cycle (maximum 3 months)	**30-40 hours**	80 hours	120 hours	160 hours
Attractiveness of Life Skills training space	Walls are empty	Child-friendly materials are on display but no life-skills learning materials	**Life skills learning materials including roll ups are on display**	Life skills learning materials including roll ups and trainees work are on display

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Training room set up	**No chairs or tables, trainees on floor**	Tables and chairs in rows	Tables and chairs in U-shape	Round table setup for group work
Learning material (stationary and printed work sheets)	No learning material	**Learning material only available for facilitator**	Learning material used by facilitator and per group	learning material printed and available for all trainees
Trainees records (Disaggregated data on gender, age, nationality, location) Pre and post assessments, evaluations, training reports	No records available	Enrolment recorded and disaggregated data by sex, age, nationality and location)	Attendance is recorded and disaggregated data by sex, age, nationality and location	**Completion is recorded with disaggregation, and with pre-and post-assessments**
Inclusive composition of session	**Single nationality and single sex**	Single nationality and mixed sex, or Mixed nationality and single sex	Mixed nationality and mixed sex	Mixed nationality, mixed sex and integration of children with disability
Life Skills Graduates are Linked to UNICEF change Agents Network	Trainees are not briefed about UCAN	**Trainees are briefed about UCAN and not connected to the network**	Trainees are informed about UCAN and %30 are connected towards the end of the training	All trainees are informed and connected to UCAN

Annex 4: Technical note on Community Outreach

To ensure that vulnerable girls and boys and their families are connected with Makani, each Makani will have a community outreach team. The main objective of this team is to provide vulnerable girls and boys and their families with appropriate information about available services in Makani. The formation of these outreach team should be guided by the following standards;

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Outreach Activities	No outreach conducted, or conducted but unfrequently	Outreach is conducted at least once a week	Outreach is conducted, and center has new registrations	Outreach is conducted, and center has new registrations of out of school children
Information Management (IM)	Outreach data not collected	Outreach data collected manually – no information management system available	Outreach data collected manually and entered to an IM system, but not analysed.	Outreach data collected using technology devices, entered it to an IM system, data is analysed and information is used for program planning
Information communication resources (ICR); ie Back to Learning, Literacy, Amani CP and GBV messages, birth registration, hygiene promotion, vaccinations, healthy eating…	Information communication resources (ICR) provided by UNICEF are not available	ICR are available, but not used	Use of ICR observed, or evidence of use noted	ICR are used and verified by community members knowledge
Community Outreach Team	Community outreach team comprised of single sex only.	Community outreach team comprised of males and females, Syrians and Jordanians.	Community outreach team comprised of males and females, Syrians and Jordanians and engages youth in outreach activities	Community outreach team comprised of males and females, Syrians and Jordanians and engages youth, community and religious leaders in outreach activities

Annex 5: General Infrastructure Standards

In order to ensure that each Makani offers a secure and "safe" environments for children, it should be built on existing structures and capacities within a community. To the maximum extent possible, the design of Makani should be done chosen in a participatory manner. The infrastructure and design of each Makani should be guided by the following standards;

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Ventilation **12M² the size of the room**	No or one window	**One door and more than two windows**	Two doors and more than two windows	Any of the above with AC or ventilation system
Sanitation facilities **Sphere Standers; One latrine 30 F One latrine per 60 M; 3L for water per child**	No or one latrine in the building	**Multiple and separate latrines for boys and girls**	Separate latrines for boys and girls, and facility for people with disability	One latrine 30 F; One latrine per 60 M; 3L for water per child; One hand washing station per facility, facilities for people with disability
Water Facilities	No water facility in the building	**Water facility in the building or premise, and drinking water available**	Multiple water facilities and drinking water m the building	Multiple water facilities with hand washing soap, and drinking water m the building
size of covered area committed to Makani **Sphere Standers 6.2MX5.75M per 40 child**	Area can accommodate 19 children or below without desks and chairs	**Area can accommodate more than 20 children without desks and chair**	Area can accommodate more than 20 children with desks and chair	Area can accommodate more than 20 children with desks and chair, and space for activities
Safe and secure	No fence	**Fence/enclosed on all sides, more than one gate and no guard**	Fence, more than one gate, and one guard	Fence, multiple gates and guard per gate
Special accommodations	One class room for all genders with one admin room	**One class room per gender + Admin**	One class room per gender + Admin +activity room+ teachers room shared wash units	two class room per gender + Admin +activity room+ teachers room separate wash units and play area + kitchen facilities
First Aid Kits	One FAK in the admin office	**Two Advanced First Aid staff and one kit per facility**	All staff certified Advanced First Aid and one FAK per room	Clinic
Fire extinguishers	One per centre	**One per facility and all staff trained / contingency**	One per room Two exit doors All staff trained Children trained	One per room and fire fight system / contingency Two Exit doors And staff trained Children trained

STANDARD DEFINITION	Level 1	Level 2	Level 3	Level 4
Accessibility for persons with disabilities	No ramps	**Ramps for the main access doors WASH facilities for PLWD**	Ramps for all rooms WASH facilities for PLWD Pathways appropriate for PLWD	Ramps for all rooms Wash latrine for PLWD Adapted learning environment facilities for PLWD
Cleanliness	Dirtiness and untidiness observed in multiple areas[24] of the building or premise	Dirtiness and/or untidiness observed in one area	**All areas observed clean, and cleaning is done once a week as reported by centre**	All areas observed clean, and cleaning is done multiple times a week as reported by centre
Recreational Space	No space available	**Only one indoor space available**	Only one outdoor space available	Indoor/outdoor spaces available

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[24] Area: Space for Makani activities, latrines and surrounding area.

Annex 6: Reference Material

A. Education related material

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2) Education Sector Working Group Jordan. 2014. Education Referral Pathways. Available at https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X_Y_L_dsppsA0zjjqnhpa?dl=0 (Accessed on 13 Feb 2015)
3) Education Sector Working Group Jordan. 2014. Glossary of Terms. Available at https://www.dropbox.com/s/0md80nr7h0nwek7/2014_09_17_ESWG%20Education%20Glossary%20Ar_Eng.pdf?dl=0 (Accessed on Feb 15, 2015)
4) The Inter-Agency Network for Education in Emergencies. 2004. Minimum Standards for Education in Emergencies. Available on http://www.unicef.org/violencestudy/pdf/min_standards_education_emergencies.pdf (Accessed 15 Feb 2015)
5) UNICEF Jordan. 2014. Informal Education Framework. Available in at https://www.dropbox.com/s/t2uhvxb4xsj7mc2/IFE-Framework-111114-Final.docx?dl=0 (Accessed on 15 Feb 2015)
6) UNICEF and Save the Children. 2014. Informal Education Curriculum. Available at https://www.dropbox.com/sh/dk15jwj9z2q4f2k/AADUygA6k7wiQ_GipIhCw-fRa?dl=0 (Updated on 15 Feb 2015)
7) UNICEF, SCJ and MoE Jordan. Back to School Campaign messages. Available on https://www.dropbox.com/s/i32xk3mngrctbng/Booklet%20B2S%202014-7-24.pdf?dl=0 (Accessed 15 Feb 2015)
8) Education Sector Working Group Jordan. 2014. Education Referral Pathways. Available at https://www.dropbox.com/sh/x59adqud3c75pve/AAA9X_Y_L_dsppsA0zjjqnhpa?dl=0 (Accessed on 13 Feb 2015)

B. Child Protection and Psychosocial Support related material

1) Global Protection Cluster, Child Protection Working Group. December 2012. Child Protection
2) Rapid Assessment Toolkit. Available at http://www.globalprotectioncluster.org/_assets/files/tools_and_guidance/info_data_management/CPRA_English-EN.pdf (Accessed on 14 Feb 2015)
3) Child Protection Sub Working Group Jordan. 2014. Child Protection Minimum Standard # 17. Available at https://www.dropbox.com/s/g3i68ck0urmltdo/Jordan-Standard%2017%20%20.docx?dl=0 (Accessed on 14 Feb 2015)
4) Child Protection and SGBV Sub Working Groups Jordan. December 2014. Inter-Agency Emergency Standard Operating Procedures for Prevention of and Response to Gender-Based Violence and Violence, Abuse, Neglect and Exploitation of Children in Jordan. Available on http://data.unhcr.org/syrianrefugees/download.php?id=7973 (Accessed 12 Feb 2015)
5) Secretary General's Statement. Special Measures for Protection from Sexual Exploitation and Sexual Abuse.

https://www.dropbox.com/home/CPIE%20Training_PSS%20CFS%20CPMS_ENGLISH/Supporting%20Documents

6) UNICEF. 2010. Ideas Bank of Creative Activities for Child-Friendly Spaces and Youth Centres/Clubs. Available at https://www.dropbox.com/s/wvps2bp7y1k3yi3/CFS_PSS_%20Activity%20book_2011.pdf?dl=0 (Accessed on 15 Feb 2015).

7) Global Protection Cluster, Child protection Working Group. 2014. Minimum Standards for Child Protection in Humanitarian Action. Available at https://www.dropbox.com/s/s8mhoolcns3tn4j/Minimum-standards-for-child-protection-in-humanitarian-action.pdf?dl=0 (Accessed on 15 Feb 2015)

C. Life Skills related material

1) UNICEF Jordan. 2014. Life Skills Manual: Life situations and settings. Available at https://www.dropbox.com/s/ggw7d0ghq7fhe7q/3.%20UNICEF%20Life%20Skills%20-%20Full%20Manual%202014.pdf?dl=0 (Accessed 13 Feb 2015)

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3) UNICEF Jordan. 2014. A Concept note on UCAN. Available at https://www.dropbox.com/s/kp5osh076q1pp4h/7.%20Concept%20note%20UCAN%20.pdf?dl=0 (Accessed on 15 Feb 2015)

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