



MOVE ON & ENGAGE

Methodology guidance

A support guide for program staff



Terre des hommes
Helping children worldwide.

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Introduction

Why a new MHPSS programme for children & youth?

Tdh has been implementing the “movement Game and Sport and Creativity” (MGSC) methodology¹ for more than 10 years, in order to support children to reinforce their own personal and social skills through games and sport activities in humanitarian and development settings. The MGSC programme has successfully engaged children by providing them with an opportunity to develop essential life skills, including personal and social skills, in safe and playful ways, and until now has mainly targeted children from 8 to 14 years of age. Today, in line with Tdh’s new vision and area of programming (humanitarian crisis, Migration and Access to justice programme) it has become necessary to develop a specific methodology that draws on the MGSC approach, designed to engage adolescents and youth in strengthening their resilience.

The MGSC methodology is very relevant for use in different settings which require “open” type activities where children come and go as they wish from one session to another, for example, in temporary safe spaces in humanitarian contexts and in after school activities in development settings. **The Move on & Engage Curriculum targets older children and Youth**, in a **structured way** based on a curriculum of 20 sessions. It focuses on a reduced number of skills related to protection and psychosocial issues in order **to build adolescent and youth adaptative and transformative capacities in order to strengthen their resilience and empowerment**. This new methodology has been developed after considerable research and a review² of the previous MGSC methodology. It draws on the finding that participants generally commit to similar structured programmes when they can focus on a reduced number of skills, and can relate the resulting skills to addressing challenges in their daily lives. This comprehensive approach to skill building is essential to enable skill mastery into the future.

The **Move on & Engage** curriculum draws the adolescent and youth’s attention to five important skills that will enable them to assess together common protection and psychosocial concerns and then generate and implement group-based initiatives (“Engage” collective actions) that address those concerns, with wider community support.

What is this guidance about?

This guidance provides essential information on **how to understand and use the Move On & Engage methodology**. It provides guidance on the different elements of the methodology and the different sections which will enable you to:

- Understand how this methodology links to the Tdh MHPSS framework [Go to Section 1 – MHPSS approach](#)
- Know more about the methodology and when and how to use it [Go to Section 2 – Methodology overview](#)
- Know how to train your staff/volunteers on the methodology [Go to Section 3 – Training strategy](#)
- Know how to monitor & evaluate your efforts during implementation [Go to Section 4 – Monitoring & Evaluation](#)
- Prepare resources and budget [Go to Section 5 – Resources & Budget](#)
- Explore the available tools for this methodology and other complimentary resources [Go to Section 6- Tools](#)

1 Movement, Game and Sport (MGS) guidance; Training manual : “ *Working with children and their Environment, manual of psychosocial skills*”, Tdh 2011- Games manuals: “ *Laugh, Run and Move to Develop Together: Games with a psychosocial aim*”, Tdh 2007 and “ *Traditional Games for child protection*”, Tdh 2012
2 « *Movement, Games, and Sport: Adaptation and diffusion of Tdh MHPSS intervention flagship program for children and youth in both migration and humanitarian situations* », Final research report, Keven E. Bermudez, Alison Strang for Queen Margaret university, ²⁰¹⁹

MOVE ON & ENGAGE toolkit

The MOVE ON & ENGAGE methodology comprise of three documents;

- **A Methodology guidance**, the present document, which provides essential information to support program staff on how to understand and use the Move On & Engage methodology.
- **A youth curriculum** comprising of 20 planned sessions for previously trained facilitators to implement the methodology with adolescents
- **A Facilitator Orientation Manual** which contains 8 modules. These modules will help facilitators to better understand the methodology used in the MOVE & ENGAGE curriculum and will strengthen the key knowledge and skill areas needed to foster youth participation and skill development.

who is this guidance for?

This guidance primarily targets Child protection coordinators and managers on the field who are interested in implementing the MOVE ON & ENGAGE methodology. It can also be useful for anyone who wants to know more about this methodology in order to assess whether it is suitable for a specific context.

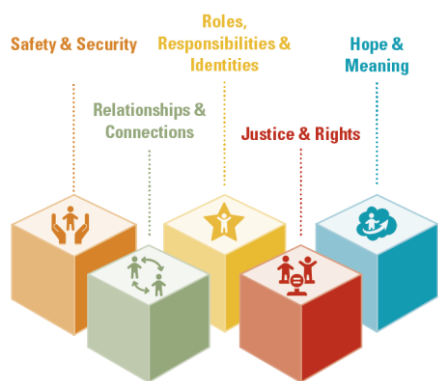


Section 1- The Tdh MHPSS approach³

What is Tdh's framework for Mental Health and Psychosocial Support (MHPSS⁴)?

The Tdh MHPSS framework for children, adolescents and youth outlines the different dimensions of an individual's well-being. The framework is centred around exploring the **internal and external capacities and resources to strengthen**, as well as **perceived vulnerabilities and risks to mitigate**, through **appropriate transversal processes of informed participation and empowerment** to reduce suffering, improve overall psychosocial well-being and strengthen resilience.

Psychosocial well-being: The Five well-being pillars



The Tdh framework adopts a holistic understanding of psychosocial well-being, to include physical, emotional, social, political, economic, cultural and spiritual dimensions. The framework strengthens the psychosocial well-being of children, youth and their caregivers **through five fundamental building blocks/pillars**:

³ MHPSS (Mental Health and Psychosocial support) is the global internationally agreed terminology to refer to Psychosocial activities, in order to acknowledge and ensure continuum of practice between Psychosocial activities and more specialized psychological services.

⁴ Mental Health and Psychosocial support framework for well-being and resilience-based intervention, A framework to ensure a community-based and contextualised approach to MHPSS intervention, [Tdh-operational guidance- 2020](#)



Tdh believes that a successful approach is dependent on **contextualization of the approaches** and tools used in the different contexts and settings in which this approach will be implemented. This applies to the 5 well-being pillars, the content of which needs to be reviewed and adjusted according to the needs and perspectives of the children, youth and community we work with.



Feeling safe

1) Feeling safe physically and emotionally. **Pillar 1- Safety, security and stability.**

Safety relates to emotional/internal aspects of protection and the sense of feeling protected and having control over risks, both external-physical and internal-emotional threats. Stability refers to the re-establishment of a sense of normalcy or predictability over changes, including in the external environment and internal emotions, and feelings and experiences.



Feeling connected

2) Feeling connected to supportive bonds and networks. **Pillar 2 – Bonds, relationships and networks.**

As individuals, people have resilient behaviours and mechanisms. However, it is through shared experiences and common goals among peers and networks that these positive coping and adaptive capacities can become even more empowering and support transformative capacities.



Feeling worthy

3) Feeling worthy, with acknowledged roles and identities regarding who we are, where we come from and what we do or would like to do. **Pillar 3 – Roles and identities.**

Having the skills, capacities and resources which contribute to valued roles, strengthens our self and collective efficacy, and contributes to positive coping mechanisms as well as to longer-term adaptive and transformative sustainable responses.



Feeling respected

4) Feeling respected and possessing critical consciousness and the capacity to address injustice and access rights. **Pillar 4 – Justice and rights.**

Feeling respected and considered plays a key role in the sense of justice as a psychosocial construct. Likewise, feeling disrespected, deprived or affected by political violence, oppression, power abuse, and direct human rights violations can have a negative impact on psychosocial well-being. The healing characteristics of justice are an essential, but often neglected, pillar of well-being and resilience-building processes.



Feeling hopeful

5) feeling hopeful about the future and retaining or developing a zest for life. **Pillar 5 – Hope and meaning.**

All individuals require a coherent narrative in order to make sense and meaning of their lives. Life projects and life goals based on cultural, religious and spiritual identities are essential to define and have hope for a meaningful future.

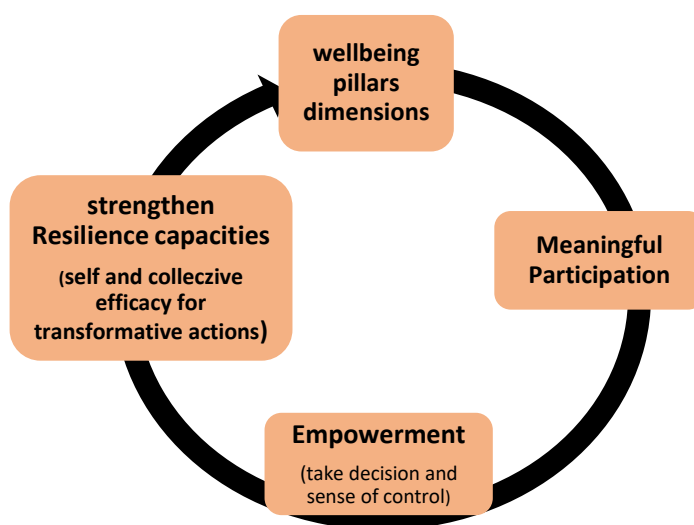


Resilience, Participation and empowerment

One of the components of the Tdh MHPSS framework is Tdh's approach to resilience, which recognises the three key elements that make up resilience, namely the **capacities** of girls, boys, families, communities and systems to **cope, adapt and transform** in the face of shocks and stresses.

Tdh emphasises that resilience strengthening interventions should ultimately aim at supporting **transformative capacities**, in order to maximise the impact and sustainability of interventions. The central element underpinning this approach is the objective to not only support children, families, communities and systems to cope and adapt in the face of difficult situations, but also from the early stages of humanitarian response, to **enhance capacities to positively transform those difficult situations, according to own views and values, to pursue long-term objectives**.

While the well-being pillars provide the framework to consider the different dimensions of psychosocial well-being, it is important to be aware of HOW we support each well-being dimension. This means supporting the **meaningful participation of children, youth, families and communities** in decision-making. This will positively reinforce feelings of self-esteem and confidence, and in turn, contribute to improved psychosocial well-being which will ultimately **strengthen resilient capacity and agency, as well as self and collective efficacy**.



Transversal principles

In order to ensure a quality intervention and a contextualised approach, the Tdh MHPSS global framework includes a **series of transversal principles**, which should be systematically considered. In addition to a process of informed participation and empowerment, **a community-based and gender and diversity responsive approach must be ensured**. (Please see below in the MOVE ON & ENGAGE “principles” section)

If you would like to know more about Tdh MHPSS framework, please refer to [the Tdh MHPSS operational guidance](#).

How does this methodology link with the Tdh MHPSS framework?

- The MOVE ON & ENGAGE methodology is based on the Tdh MHPSS framework and consists of the following: **strengthening resiliency capacities and self and collective efficacy**. The curriculum **focuses on five skills relating to child and youth protection and psychosocial well-being in order to build their adaptive and transformative capacity to strengthen their resilience, as well as their self and collective efficacy**.
- **5 pillars of well-being**: the structure of the curriculum is articulated around the 5 well-being pillars which enable children and youth to contextualise and adapt the pillars according to their situation and specific needs.
- **Supporting Children and youth participation and empowerment**: supporting children and youth to identify the daily challenges affecting their protection/ psychosocial well-being and to collectively act upon them by involving their community.

- **Community based and contextualised approach to well-being:** ensuring a community-based and contextualised approach by engaging with caretakers and community stakeholders and working from the perspective of the well-being of the youth, girls and boys we work with.





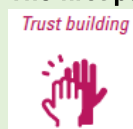
Section 2 - Methodology overview

What is the Move on & Engage methodology?

The Move on & Engage Curriculum is a two-part curriculum containing 20 planned sessions that trained facilitators can implement over the course of a 10-week period of 2 sessions per week⁵. Each session is planned to last approximately 90 minutes; however, we recommend that a period of 2 hours is allocated to allow flexibility according to the progress of the group.

MOVE ON!...

The first part. The curriculum provides a step-by-step guide on how facilitators can involve young participants in different **cooperative and participative activities** to enable them to **experience and understand a set of five key skills in order to undertake community action**. This is done after establishing ground rules for group behaviour and developing group trust.



The identified ENGAGE skills are:

Although the suggested cooperative activities encompass all these skills and several others, facilitators will be able



to focus participants' attention and exploration on each one of them in a separate session. The overall goal is to **enable participants to acquire and confidently use the Engage skills, through experiential approaches** that allow them to explore the importance of each skills in their management of daily challenges through practical experience. These skills have been identified as crucial in supporting the meaningful participation of youth and will contribute to the reinforcement of the 5 pillars of well-being explained above.

⁵ According to the context and the constraints, this methodology can also be planned over a 20-week period, if only 1 session/ week is taking place. However, if a 20-week period is preferred, careful attention should be given to ensure that children and youth remain "mobilized" to pursue the curriculum in order to effectively plan and implement a social collective action in their community.

...& ENGAGE!

The second part. The youth will identify challenges to their well-being and will practice and use the “Engage” skills to develop concrete actions/ initiatives in order to address the challenges they face in their daily lives.

The “ENGAGE collective actions” will be developed through a step by step approach.

The group will start by developing a vision of well-being and will relate it to the Tdh 5 well-being pillars. (Feel Safe, Feel Connected, Feel Worthy, Feel Respected and Feel Hopeful). Explore Challenges. With heightened awareness, participants prioritise their shared concerns, Generate New ideas. The participants then generate child/youth-led group responses to these concerns, Get a plan which they will finally implement, Act & implement. This is achieved with the facilitators’ monitoring and supervision, and in partnership with family and community support, Grow impact. At the end of the process, facilitators work with participants to review the results of the action and celebrate group achievements, Evaluate and reflect on the learning.



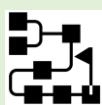
E

Explore
challenges



N

New ideas



G

Get a plan



A

Act & implement



G

Grow impact



E

Evaluate and
reflect on the Learning

An example of ENGAGE collective action

During the piloting of the *MOVE ON & ENGAGE* methodology in Jordan in 2018, the youth decided to raise awareness on the negative impact of child marriage on adolescent girls. This activity youth required them to practice communication skills and creative thinking, as they had to find ways to open the discussion with their families and community and, also mobilise them on this very sensitive topic. As this project was a team project, the participants practiced collaboration and taking responsibility as part of the ENGAGE action. The process enabled the girls to strengthen their feelings of safety, and their feelings of worthiness, as they engaged in a dialogue with adults, and were listened to.

What are the objectives of MOVE ON & ENGAGE methodology?

The objectives of this curriculum are two-fold:

- (1) To **improve the self and collective efficacy of children and youth to address issues in their environment** that concern them, including family, school and community.
- (2) To **strengthen the psychosocial resilience of children and youth** who participate in the " MOVE ON & ENGAGE" programme.

The second objective can be further elaborated through the addition of specific objectives relating to the individual well-being pillars, if an evaluation of needs has taken place prior to the intervention. Detailed outcomes on each well-being pillar are available in the MOVE ON & ENGAGE M&E framework model below.

Who is this Methodology for?

The Movement Game and Sport and Creativity (MGSC) methodology was primarily designed for children and has been organised around structured play activities. The **MOVE ON & ENGAGE Curriculum is designed to engage groups of 10-15 children and youth, both girls and boys, between the ages of 14 and 18.** However, depending on the context and the level of development and situation of the participants, this curriculum can be used and adapted for children from the age of 12 years to 20 years old.

What are the core principles of the MOVE ON & ENGAGE Methodology?

Experiential learning

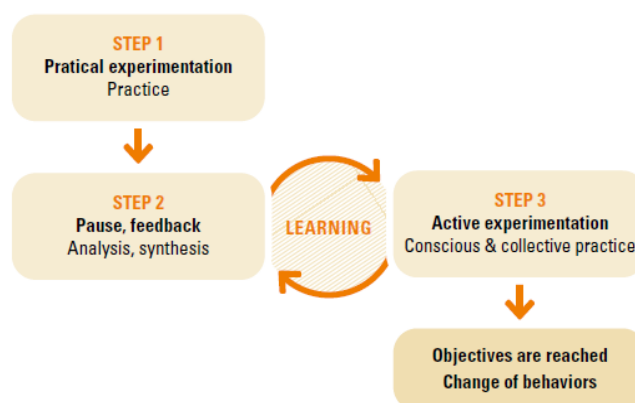
Experiential learning methods involve more active ways of learning. Participants learn through reflection on doing, drawing conclusions and implementing improvements based on what they have experienced.

***Tell me and I will forget; show me and perhaps I will remember; involve me and I will understand.*⁶**

This Chinese proverb highlights the differences between traditional ways of teaching based on imparting information, and the experiential way which facilitates the participants to identify the theory from practical experience. While people can acquire knowledge through traditional teaching, the experiential method promotes a process of **personal transformation**. This is fundamental to the MGSC approach and enables participants to develop skills and confidence. It is therefore one of the fundamental principles of the Move on & Engage methodology. This requires using a specific method which draws its inspiration from the theory of “learning by experience” as per the adjacent diagram developed by Kolb.

Facilitating opportunities for reflection is a crucial part of the experiential learning process. Experiential learning and reflective learning are iterative processes, and learning builds and develops with continued reflection and experience. The facilitation of experiential learning and reflection can be challenging. A facilitator must ask the right questions and guide reflective conversation before, during, and after an experience. This can help open a gateway to powerful new thinking and learning⁷.

Experiential learning also offers opportunities for creativity. There is always more than one solution for problems in the real world. Children and youth will have a greater opportunity to experience this if they can interact with real life experiences and explore interactive learning techniques.



¹Figure 3 Cycle of active learning (Adapted from Kolb)

⁶ writings of Xunzi (Xun Kuang), a Confucian philosopher who lived in the third century B.C.E.

⁷ Jacobson, M. & Ruddy, M. (2004) Open to outcome (p. 2). Oklahoma City, OK: Wood 'N' Barnes.

Participation through Youth-led initiatives

According to culture, context, age, gender, stage of development, stage of life, and global diversity⁸, well-being pillars and their contributing elements will be perceived, valued and interpreted and prioritized differently. MOVE ON & ENGAGE focuses on empowering children and youth to contextualise the 5 well-being pillars, and actively contribute to stabilising the range of disrupted psychosocial pillars in their lives and communities. It ensures children and youth can meaningfully participate in supporting their well-being, agency, self and collective efficacy through relating their acquired skills to their ongoing life experiences and initiating community action.

Tdh adopts a human rights-based approach and promotes child participation. Child participation is a right in itself and is also one of the four core principles of the Child Rights convention.

Tdh considers child participation as follows:

- As a goal to increase the fulfilment of a child's right to participate and to promote children's active roles in society as social actors, citizens and protagonists.
- As a principle that should be considered at every stage of programming and in different thematic areas of work.
- As a means to secure their rights to survival, development, protection and participation.

Gender & diversity⁹

The Gender and Diversity (G&D) of individuals can affect their experience of the five pillars, both positively and negatively. An individual's gender or diversity may expose him/her to particular violations and requires an adapted programming response.

In line with the Tdh Policy on Gender & Diversity¹⁰, MHPSS interventions should be, at minimum, "responsive" to the specific needs, opportunities, capacities, and desires of individuals from all genders and diversities.

To be G&D responsive requires applying participatory approaches in order to understand the issues and design contextually relevant interventions. Approaches must be inclusive of different genders, age groups, disability status, and other contextually relevant diversities. Applying the MOVE ON & ENGAGE methodology contributes to achieving this standard of response, as it is highly participative and intended to capture subjective feelings/understandings of the MHPSS needs of participants and the potential solutions they can explore.

As advised in the Tdh policy on G&D, "where possible, [MHPSS] interventions should seek to be 'transformative' and address/challenge root causes of inequality." If children and youth identify G&D inequality as a key challenge to address within the MOVE ON & ENGAGE programme, for example, discrimination against people with disabilities; against girls; against children and youth from different backgrounds, the resulting action could be G&D transformative.

All Tdh interventions should apply the Tdh Gender & Diversity Marker¹¹ in order to measure and monitor levels of sensitivity to Gender & Diversity, for example, *unaware, aware, responsive, or transformative*.

⁸Tdh definition of "Gender and Diversity" "the combination of factors that make up an individual or group's identity, including biological sex, socially constructed gender norms, age, (dis)ability, sexual orientation, ethnic background, race, religion, etc..".

Refer to Tdh Policy on gender and diversity. Tdh Lausanne, 2019 <https://tdhch.sharepoint.com/sites/KCQuality/SitePages/Gender-%26-Diversity.aspx>

⁹ ibid

¹⁰ Link to Tdh G&D policy; <https://tdhch.sharepoint.com/sites/KCQuality/SitePages/Gender-%26-Diversity.aspx>

¹¹ Link to Tdh Gender Marker <https://tdhch.sharepoint.com/sites/KCQuality/SitePages/Gender-%26-Diversity.aspx>

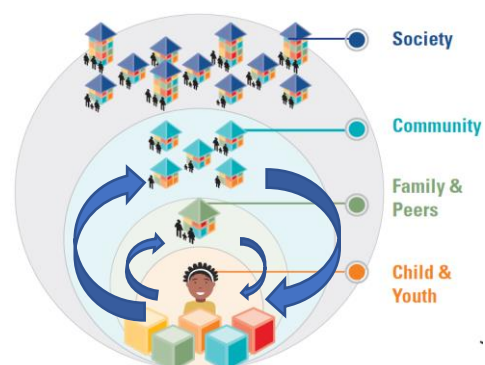
Community-based and Socio-ecological approach

The role of community based MHPSS is to support individuals, families and communities with the necessary resources to strengthen their well-being and build resilience. It is not to disrupt and change cultural beliefs and practices through externally generated views, but instead works through a **community-based perspective** to identify priority actions and approaches and contextualize the pillars of well-being.

Within the MOVE ON & ENGAGE methodology, involvement of the wider community is promoted by the youth themselves at every stage of the curriculum, in order to draw on existing resources, build community ownership of the action proposed by the youth, and improve sustainability of the action.

Tdh promotes the socio- ecological approach to system-strengthening and recognises that families and communities are at the forefront and core of preventing and addressing violence against children. **Child well-being and protection is closely linked to the availability of supportive actors and structures and within the community.**

MOVE ON & ENGAGE encourages youth to engage their community in supporting their initiatives.



When the MOVE ON & ENGAGE methodology should be used?

Timeframe

The curriculum contains 20 sessions that to be implemented over a 10-week period of 2 sessions per week or 20 weeks of 1 session per week. This requires a level of time commitment both from facilitators and youth. **At a minimum, you will need 4 months** (10 weeks curriculum + 1-month for recruitment, training and identification of the youth who will participate).

As stated above, and according to the context and the constraints, this methodology can also be implemented over a 20-week period with one session weekly. However, if a 20-week period is preferred, it is important to ensure that children and youth remain “mobilised” and “committed” to participate in order to benefit from the step by step approach necessary to implement the social collective action in their community. This will maximise the improved psychosocial well-being and resilience of the participants and the achievement of the expected result.

Stability of the group

This curriculum facilitates children and youth in gradually identifying well-being concerns together before generating and implementing initiatives to address the concerns. It is therefore important for the make-up of the group to be stable throughout the whole cycle. If a participant misses several sessions, the facilitator must establish the reason why, and then decide together with the individual and the group, if it makes sense for him/ her to continue to participate.

Context

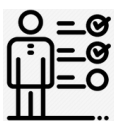
This methodology can be used in **different contexts**. It works well within development contexts and is also relevant in settings such as protracted crises or the second phase of an emergency. It can complement existing MHPSS interventions and can also be integrated with Tdh programs such as Migration, Access to justice and children in humanitarian crisis. In order to implement the MOVE ON & ENGAGE methodology, **the below criteria must be met.**



Prerequisites for using this methodology

- ✓ Facilitators are available and have the relevant skills to facilitate the curriculum
- ✓ Implementation period is a minimum of 4 months in order to ensure adequate time for recruitment and training of facilitators, community / youth engagement, and the roll out of the curriculum over 10 weeks
- ✓ Children/youth are able and available to participate regularly in the 10-week curriculum
- ✓ The context and security situation are stable enough to ensure that children and youth:
 - will not be put at risk by regularly attending group activities
 - will not risk feeling overwhelmed by an upsurge in violence or a new crisis ¹²

Who can facilitate the MOVE ON & ENGAGE Curriculum?



In order to facilitate the meaningful participation of children and youth, this methodology must be implemented by facilitators who meet the specific criteria below.

- **Skills.** Strong **facilitation skills** are needed to ensure the meaningful participation of the youth, as well as adaptability and flexibility.

The primary role of the facilitator is to help the group achieve its goals by **guiding them through an efficient and productive process**. Therefore, a good understanding of the subject (well-being & resilience) is important, as is **a very good knowledge of group dynamics and facilitation skills**. The following skills will be required: communication skills, active listening skills, rapport building skills, group management and consensus-building skills. Facilitation should not be “top-down”, and attention should be given to ensure that facilitators with a “Teacher” profile are aware of this.

The difference between animators and facilitators. The term “Animator” (often used for managing activities with children from 6-12 years old) refers to the one who animates something; one who brings something to life while “Facilitator” is a person who **helps a group to have an effective dialogue** without influencing a specific of the argument in order to reach a consensus. The facilitator should nurture, enable and give opportunities **for the discussion to be constructive and help each voice to be heard, and support the group in reaching agreement**. S/he **has no stake in the decisions that are made**, s/he is mainly **concerned with the process**, his/her main task is to empower the participants to learn in an experiential group. **Therefore, skills related to ensuring meaningful participation of the participants are essential.**

- **Experience.** Previous experience in **managing activities or programmes for Children and Youth** and in **facilitating experiential learning** is strongly desired. Additional training and preparation may be needed if this is not the case.

- **Experience in working with children and youth**

As the curriculum targets mainly older children and youth, it is important that the facilitator has experience and knowledge of the characteristics of this development period and any associated challenges and is very aware of gender perspectives.

- **Experience in experiential learning (preferably MGSC methodology)**

It is important that the person who will facilitates this methodology is familiar with, and has used MGSC, as several the activities have been inspired by the MGSC methodology. If the facilitators are not familiar with MGSC methodology but have previous experience in conducting activities with children and youth, it is important to check their key competencies and experience in the use of games and play and activities using experiential learning methodologies. (Play- reflect/ feedback -play approach)

- **Knowledge.** The facilitator training explores most of the necessary knowledge needed around **basic knowledge on child protection and child well-being issues**. However, the facilitator will need to have some knowledge of these areas. As the Engage phase of the curriculum is participative, and problem-solving decisions will be made by the

¹² If the context is too unstable, you might want to consider using MGSC which allows for more flexibility in the structuring of activities.

youth during the sessions with no prior planning, the themes can be broad, and will require the facilitator to be comfortable with child protection and well-being issues.

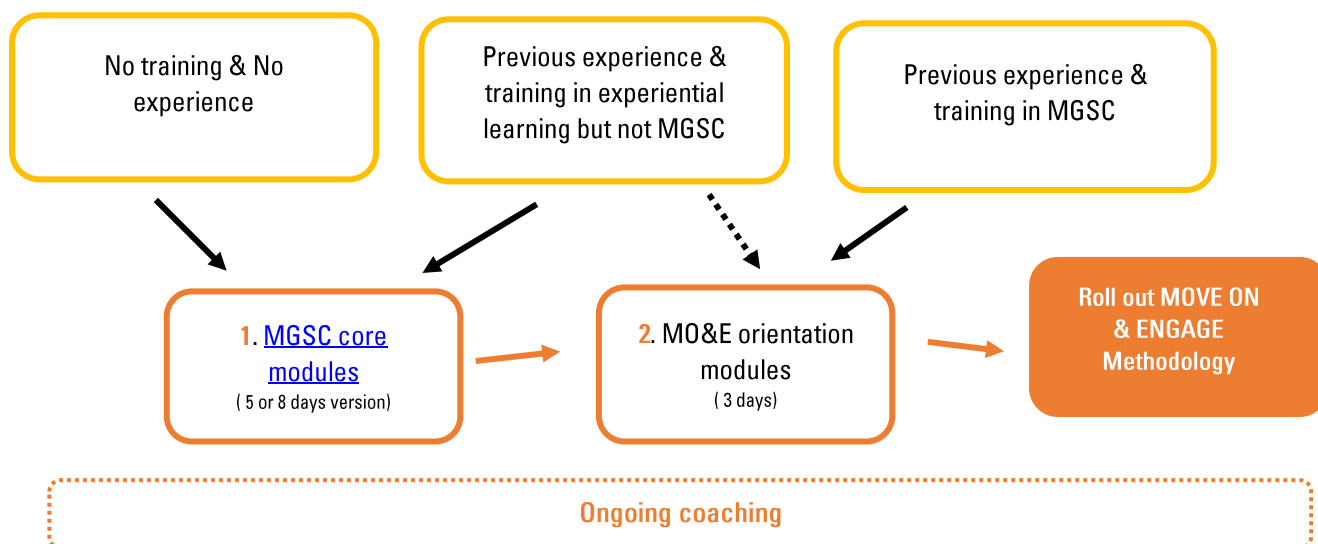
The **selection of the facilitators** must also reflect the **gender and diversity (age, disability, social, cultural background) of the participant demographic**. For example, local customs and norms may require a female facilitator to work with girls. In contexts of inter-religious conflict, the religious background of the facilitator could affect how beneficiaries welcome or access the activities. Trust and acceptance will be reinforced if the facilitators are from the **same ethnic group as the children**, for example. However, it is equally important to consider the benefits of **promoting diversity and cultural exchange** where possible between animators and youth. Having different ethnic groups represented in the same activity can attract children from different ethnic groups and help with assimilation and outreach.



Section 3 - Training strategy

Training pathways

Different training pathways may be appropriate depending on the profile of your facilitators and the time available. As said previously, this methodology builds on the MGSC Methodology, which is why, **it is essential to ensure facilitators are trained on MGSC core methodological principles**, using the MGSC core modules, **before being trained on the MOVE ON & ENGAGE methodology itself**. According to previous experiences of facilitators, assessment of their skills can also be done to evaluate the need to go through the MGSC training using an evaluation grid available in the MGSC training manual¹³.



¹³ *Working with children and their Environment, manual of psychosocial skills*, Appendix 4.6, Follow-up tool of the animators' psychosocial skill, p 176, Tdh 2011

Training content

Core MGSC modules

Two MGSC Core modules training pathways exist, one for rapid intervention (5 days) and one for full package (8 days). Both these pathways include on day one an introduction session on Child protection and MHPSS, which are paramount for facilitators to receive prior working with children and adolescents living in challenging contexts. MGSC training strengthens personal and social skills as well as methodological and technical skills. The different training content (Short pathway, full pathway, Training of trainers pathway) are accessible [in the section 6 in annex 1](#).

As an example, please find the table below which highlights key training topics included in the 5 days Core MGSC modules (short pathway) which should be delivered before MOVE ON & ENGAGE facilitators modules. These modules refer to the MGSC training manual modules¹⁴.

| CORE MGSC (short version, 5 days) | |
|-----------------------------------|---|
| DAY 1 | Child protection (CPIE , CPMS) MHPSS Characteristics and objectives of games and activities (3H) |
| DAY 2 | Methodological principles & traditional games Perception + communication and active listening module Management of emotion Introduction to Child participation |
| DAY 3 | Conflict management Supporting resilience Leadership Planning and structuring MGSC activities |
| DAY 4 (1 week after day 3) | MGSC Practice and feedback |
| DAY 5 (1 week after day 4) | Review of MGSC skills and facilitators role Feedback and self-knowledge |

MOVE ON & ENGAGE facilitator orientation modules

The **Facilitator Orientation Manual** contains 7 modules and has been developed to train facilitators on the Move On & Engage Curriculum, which can be delivered in a course of 2 consecutive days.

The 8 modules help facilitators to better understand the methodology used in the MOVE ON & ENGAGE curriculum and will strengthen key knowledge and skill areas needed for facilitators to foster youth participation and skill development.

Each module is presented according to a consistent structure: Objectives, Key messages for facilitators, Presentation (background information) and Steps.

| MOVE ON AND ENGAGE ORIENTATION MODULES | |
|--|---|
| Module 1 | Introduction to the ENGAGE methodology What is this methodology about? |
| Module 2 | Introduction to the 5 Engage Skills in MOVE ON phase What is the MOVE ON phase? |

¹⁴ Working with children and their Environment, manual of psychosocial skills, Tdh 2011

| | |
|----------|---|
| Module 3 | Learning through experience <i>How do I facilitate the MOVE ON phase?</i> |
| Module 4 | Introduction to the Tdh Pillar based approach to restore psychosocial wellbeing <i>What is psychosocial wellbeing?</i> |
| Module 5 | Supporting children & youth meaningful participation <i>What is youth participation?</i> |
| Module 6 | Presentation of the methodology to facilitate youth initiative in the ENGAGE phase <i>How do I facilitate the ENGAGE phase?</i> |
| Module 7 | Responding to diversity through a person-centred approach – <i>How can I manage diversity?</i> |
| Module 8 | Fostering community participation to strengthen social inclusion <i>How do I support/encourage the participation of community?</i> |

Coaching

What is coaching?

Coaching reinforces training by helping workers to develop their knowledge and skills through the 'live application' of lessons learnt. Coaching can be a one-off activity around a particular issue, or a longer process. In many ways, schemes such as internships and traineeships can be thought of as an extended coaching process.

Coaching is task focussed and looks at a particular skill or set of skills. It is usually carried out by an experienced worker, who can be a supervisor but does not need to be, using a mixture of discussion, advice and modelling.

The purpose of coaching is to help workers with less experience or capacity apply their knowledge in real life situations. It is also useful to help more experienced workers to deepen their skills.



It is strongly encouraged to implement a “coaching period” to support the facilitators in using their newly acquired knowledge and skills.

The coaching period should be defined based upon the available resources and what is possible in the project. Ideally, 2 or 3 coaching sessions should be organised for each facilitator. Coaching can be facilitated by a more experienced facilitator (a supervisor, for example, who can also be the trainer), but peer facilitators can also take part in the sessions peer coaching. Feedback which focuses on self-evaluation and peer observation and evaluation after each session enables everybody to learn quickly and concretely. In-situ coaching organised by the trainer will reinforce the process being explored by the facilitators and their supervisors and will enable them to continue after the process has finished.

Success Strategies for feedback / learning through experience

(taken from ENGAGE orientation module 3, annexe c)

- The feedback is well-intentioned or benevolent
- The feedback is formulated in 'I'-messages
- The feedback describes behaviour
- The feedback is about behaviour which can be altered
- The feedback is specific and clear
- The feedback is given at the right moment and in small doses



Section 4 - Monitoring and Evaluation

Monitoring MOVE ON Activities and outcomes

Why?

Monitoring is the collection, analysis and use of data concerning the events and processes to capture the project's progress and achievements. It is used to assess the ongoing progress of an intervention and ensure it is on track to achieve the expected results. Monitoring is also useful to observe and understand discrepancies, difficulties and explore possible new opportunities¹⁵.

Monitoring can serve different objectives: project steering, reporting, advocacy, the participation of various actors and beneficiaries, preventing harm, mitigating risks, capturing opportunities and Learning.

What?

Monitoring is used to measure and reflect on delivery (**activity, processes**), the **outputs** (services delivered) and the **outcomes** (the changes we want to contribute to at the level of the community – their relationships, their activities, their feeling and competencies, their attitudes and practices – and changes in group dynamics or at policy and institutional level).

Monitoring is made up of the following stages:

- Define the information needed: what do we need to know?
- Design of the methodology and appropriate data collection tools
- Data acquisition
- Data treatment and storage (capture data in the right format, using the right instruments and ensure data protection)
- Data analysis
- Use and Communication

When?

Monitoring is both a continuous part of day-to-day management, and an activity conducted during specific periods (baseline, end-line, pre and post) for outcome level monitoring.

Who?

Mainly internal staff. Project implementers (Facilitators/ supervisors/ project managers/ M&E staff)

¹⁵ Project Cycle Management in Emergencies and Humanitarian Crises Handbook, chapter 4. Monitoring - Tdh 2018

The M&E Framework for MOVE ON & ENGAGE interventions

It is widely recognized that MHPSS outcomes are difficult to measure in development and humanitarian settings. Indeed, one of the **biggest challenges when attempting to evaluate psychosocial interventions** is establishing how to measure changes in well-being and resilience.

Acknowledging this and in order to guide Tdh teams, a **standardized M&E framework has been developed for the MOVE ON & ENGAGE methodology**, informed by the piloting done in Romania and Jordan in 2018-2019.

What is included in the M&E framework?

- A **logic of intervention**, describing all the **outcomes** and **intermediate outcomes**, including:
 - Self and collective empowerment Transversal Outcome (based on the 5 engage skills)
 - Detailed outcomes for each MHPSS pillar
- A set of **quantitative and qualitative indicators** for each outcome
- **Data collection tools for measuring the impact of the intervention** on children & youth (baseline and end-line survey, Focus Groups Discussion guides)
- **Guidance and Templates for data entry and analysis** of the baseline and end-line data
- Data collection tools for **triangulating** the findings on the impact of the intervention, based on the **feedback provided by the facilitators**
- Indicators and data collection tools for **monitoring the process** (attendance, level of engagement, quality of the intervention).

Assessing changes at community level

While the initiatives developed through the **ENGAGE collective actions** will often target or involve members of the community (peers, parents, teachers, neighbours, community leaders etc.), the M&E framework for MOVE ON & ENGAGE only measures the outcomes among children and youth participating in the programme. Whenever community involvement was more significant and resources are available, the effects of the youth-led initiatives at the community level should ideally be captured through M&E activities that are not included in the current guidance (for example, through Focus Group Discussions).

The MOVE ON & ENGAGE M&E framework is closely linked to the **global MHPSS M&E framework**, in which Tdh has developed a **series of indicators related to the main MHPSS outcomes for each well-being pillar**: Feeling Safe, Feeling Connected, Feeling Worthy, Feeling Respected and Feeling Hopeful.¹⁶

How can the MOVE ON & ENGAGE M&E Model be used?

The framework and data collection tools should be **considered as an orientation, and need to be adapted to the specific context, the needs of the youth and the expected results**. In order to guide contextualisation, we need to **explore at least the following key questions**:

- What outcomes are prioritised in our curriculum? What skills and expected changes will we work on? Can we reasonably expect these changes to be reflected in the indicator(s) we have selected?
- Is it appropriate to ask these kinds of questions in our context? Are there cultural constraints which may mean that the questions could be embarrassing, taboo, or perceived as aggressive by the participants?

¹⁶ For more information on the global MHPSS M&E framework, please refer to "Tdh MHPSS Operational guidance", 2020. In chapter 3d, you will find additional information on specific methodological challenges on M&E for MHPSS interventions, Guidance on MHPSS outcomes by well-being pillars, Guidance on MHPSS indicators and Data collection and analysis

- Are the questions adapted to the cognitive and emotional maturity level of the children and youth? Will they understand the questions and be able to answer easily?
- Are the conditions in place to ensure impartiality when the interviews are conducted? For example, can we ensure we can manage bias? Is there a level of trust between interviewer and participant, will the interviews take place in a safe environment? Will the interviewer remain impartial and not “guide” the answers?
- What number of indicators should we measure? Do we have the capacity, time and resources to measure each of them?¹⁷
- Are the recommended methods and tools best suited to assess the expected changes in this context?
- Will this framework enable us to capture the outcomes for children of different genders/ diversities and abilities?
- Is our context stable enough? Is there a risk of overwhelming the youth if the crisis escalates? For example, increase in violence, a new crisis etc. Is there a risk of overwhelming the youth/ children with all our questions? Is there a risk of creating “respondent fatigue”?
- Have we done enough to achieve the planned outcomes? Are we in a suitable position to ask the questions of the children?



Ethical and safeguarding considerations: Make sure that you explore what are the risks linked with engaging children and youth in M&E. It might unintentionally cause the following issues:

- Create ‘fatigue’ among children or even cause further-victimisation if they are asked about difficult events and experiences or hurt children with unintended offensive questions or inappropriate communication.
- Generate expectations that cannot be fulfilled.
- Cases may be disclosed, when there is no capacity to provide the necessary assistance.
- C&Y may face discrimination and stigma if they disclose sensitive issues and confidentiality is not ensured.
- There may be negative repercussions for those who speak out about situations, especially if they say things which those ‘with power’ disagree.
- Data could be used incorrectly (unintentionally or intentionally) by a third party if not well protected.

See Tdh [M&E requirements](#) – Ethics in engaging children in M&E. – [How to use FGD with children](#). Consult ERIC website: [Childethics.com](#) for more insight on ethical research involving children and Tdh [Data protection Directive](#) & [Data Protection Starter Kit](#)

¹⁷ If you decide to remove certain indicators, be aware that this may compromise the calculation of the group level and individual level results, presented in Tool 3 (MOE Survey Data Entry & Analysis). Before implementing this decision, make sure that you are familiar with the Excel table and can make the necessary adjustments. Do not hesitate to ask for support in from Q&A staff in your region or at HQ.

MOVE ON & ENGAGE M&E Methods and Tools

The table below gives an overview of the framework and the related tools:

| Name of the tool | | Description of the tool | For what purpose(s) should the tool be used? | Who does what? |
|------------------|---|---|---|---|
| Tool 0 | Indicators Framework | The framework summarizes the logic of intervention for the Move On & Engage methodology (the outcomes); the proposed indicators (quantitative and qualitative) and the primary data collection method (Survey or FGD) for each indicator You should carefully read this document when planning your intervention and before starting to use any M&E tool included in this package. | Designing and planning the intervention | Programme coordinators, Project Managers and M&E staff work together on contextualizing the Indicators Framework. M&E staff adapts the M&E tools accordingly |
| Tool 1 | Baseline Survey for C&Y | This tool includes the template for the baseline survey with C&Y. It is designed as a self-administered survey, but it can also be administered with the help of internal staff. Besides collecting the baseline data that will be used for measuring the outcomes of the intervention, this survey should also be used as an initial assessment through which you can learn more about the needs and experiences of C&Y participating in the programme. For this reason, the survey includes several open-ended questions that should provide more in-depth information, to help you design your intervention. | Indicators measurement; Initial assessment; Adapting the programme | M&E staff & Facilitators coordinate the data collection process |
| Tool 2 | End-line Survey for C&Y | Template for the end-line survey with C&Y. Most of the questions are identical to the ones used in the baseline, in order to be able to compare the results before and after participating in the Move On & Engage programme. | Indicators measurement | M&E staff & Facilitators coordinate the data collection process |
| Tool 3 | Survey Data Entry & Analysis | This Excel file will help you in your data entry and data analysis processes for the quantitative indicators (measured through the baseline and end-line surveys). The responsible M&E staff should carefully read the "Instructions" sheet and understand the overall structure of the sheets. While many of the data analysis steps were pre-set using formulas, the attempt is not to fully automatize the analysis and make it mechanical. The tool does not replace the valuable contributions and insights that only local M&E staff and Project Managers can bring to the analysis process. | Indicators measurement Adapting for future interventions | Data entry & Analysis: M&E staff Debriefs: M&E staff, Facilitators, Project Managers, Programme Coordinators |

| | | | | |
|--|--|---|---|---|
| Tool 4 | FGD guide with C&Y | <p>The FGD(s) should be conducted at the end of the intervention, to collect rich data on the changes experienced by participants and their feedback on the process of conducting the youth-led initiative.</p> <p>The document provides some initial instructions and then a detailed discussion guide to be used during the FGDs. Keep in mind that the assessment of the specific pillar outcome will be done only for the pillar concerned by the youth-led initiative</p> | Indicators measurement; Adapting future interventions | <p>The Facilitator or Project Manager organizes the FGDs</p> <p>M&E staff moderates the discussion and analyses the results</p> |
| Tool 5 | Facilitator's Journal | <p>"Session Feedback" Word forms for facilitators to capture successes and challenges after each session. It includes questions on the engagement of the group and reminds facilitators to reflect on gender and diversity dynamics at the group level. It also allows facilitators to make a link between how each session contributes to strengthening the transversal skills and well-being pillars.</p> | Adapting the programme; Documenting the link between the sessions and the expected outcomes | <p>Facilitators fill the journal after each session. Joint analysis with PM or coaches.</p> |
| Tool 6 | Attendance Tracking and Facilitator's Journal | <p>This Excel file should help you track in a systematic way the attendance rate for each session. It also helps you to entry all the data gathered through the Facilitator's Journal.</p> | Process monitoring | <p>Data entry: M&E staff/ Facilitators</p> <p>Data analysis: M&E staff</p> |
| Tool 7 | Facilitators End-line Reflection Questions | <p>This tool can be seen as self-administered qualitative interview, answered by the facilitator(s) at the end of a Move On & Engage programme. The purpose of this reflection exercise is to triangulate the findings on the impact that participating in the programme brings to C&Y, with the perspective of the facilitator(s).</p> | Triangulating the findings on the impact of the intervention | <p>Facilitators fill the tool at the end of the intervention</p> <p>M&E staff analyses the responses</p> |
| Activities included in the curriculum, relevant for project Monitoring and Evaluation | | | | |
| | Well-being thermometer (Session 9 and Session 19) | <p>Through this activity it is assessed the group's sense of well-being within each 'well-being pillar'. The activity is done once before the youth-led initiative (Session 9) and once after the youth-led initiative was implemented (Session 19). The second Well-being thermometer allows participants to reflect on any significant changes in the group's sense of well-being which may have taken place over their journey.</p> | Needs assessment; Adapting the programme; Triangulating the findings on the impact of the intervention | <p>Facilitators conduct the activity and present the results in the <i>Facilitator's Journal</i> open-ended questions</p> |
| | Celebrating and sharing your success (Session 19) | <p>Through this activity, participants are asked to reflect on the journey they have taken together for the past 10/20 weeks and identify successes, challenges, opportunities to learn and what they have learned.</p> | Triangulating the findings on the impact of the intervention | <p>Facilitators conduct the activity and present the results in the <i>Facilitator's Journal</i> open-ended questions</p> |

Key M&E levels, methods and steps



Important: Before starting the implementation of the Curriculum

- 1- Review the proposed outcomes and indicators and ensure that they are relevant for your context, develop a M&E plan for your intervention
- 2- Disseminate the M&E plan to project staff and partners so that everyone knows what their role is and when the different tools should be used
- 3- Translate and contextualise the M&E tools, train the team, test and review the tools

| What? Monitoring level | How? Main method and Means of Verification | When? Chronological order according to the steps in the intervention plan |
|---|---|--|
| Activities and outputs | | |
| <ul style="list-style-type: none"> ➤ Number of sessions, number of participants, number of trained facilitators ➤ Attendance / drop out ➤ Number of facilitator's training sessions ➤ Gender and diversity disaggregated data on attendance / drop out | Participants lists and other registries, attendance tracking Excel sheet (Tool 6) | From the start throughout all sessions |
| Process monitoring (quality of intervention) | | |
| <ul style="list-style-type: none"> ➤ Quality of participation ➤ Level of Gender and diversity sensitivity of the activities ➤ Level of Group engagement ➤ Satisfaction of the youth vis-à-vis the activities (content, method, animators) other feedback and any complaints ➤ Competencies of the facilitators | <p>Quality feedback after each session completed by facilitators: facilitator's journal (Tool 5 and Tool 6)</p> <p>Celebrating and sharing your success activity</p> <p>End-line survey with C&Y, "Feedback on the activities" section (Tool 2)</p> <p>FGD with C&Y, "Feedback on the process" section (Tool 4)</p> | <p>From the start throughout all sessions</p> <p>Session 19</p> <p>Session 20</p> <p>Post intervention</p> |

Outcome monitoring ¹⁸

| | | |
|--|---|--------------------------|
| ➤ A transversal outcome on self and collective empowerment , to measure change at the level of Knowledge, attitudes, behaviour linked to the 5 Key ENGAGE skills | Baseline and End-line Survey (Tool 1, Tool 2 and Tool 3) | Session 2 and session 20 |
| ➤ Well-being Pillar specific outcomes , as well as intermediary outcomes within each pillar to look at changes in terms of knowledge, attitude and behaviour. The main pillar outcomes are: | Baseline Survey (Tool 1 and Tool 3) | Session 2 |
| ○ Increased sense of safety and increase their feeling that they are more capable to answer the risks they face | Well-being thermometer activity ¹⁹ (pre-test) | Session 9 |
| ○ Strengthened protective networks | Well-being thermometer activity ²⁰ (post-test) | Session 19 |
| ○ Perception of having meaningful roles within their family, peer group and community | Celebrating and sharing your success activity | Session 19 |
| ○ Taking an active role in addressing injustice in their environment | End-line Survey (Tool 1 and Tool 3) | Session 20 |
| ○ Increased feeling of hope regarding their future | FGD with C&Y (Tool 4) | Post intervention |
| | Facilitators End-line Reflection Questions (Tool 7) | Post intervention |

¹⁸ All outcomes should include Gender and diversity disaggregated results

¹⁹ See session 9 and 19 in the MOVE ON & ENGAGE curriculum, p 54 and p 92

²⁰ See session 9 and 19 in the MOVE ON & ENGAGE curriculum, p 54 and p 92

Analysis of data collected

Main Questions to guide your analysis:

Baseline survey (at the end of session 2)

- What are the trends in terms of issues reported by the youth? To which pillars do the issues relate? (skills, knowledge, feelings, attitudes, behaviours)
- Do girls face the same issues as boys? What are the differences? Are there specific barriers related to sex, age, social group or disability?
- What is surprising? Are there any contradictory trends?
- What are the key skills that must be worked on to enable youth engagement?

Sessions debriefing (Facilitators' journal: sections on *level of engagement* and *challenges and successes*)

- What worked well today from the point of view of the youth? What did not work? Why?
- What method or session has not been working well and why?
- What was the level of engagement and participation of the youth? Remember to use a gender and diversity lens.
- How did the youth feel? Is there consensus on the benefit of the session? What were the main differences if any?
- Are girls and boys reflecting on different issues or benefits from participating in the curriculum?

"Well-being thermometer" (Session 9 and Session 19)

- What are the identified differences between the 2 well-being thermometer exercises? Is there any issue reported which relates to a specific pillar?
- In which area is there significant progress? why?
- What are the areas of consensus among participants? The areas of divergence or disagreement?

"Celebrating and sharing your success" (Session 19)

- Successes: What went well? What group accomplishments were considered to be the most important?
- Challenges: What challenges did youth face along the way? Who experienced these challenges more, girls, boys or everyone? What did you do to try to address the challenges?
- Learning/Opportunities: What did youth learn from this project? What opportunities have they identified because of this project?

End-line Survey (Session 20)

- What are the main differences between the end-line and baseline data? Improvement per pillar, gender? What did not improve? Why? What pillars and capacities (knowledge, attitudes and skills) show significant improvement?
- How do participants assess their participation and how satisfied are they with the process?

Focus Group Discussions with C&Y

- Have the youth identified any new resilience competencies they may have acquired following the programme? For example, techniques for coping, adapting transforming, or others?
- Have the youth strengthened at least one of their five pillars of well-being through implementing the youth lead-initiative?

- Have the youth improved their transversal skills (collaboration, creative thinking, sense of responsibility, communication, managing their emotions, support for working collectively) ?
- What broader effects can be seen by the youth in their family, circle of friends, community?

Facilitator End-line Reflection Questions

- Was the collective action an opportunity to practice the 5 Engage skills? If so, how?
- Has the programme managed to strengthen specific outcomes linked to the five pillars of well-being? How?
- Are there any observable changes at individual and group level relating to skills/ attitude/ behaviour demonstrated during the roll out of the Action, also linked with the 5 well-being pillars?
- Have the children and youth faced any challenge, how were they overcome?

Community FGDs *(if possible)*

- What was the level of community participation in the process? What role did take community members in the initiative? How supportive has been the community?
- What were the successes, challenges and opportunities identified by the community?
- How was the ENGAGE process received by the community? Did the community identify some elements of the process to celebrate or improve?



Section 5 - Resources and Budgeting

Human resources

In order to ensure smooth implementation of the MO&E methodology, a project team should include the following roles:

1. At Programming level:
 - a. Project Manager/Coordinator
 - b. M&E Specialist
2. At Implementation level:
 - a. Facilitators (2 for max of 15 youth)
 - b. Trainers/Coach (1 for 6 facilitators)

Budgeting

The following are the main budget lines to consider when implementing MO&E methodology. The costs outlined here are the specific programmatic costs essential for the implementation of the curriculum. Please refer to the usual budgeting rules for other budget lines and support costs. These costs are based on a 6month period, allowing for 2 rounds of implementation of the curriculum.

Important: when budgeting

1. Ensure sufficient resources are budgeted linked with your specific settings (see readiness questionnaire and information below)
2. Please do not compromise on staffing and training costs. Follow the recommended guidelines
3. The full training cost package is indicated here – please refer to the *training strategy* section to identify the necessary training
4. Staff and curriculum costs are based on 2 facilitators and 4 groups (2 groups for 3 months x2) to facilitate appropriate calculations
5. This budget is indicative and may vary depending on your context – please adapt!

Budget summary:

| Category | Detail | Comments |
|------------------------------------|--|---|
| Human resources | Facilitators | 2 facilitators for 1 group of 15 youth for 10 weeks (2 session 2h/per week) + 2 weeks for youth identification (total = 3 months) The facilitators can therefore implement the curriculum with different groups during the week – and engage in other CP/or programme activities |
| | Supervisor Project manager (%) M&E (20 %) | 1 supervisor for 6 facilitators (if less – then supervisor available for other tasks) |
| Facilitator Training | Core MGCS (5 days) | Includes: international trainer (salary and travel); participant accommodation, venue, food, supplies |
| | Refresher MGCS (1 day) | |
| | MO&E orientation (3 day) | |
| Communication & Translation | Translation, layout and publication in local language | facilitator orientation manual & youth curriculum in local language (200 pages). |
| Activity implementation | Curriculum implementation | Facilitator kit, supplies, refreshments |
| | Youth led initiatives | Lumpsum for each group |
| | Community engagement | Lumpsum for mobilisation and meeting (refreshments, snacks, etc.) |
| Rental of space/or temporary space | Venue rental, CYFS, other. | Safe place to facilitate sessions with youth (can be existing community space) |
| Support costs | Transportation, car rental, equipment, office supplies | Lumpsum For support costs |

You can also look at [section 6 annex 2](#) for a proposed budget template which can be used as a “model”.



Section 6 – Annexes

Annex 1: MGSC training plans

- Short version (CORE Modules)

| AGENDA - CORE MGSC (short version for humanitarian) | |
|---|--|
| DAY 1 | |
| TIME | SUBJECT |
| 8.30 - 9.30 | Pre-test questionnaire / Objectives of the training / knowing each others |
| 9.30 - 10.40 | Ground rules / Trust games for group cohesion |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | Introduction to CP (child dev, signs abuse), CPIE and CPMS |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | MHPSS and tch MHPSS framework |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC session (Active) + Characteristics and objectives of the games (3H) |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 2 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned Review of the day |
| 9.10 - 10.40 | MGSC session (traditional game) + Methodological principles & traditional games |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | Perception + communication and active listening module |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Management of emotions |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | child participation |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 3 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned Review of the day |
| 9.10 - 10.40 | Conflict management |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | resilience module |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | leadership module |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC session (creative activity) + Planning and structure & creative activity |
| 16.50 - 17.00 | Evaluation of the day + task to prepare an MGSC activity for next training in groups |

| 1 WEEK AFTER / or consecutive to day 3 | |
|--|---|
| DAY 4 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Welcome and most significant experience from practice Quick review on MGS principles and preparation |
| 9.10 - 10.40 | MGSC practice: Session group 1 + feedback (invite supervisors) |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | MGSC practice: Session group 3 + feedback (invite supervisors) |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | MGSC practice: Session group 1 + feedback (invite supervisors) |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC practice: Session group 4 + feedback (invite supervisors) |
| 16.50 - 17.00 | Evaluation of the day |
| 1 WEEK AFTER / or consecutive to day 3 | |
| DAY 5 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned Review of the day |
| 9.10 - 10.40 | Participatory review of MGSC skills and facilitator's role |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | feedback and self knowledge |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Free play - Sharing activities & adapting to MGSC principles |
| 15.00 - 15.20 | Break |
| 15.20 - 16.30 | Open forum on the methodology, practice from experience |
| 16.30 - 17.00 | Post test and closure |

- **MGSC Full package**

| AGENDA - CORE MGSC (full training) | |
|------------------------------------|--|
| DAY 1 | |
| TIME | SUBJECT |
| 8.30 - 9.30 | Pre-test questionnaire / Objectives of the training / knowing each others |
| 9.30 - 10.40 | Ground rules / Trust games for group cohesion |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | MHPSS and tdh MHPSS framework |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | MGSC session (Active) + Characteristics and objectives of the games (3H) |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | Perception and Action |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 2 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned |
| | Review of the day |
| 9.10 - 10.40 | Communication and active listening |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | MGSC session + Methodological principles and planning and structure |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Management of emotions |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC session (creative activity) + creative activity |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 3 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned |
| | Review of the day |
| 9.10 - 10.40 | Resilience and resource of the person |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | Preparation of practice |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | MGSC practice: Session group 1 + feedback (invite supervisors) |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC practice: Session group 2 + feedback (invite supervisors) |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 4 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned |
| | Review of the day |
| 9.10 - 10.40 | MGSC practice: Session group 3 + feedback (invite supervisors) |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | MGSC practice: Session group 4 + feedback (invite supervisors) |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Leadership module |
| 15.00 - 15.20 | Break |
| 15.20 - 16.30 | Free play - Sharing activities & adapting to MGSC principles + coaching plan |
| 16.30 - 17.00 | Evaluation and closure of the first week |

| THREE WEEKS TO ONE MONTH AFTER | |
|--------------------------------|---|
| DAY 5 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Welcome and most significant experience from practice |
| 9.10 - 10.40 | Review of MGS principles (creative) |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | MGS session + competition vs cooperation |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Motivation |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC for small children OR adolescents |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 6 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned |
| | Review of the day |
| 9.10 - 10.40 | Feedback and self-knowledge |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | Traditional games + preparation of traditional game activity |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | MGSC practice: Session group 1 + feedback |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | MGSC practice: Session group 2 + feedback |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 7 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned |
| | Review of the day |
| 9.10 - 10.40 | MGSC practice: Session group 3 + feedback |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | MGSC practice: Session group 4 + feedback |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Motivation |
| 15.00 - 15.20 | Break |
| 15.20 - 16.50 | Community mobilization OR Introduction to Engage curriculum |
| 16.50 - 17.00 | Evaluation of the day |
| DAY 8 | |
| TIME | SUBJECT |
| 8.30 - 9.10 | Three lessons learned |
| | Review of the day |
| 9.10 - 10.40 | Organize big event – tournament OR Intergenerational activities |
| 10.40 - 11.00 | Break |
| 11.00 - 12.30 | Free play - Sharing activities & adapting to MGSC principles |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Post test and closure - Happy turtles |

- **Training of trainers' additional modules**

| AGENDA - ToT MGSC | |
|-------------------|---|
| DAY 1 | |
| TIME | SUBJECT |
| 10.00 - 12.30 | Pre-test questionnaire + Objectives of the training |
| | Presentation of change process and conditions |
| 12.30 - 13.30 | Lunch break |
| 13.30 - 15.00 | Johari window and defence mechanisms + self-assessment |
| 15.00 - 15.20 | Break |
| 15.20 - 16.20 | Preparation of a session |
| 16.20 - 16.30 | Evaluation of the day |
| DAY 2 | |
| TIME | SUBJECT |
| 8.30 - 9.00 | Three lessons learned |
| | Review of the day |
| 9.00 - 10.40 | Facilitation practice group 1 & 2 |
| 10.40 - 11.00 | Break |
| 11.00 - 12.40 | Facilitation practice group 3 & 4 |
| 12.40 - 13.30 | Lunch break |
| 13.30 - 15.00 | ToT principles and methodologies |
| 15.00 - 15.20 | Break |
| 15.20 - 16.00 | Next steps, roles and responsibilities (invite supervisors) |
| 16.00 - 16.30 | Closure including post test and open forum on the methodology |

- Core CP / MHPSS modules for facilitators

| core CP topics for facilitators | |
|---------------------------------|--|
| DAY 1 | |
| TIME | SUBJECT |
| 8.30 - 9.15 | intro - child protection/ in emergencies |
| 9.15 - 10.00 | types of abuse and signs |
| 10.00-10.15 | break |
| 10.15-11.15 | impact of emergencies on children/program spécifique |
| 11.15 - 12.00 | Tdh child protection approach |
| 12.00 - 13.30 | MHPSS and tdh MHPSS framework |

| complementary recommended trainings | length |
|---------------------------------------|---------|
| child safeguarding | 1/2 day |
| Psychological first aid (PFA) | 1 day |
| PFA 2 - managing difficult behaviours | 1 day |
| case management/referral pathways | 1/2 day |
| self care | 1 day |
| M&E | tbd |
| CPMS | tbd |
| CFS/ standards | tbd |

Annex 2: Model Format for MO&E implementation Budget

| Costs | Unit ¹³ | # of units | Unit value (in CHF) | Total Cost (in CHF) |
|--|--------------------|------------|---------------------|---------------------|
| 1. Human Resources | | | | |
| Salaries (gross salaries including social security charges and other related costs, local staff) ⁴ | | | | |
| <u>Technical</u> | | | | |
| Project Coordinator | Per month | 6.0 | 2,000 | 12,000.00 |
| Monitoring and evaluation officer (10% of time) | Per month | 0.6 | 1,500 | 900.00 |
| Facilitators (12 facilitators) | Per month | 72.0 | 400 | 28,800.00 |
| <u>Administrative/ support staff</u> | | | | - |
| Finance & Admin (Tdh 50% of time) | Per month | 3.0 | 1,200 | 3,600.00 |
| Subtotal Human Resources | | | | 45,300.00 |
| 2. Travel | | | | |
| Local transportation | km | 2,000.0 | 0.25 | 500.00 |
| Subtotal Travel | | | | 500.00 |
| 3. Equipment and supplies | | | | |
| Furniture, computer equipment (lap top and/or printer) | set | 1.0 | 1,000 | 1,000.00 |
| Spare parts/equipment for machines, tools | toner | 10.0 | 100 | 1,000.00 |
| Subtotal Equipment and supplies | | | | 2,000.00 |
| 4. Local office¹⁴ | | | | |
| Consumables - office supplies | month | 6.0 | 20 | 120.00 |
| Other services (tel/fax, electricity/heating, maintenance) | month | 6.0 | 20 | 120.00 |
| Subtotal Local office | | | | 240.00 |
| 6. Implementation costs | | | | |
| Preparation of implementation | | | | |
| Translation of facilitator orientation manual & youth curriculum in local language | pages | 200.0 | 20 | 4,000.00 |
| Layout of manuals | pages | 200.0 | 10 | 2,000.00 |
| Publication of Youth curriculum | pcs | 15.0 | 30 | 450.00 |
| Training of facilitators | | | | |
| Core MGSC | | | | |
| Trainer's fee (6 days x 2 trainers) | days | 12.0 | 150 | 1,800.00 |
| Trainer's travel cost (2 trainers) | round trip | 2.0 | 800 | 1,600.00 |
| Room rent | days | 6.0 | 150 | 900.00 |
| Coffee and refreshments (6 days x 14 persons) | persons | 84.0 | 5 | 420.00 |
| Lunch (6 days x 14 persons) | persons | 84.0 | 15 | 1,260.00 |
| Accommodation participants (5 nightsx14 persons) | persons | 70.0 | 40 | 2,800.00 |
| Training supplies and consummables | lumpsum | 1.0 | 100 | 100.00 |
| Refresher MGSC | | | | |
| Trainer's fee (1 day) | days | 1.0 | 150 | 150.00 |

| | | | | |
|--|---------------|-------|-----|-------------------------|
| Trainer's travel cost (1 trainer) | round trip | 1.0 | 800 | 800.00 |
| Room rent (1 day) | days | 1.0 | 150 | 150.00 |
| Coffee and refreshments (1 day x 14 persons) | persons | 14.0 | 5 | 70.00 |
| Lunch (1 day x 14 persons) | persons | 14.0 | 15 | 210.00 |
| Training supplies and consummables | lumpsum | 2.0 | 20 | 40.00 |
| MO&E orientation | | | | |
| Trainer's fee (3 days * 2 trainers) | days | 6.0 | 150 | 900.00 |
| Trainer's travel cost (2 trainers) | round trip | 2.0 | 800 | 1,600.00 |
| Room rent (3 days) | days | 3.0 | 150 | 450.00 |
| Coffee and refreshments (3 days x 14 persons) | persons | 42.0 | 5 | 210.00 |
| Lunch (2 times * 3 days x 14 persons) | persons | 42.0 | 15 | 630.00 |
| Accommodation participants (2 nightsx14 persons) | persons | 28.0 | 40 | 1,120.00 |
| Training supplies and consummables | lumpsum | 1.0 | 100 | 100.00 |
| Curriculum implementation (6 teams) | | | | |
| Facilitators kit (games and activities materials) | set | 6.0 | 300 | 1,800.00 |
| Coffee and refreshments (6 teams x 2 groups x 2 times x15 persons) | persons | 360.0 | 2 | 720.00 |
| Consumables (6 teams x 2 groups x 2 times) | set | 24.0 | 50 | 1,200.00 |
| Youth led initiatives | | | | |
| Lumpsum for each team | lumpsum | 24.0 | 500 | 12,000.00 |
| Community engagement meetings | | | | |
| Lumpsum for each team | lumpsum | 24.0 | 100 | 2,400.00 |
| Subtotal Implementation | | | | 39,880.00 |
| Subtotal direct eligible costs of the Action (1-6) | | | | 87,920.00 |
| 8. Indirect costs (maximum 7% of 7, subtotal of direct eligible costs of the Action) | indirect cost | 1.0 | 7% | 6,154.40 |
| 9. Total eligible costs of the Action, excluding reserve (7+ 8) | | | | <u>94,074.40</u> |



Section 7 - Tools

Accompanying documents

- Move On & Engage – Youth Curriculum
- Move On & Engage – Facilitator Orientation Module

Other similar methodologies within Tdh

- **MGSC methodology**
 - Laugh, Run and Move to develop together – Games with a psychosocial aim
https://childhub.org/en/system/tdf/library/attachements/451_493_en_original.pdf?file=1&type=node&id=6897
 - Traditional Games for Child Protection
https://childhub.org/sites/default/files/2012_Traditional%20Games_EN.pdf
 - Working with children and their environment – Manual of psychosocial skills
https://childhub.org/en/system/tdf/library/attachements/working_with_children_and_their_environment_-_manual_of_psychosocial_skills.pdf?file=1&type=node&id=6414
- **You Create Toolkit** ; YOU CREATE is a youth led Participative Action Research methodology. You Create methodology developed by Tdh promotes self-led arts projects. By giving children the possibility to participate in the creation and the planning of the activities, they improve their well-being, resilience and social cohesion.
https://childhub.org/en/system/tdf/library/attachements/200610_tdh_youcreate_projectguide_en_light.pdf?file=1&type=node&id=43578
- **Sport for protection toolkit:**
<https://www.tdh.ch/sites/default/files/sport-for-protection-toolkit-lowres.pdf>
- **Football for protection toolkit**
<https://www.tdh.ch/en/media-library/documents/football-protection-curriculum-guide>
<https://www.tdh.ch/en/media-library/documents/football-protection-detailed-methodology>

Externally developed tools referenced in this curriculum

The Youth Resilience Programme: Psychosocial support in and out of school, 2015, Save the Children
https://resourcecentre.savethechildren.net/node/9923/pdf/facilitators_handbook_oco_life_skills_workshop_for_youth_web.pdf

Life Planning Education: A Youth Development Program, 1995, Advocates for Youth
<https://www.advocatesforyouth.org/wp-content/uploads/storage/advfy/documents/lpe.pdf>

My safety, My well-being, 2016, IRC
<https://www.rescue.org/sites/default/files/document/4169/ircmysafetymywellbeingcurriculumforadolescentgirls.pdf>

Sticks and stones, 2013, Plan
<https://plan-international.org/publications/sticks-and-stones>

Ideal, 2009, War Child Holland
<https://www.sportanddev.org/en/article/publication/i-deal-introduction-war-childs-i-deal-and-big-deal-interventions>



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