

## Viva Locate: Situational Mapping

Purpose
<p>Situational Mapping helps to identify the resources, capacities, weaknesses and strengths of the existing Christian response in a city. Situational mapping highlights the urgency of collaborative solutions to the critical issues identified.</p> <ul style="list-style-type: none"> <li>• It provides opportunities for relationship building between those who are working for the benefit of children. Having an overview of a local situation enhances credibility for emerging collaborative responses.</li> <li>• Presentation of the research findings is ideal for mobilising a broader Christian response within the local community. It also provides the basis for more informed and effective advocacy.</li> <li>• Situational mapping helps to see the Christian response within the context of the entire community response. We can get an idea of the percentage of the total response that is made up by Christian work, and provide frontline workers with a directory of the responders in their area.</li> <li>• Leaders and decision makers analyse the data and use it to inform their decisions.</li> </ul> <p><b>Impact Indicators:</b> Influenced Decision Makers, Changed Children's Lives  <b>Where it is/has been implemented:</b> Harare, Kampala, Delhi, Hyderabad, Dehradun, Kolkata, Vijayawada, Paraguay</p>
Description
<p>The Situational mapping study is a basic research tool for children at risk networks that is used:</p> <ul style="list-style-type: none"> <li>• To present the known held information on the situation of children at risk</li> <li>• To identify the size and type of community response to children at risk</li> <li>• To identify the Christian response to children at risk</li> <li>• To compare and contrast this information to make informed recommendations for network action and collaboration to bring about change for children</li> <li>• To provide a directory of organisations' expertise, focus and contact details for better information, networking and collaboration</li> </ul>
Implementation
<p><b>Initial Actions</b></p> <p>Before undertaking Situational mapping, start by determining who is commissioning the study or wanting to do the research and for what purpose, and then determine the budget and if needed, a funding proposal. Recruit a team of paid staff (where funding allows) and willing volunteers to carry out the study for the recommended time.</p> <p><b>Implementing the Mapping Process</b></p> <p><b>Data Collection</b></p> <ul style="list-style-type: none"> <li>• Defining the scope of study (The physical boundaries, target group, type and amount of data)</li> <li>• Desk Research and literary review (15% of time)</li> <li>• Field Research (60% of time) through sport verification, mapping or sampling</li> </ul> <p><b>Data Processing</b></p> <ul style="list-style-type: none"> <li>• The detailed responses from the stakeholders are transferred to an electronic spreadsheet and the qualitative data is coded. All other data is put into the database and VN2.</li> </ul> <p><b>Data Analysis</b></p> <ul style="list-style-type: none"> <li>• Undertaken by an analysis team comprised of those that have good experience in the field of research, community members, and childcare practitioners.</li> </ul>

**Analysing the response to the needs of children at risk**

- Either analysing the problems that the known Christian projects are addressing, to understand more about issues that network should be addressing
- Or analysing the problems/issues impacting children in the given location and the extent and effectiveness of the whole community based response; assessing possible responses and areas of potential
- Summarising research findings
- A summary of key issues causing or affecting children at risk in the area
- A summary of government response, agency response and Christian response

**Distribution of research**

- A forum with local key players, church leaders, government officials, local media and other local leaders
- Or in a written report

**Producing Directory of services for children at risk**

- Directory of network Organizations and key stakeholders
- Organizational profiles, including key stakeholders

**Time and cost**

**Time** 2-3 months

**Cost** : Depends on location and what is being mapped. *Money is required for a dedicated part time mapping co-ordinator who has been trained in the mapping process.*

**Materials/ resources and input available from Viva**

**Resources that have been developed by Viva for situational Mapping**

- Situational Mapping Guide (handbook)
- Example of Directories

**Technical Input available from Viva includes the following**

- Viva can provide assistance in analysis, interpretation and presentation of data for reports, but only if this assistance was originally included and funded in the contract.

## Viva Engage Churches

### Purpose

For real and long-lasting change to occur in a local area, churches play a crucial role. Evans writes that ‘The strategic significance of the church is that it is uniquely positioned to make sure that there is a values transformation in the minds and hearts of the community to accompany other aspects of change.’ Networks need to include churches in order to make a credible Christian response to the issues of children at risk.

The purpose of Church engagement is to work alongside existing network plans and activities but use every opportunity to involve and engage local churches in a collaborative solution for the needs of children at risk in any given location.

**Impact Indicators:** Engaged Churches, Influenced Decision Makers, Changed Children’s lives

**Where it is/has been implemented:** Piloted through Hyderabad network in India

### Description

The Church engagement tool enables networks to intentionally engage local Churches in network activities by using existing and newly developed Viva resources which are focused on engaging Churches to respond to the needs of children at risk. It provides a framework for Network Co-ordinators and Network Consultants to use these resources in a strategic and linked way to engage Churches in the plans and activities of the network.

The Church engagement programme encourages churches to grow within four specific areas:

- 1) Attitude and intention towards children
- 2) Capacity to work with children
- 3) Action for children (through prayer, supporting activities and projects, and providing opportunities for children to grow and thrive)
- 4) Collaborative prayer and action for and with children at risk (becoming an example in their local context by raising awareness and standards for working with children at risk)

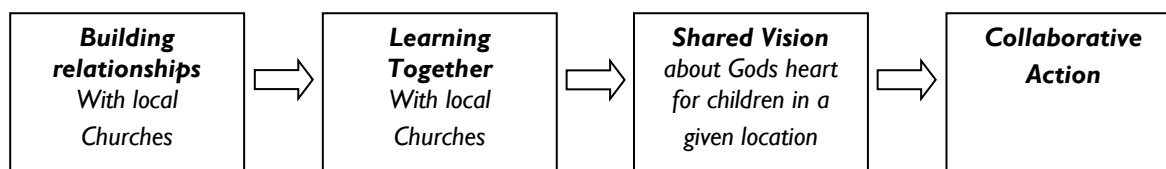
### Implementation

#### Initial Actions

Before designing a Church engagement programme, it is necessary for the network to consider two elements:

- In what ways are churches currently part of the network’s **vision** and **goals**?
- What would the impact be on the local area/ city if churches were a vibrant, active and praying part of the Christian response to children at risk?

Design the programme to run through the following cycle of activities:



#### Implementing the Programme

**Examine which Church engagement materials and activities are available and ensure they are used with the greatest effect**

Consider language, whole church engagement and selection of materials.

**Choosing materials strategically**

Viva's tools and materials address different areas of how churches engage with issues facing children at risk, and focus on varying styles of learning, so think about how materials will interact with each other.

There are 3 types of events:

**1) Practical Events**

Christmas Parties and the World Weekend of Prayer are events in which churches can participate with only the need for a short-term commitment. They encourage behaviour in churches to change.

**2) Awareness raising**

Child Friendly Church, Mapping, Child Ambassadors and Children in Prayer are all tools that increase knowledge about children at risk and suggest ways in which to improve situations and empower children.

**3) Biblical framework**

The Understanding God's Heart for Children course encourages reflection on a biblical attitude towards children.

**Follow-up**

Run a follow-up workshop after any activity/event which engages Churches. The purpose of the follow-up workshop is to keep momentum of Church engagement and link Churches into further network activities.

***Link activities undertaken by churches into further network activities with the strategic goal of developing a collaborative solution to the needs of children at risk in any given location.***

**Time and cost**

**Time** 1 year to coincide with network activities

**Cost** Depends on planned network activities

**Materials/ resources and input available from Viva**

**Resources that have been developed by Viva to engage Churches around Children at Risk issues**

- World Weekend of Prayer resources
- Understanding God's Heart for Children
- How to run a Christmas Party
- Child Ambassadors framework
- Children in Prayer workshop framework
- Child Friendly Church Resource Pack

**Resources that been developed to accompany Viva Engage Churches**

- A Viva Church Engage Package
- A new follow up workshop has been developed to be used after any activity which engages the Church to link Churches more intentionally with future activities of the network

**Technical Input available from Viva includes the following**

- Network Consultant can work with network co-ordinator to plan a strategic approach to a Collaborative Christian response through the network

## Viva Equip People

### Purpose

**Viva Equip People** is designed to give good quality practical training on holistic child development to Christians working with children at risk. It is intended that students will be leaders and frontline practitioners working with children at risk and their families in poorer/less developed areas of the world.

**Impact Indicators** Thriving Workers, Changed Children's Lives

**Where it is/has been implemented:** Since 2002 Celebrating Children/ Viva Equip people has been implemented through networks in Cambodia, India, Malaysia, Indonesia, Myanmar, Philippines, Nepal, Thailand, Uganda, Kenya and Zimbabwe

### Description

**Viva Equip People** is a taught course using the **Celebrating Children Course** syllabus of 8 modules. The course has been designed to enable students to continue with their work (without long stretches away for studying) and to apply what they are learning in a practical way.

The syllabus covers the key issues facing children and those who work with them, taking a positive perspective from healthy child development, the biblical basis of care for children and recognised good practice. The following 8 modules make up the course:

- 1) *Understanding the Child in Context*
- 2) *Issues in Listening to Children*
- 3) *Risk & Resilience*
- 4) *Holistic Mission to Children*
- 5) *Working with Children: Practical Issues*
- 6) *Child Protection and Helping Traumatized Children*
- 7) *Development, Evaluation and Monitoring of Programmes*
- 8) *Development of Self & Staff*

Students have to complete at least 5 home study tasks and a practical assignment for each of the 8 modules and are awarded marks for assignments and competencies. The home study tasks are designed to ensure that the students' learning has a direct impact on their work with children. For quality assurance and consistent grading of assignments, all participants follow the course in its entirety.

### Implementation

**Viva Equip People** is facilitated through a network of churches and Christian organisations which have a partnership with Viva and where Viva provides **technical support** through training, consultancy and resources. The course is facilitated by a **trained Viva Equip People (VEP) Co-ordination team from the network** and the course is taught by a series of **local trainers** in each of the 8 modules. Students are encouraged to choose a **mentor** who will help them with the practical outworking of what they are learning through the course in terms of how it applies to their daily work with children.

### Initial Actions

The VEP Co-ordination team should:

- Consult potential students and trainers
- Prepare a budget, secure financial resources for the course and promote the course appropriately
- Carry out mentors training
- Carry out baseline assessments to assess the students' learning

### Implementing the Programme

- Members of the Viva Equip People Co-ordination team should attend each training session and support facilitation, assessment of home study tasks, monitoring of teaching and learning quality, gaining feedback from mentors, assessment of assignments and evaluations of each module.
- Members of the co-ordination team may be also be able to deliver the training for one of the modules if the topic is appropriate to their experience.
- Issue workbooks module by module to students to ensure engagement with the whole course; some questions and exercises may be used in the training sessions.
- The network will be expected to charge fees for Viva Equip People which cover all or some of the running costs of the course, and Churches and organisations in the network will be expected to provide in kind resources (eg. venues, food, mentors).

Any network intending to run Viva Equip People using the materials and resources that have been developed is requested to sign an agreement and fill out a registration form to record location of the course, number of participants and impact of the course on knowledge, attitude and competencies of participants. This allows Viva to continue to learn and improve on the course and materials and monitor its impact.

### Time and Cost

**Time:** The course can cover a period of from 8 months to 2 years depending on the learning and practical needs of the participants. Each module takes a minimum of 16 taught hours with a gap between each module for practical application and completing a module assignment.

### Materials and technical input available from Viva

**Resources that have been developed to accompany the Viva Equip People course include the following:**

- The Celebrating Children course Syllabus with learning objectives comprising 8 modules of 15 lessons per module
- Student workbooks for each of the 8 modules with a chapter for each lesson to consolidate learning and provide further reference, reading, exercises and questions
- A Facilitators' & Trainers' Manual providing: Advice on setting up and running the course, Training Techniques and frameworks, Schemes of Work, Baseline Survey and Feedback and Evaluation resources
- A CD or downloadable power point folder containing slides which can be used selectively in support of training

**Technical Input available from Viva includes the following:**

- Technical support from a Viva network consultant about how to set up and run a Viva Equip People Course and how to use Viva Equip People to develop your network
- Training of VEP Facilitator or Facilitation Team
- An international community of practice around Viva Equip People (learning from others about VEP) and links to people and resources around holistic child development

## Viva Equip Projects (Quality Improvement System)

### Purpose

**Viva Equip Projects/Quality Improvement System** provides a great opportunity to significantly raise quality standards in Christian work with children at risk. Equally applicable for Church projects or small to medium Christian organisations in networks, QIS can help ensure that organisational structures and systems are in place to ensure a high level of accountability.

**Impact Indicators** Thriving Workers, Sustainable Projects, Changed Children's Lives

**Where it is/has been implemented:** Since 2006, QIS has been implemented in networks in Uganda (Kampala), South Africa (Cape Town), Bolivia, (La Paz, Oruro, Cochabamba), Dominican Republic, Guatemala (Guatemala city) Costa Rica (San Jose) Peru (Lima) El Salvador (San Salvador) India (Delhi, Hyderabad, Dehradun) Cambodia (Phnom Penh) and the Philippines (Manila).

### Description

Viva's Quality Improvement System (QIS) is an effective capacity building tool for use in networks of small to medium Christian organisations and Church projects working with children at risk. It introduces international quality standards and principles in 6 key areas and provides a framework for organisations to make improvements towards those standards. QIS adopts an approach rooted in organisational development. It enables organisations and projects to make improvements in 6 areas that are of central importance for work with children at risk, namely:

- 1) *Child protection*
- 2) *Child wellbeing*
- 3) *Project Planning and Design*
- 4) *Financial Accountability*
- 5) *Governance*
- 6) *People Care*

QIS enables churches and organisations to assess their performance against international quality standards and to define areas for improvement. Training is designed around improvement needs to equip organizations to reach the relevant standard. Improvement strategies include mentoring, coaching through change and peer-to-peer learning. It is these methodologies implemented within a network setting that make QIS most effective and provides the framework for long term sustainable change.

Churches and organisations participating in QIS then have the opportunity to review their progress and celebrate improvements against each of the 6 areas through the receipt of certificates for improvements made. The methodology employed at the review stage of the QIS cycle is a combination of self-assessment and spot check verification. At the end of the QIS cycle, organizations receive certificates according to the level of quality they have reached.

Whatever the starting point for the journey of quality improvement, QIS helps organisations to improve towards:

**Foundations in Quality:** Aimed at smaller, less developed organisations and projects. It consists of principles that provide a firm foundation for quality work, and workable systems for accountability in all 6 units of QIS.

**QIS Accountability Level:** A significant level of quality that has been recognised and endorsed by Viva's Quality Standards Reference Group.<sup>1</sup> This is described by the standards checklist in each unit of QIS.

<sup>1</sup> This consists of representatives of Compassion International, Erikshjalpen, Oasis, Tearfund, Toybox and World Vision International.

## Implementation

**A QIS Facilitator of Facilitation Team** is required which needs to be trained around the vision and process of QIS so that they set appropriate expectations around the tool with the network. At least one person on the QIS Facilitation team needs to have a good understanding of organisational development and change. It is advisable that **a QIS working group or advisory group** is set up from the network to support the QIS Facilitation team. The QIS facilitation team will also need to find **local experts and trainers** in each of the 6 QIS unit areas and mentors to mentor organisations through improvements and change. At the end of QIS an external verification committee will be required to verify organisations participating in QIS.

### Initial Actions

Before launching into QIS, The QIS facilitation team needs to prepare the ground using the tool, create commitment to quality improvement, and mobilise local capacity. This can take up to 3 months. For QIS to be successful, a well-established and functioning network needs to be in place. QIS works best with 15 – 25 participating organisations.

### Implementing the Programme

The 6 QIS units can be implemented in any order. Each unit takes roughly three months to implement and follows the same cycle of activities:

- God's heart for the standard and introduction to the standard, followed by assessment
- Training around the standard followed by action planning around improvements
- Mentoring around improvements and peer to peer learning
- Certification of improvements made

### Verification

Once organisations have implemented improvements in each of the 6 areas, they can choose to be externally verified to receive the Viva Commitment to Quality Mark at Foundations or Accountability level. The level of quality reached by participating organisations and projects is verified by an external verification committee and where standards have been met, the **Viva Commitment to Quality Mark** is awarded at the relevant level.

## Time and cost

**Time:** Allow 3 months for preparation, 3 months for each of the 6 modules and 3 months to lead up to verification bringing the total to 2 years

**Cost:** This includes QIS facilitator salary, workshop and material costs and improvement grants

## Materials and Technical input available from Viva

### Resources that have been developed to accompany QIS include the following

- QIS Facilitators handbook: Introduction and practical guidelines for implementing QIS in a local network together with tools and resources to put it into practice
- Participants pack (including information, assessment, and action plan against each of the quality standards in the 6 units)
- Resources for trainers for each of the 6 unit including guidelines and training workshop outlines
- Resources for training new QIS facilitators

### Technical Input available from Viva includes the following

- One week's QIS facilitators training: How to set up and implement QIS within your network
- Links into a community of practice around QIS, including monthly Skype calls with QIS facilitators in different parts of the world
- QIS Facilitators meetings to share good practice and learn from one another



## Viva Equip Projects (QIS – Strategic Topics)

Purpose
<p>To increase the sustainability of organisations within networks, but also to increase the capacity of networks to develop collaborative solutions for children at risk.</p> <p><b>Impact Indicators:</b> Thriving Workers, Sustainable Projects, Influenced Decision Makers</p> <p><b>Where it is/has been implemented:</b> Since 2008 QIS Strategic Topics have been implemented through CRANE in Kampala, the Advocacy unit through PCMN in the Philippines, and the Organisation Development unit through Connect in Cape Town.</p>
Description
<p>To complement the 6 units of QIS, materials have been developed to help projects and organisations grow and develop in 5 further areas that are strategically important: that is, they have been chosen because of their ability to increase the <b>sustainability of organisations</b> and <b>impact on the lives of children</b>.</p> <p>There are 5 Strategic Topics:</p> <ul style="list-style-type: none"> <li>• <i>Organisation Development</i></li> <li>• <i>Networking and Collaboration</i></li> <li>• <i>Financial Sustainability</i></li> <li>• <i>Advocacy</i></li> <li>• <i>Leadership</i></li> </ul> <p>In <b>Networking and Collaboration</b>, <b>Financial Sustainability</b> and <b>Advocacy</b>, the idea is to lay foundations (Stage 1) build skills and approaches (Stage 2) and put the learning into practice in collaborative action (Stage 3). In <b>Organisation Development</b>, the 3 stages reflect different levels of complexity in organisational development.</p>
Implementation
<p>The Strategic Topics can be used alongside the 6 units of QIS, or they can be used a follow-on from an initial QIS project. The timing and use of the units is flexible so that QIS teams can chose how best to use the resources that have been developed. There is currently no form of accreditation for the Strategic Topics, although completion of these units could be recognised locally.</p> <p>In common with the core methodology of QIS, the Strategic Topics combine the following elements:</p> <ul style="list-style-type: none"> <li>• <b>Training</b> The core content will generally be delivered through a series of participative workshops. All workshops combine biblical reflection and teaching, training on skills, tools and techniques and personal reflection</li> <li>• <b>Self-assessment and change plans</b> All workshops give participants the opportunity to develop change plans based on self-assessments and other reflective tools.</li> <li>• <b>Journey of Improvement</b> The Strategic Topics (except Leadership) are structured in 3 stages, each of which builds on the former. Organisations should be encouraged to progress at a pace that is suitable for them, as they meet the goals for each stage. The QIS facilitator should encourage the formation of peer accountability and mentoring groups, where organisations are held accountable for putting their change plans into action.</li> <li>• <b>Mentoring relationships</b> Participants will benefit from participating in peer-mentoring groups that will meet regularly throughout the project in order to provide follow-up and accountability on their change plans. In addition, where possible, it will be beneficial for organisations to have access to a professional mentor/counsellor to follow up on issues raised in the workshops.</li> </ul>

- **Monitoring Change**

Progress will not be measured through a final assessment against standards. QIS facilitators should track changes in the organisations following Strategic Topics by using the QIS log books included in the Improvement Pack for each unit (except Leadership, where personal change plans should be formulated).

The workshops and training provided in the first stages are designed to generate momentum and capacity for action. It is important that as organisations and individuals catch a vision for new ways of working and that they have opportunities to get involved; otherwise there is a risk of frustration and apathy developing. This, however, needs to be done in a way that respects and complements the local network's established ways of operating. It could, for example, be good to include members of the Steering Group or Coordination Team in training workshops so that they share the vision that is being generated. Other organisations within and beyond the network, who are not part of QIS, should also be drawn into collaborative efforts wherever possible.

### Time and cost

**Time:** The timing and use of the units is flexible

**Cost:**

### Materials/ resources and input available from Viva

**Resources that have been developed to accompany QIS include the following:**

For each Strategic Topic there is an **Improvement Pack** (not Leadership), plus **workshop materials** that can be used and adapted by the QIS team to deliver the most appropriate training for their context. These materials include workshop outlines, suggested activities, tools and other resources to make preparation easier including references to useful training resources that have been used to create the Strategic Topics. These represent good practice and are accessible to the kinds of organisations that will participate in QIS.

The Improvement Packs consist of:

- Introduction, including definitions and biblical principles
- Description of Stages 1-3
- QIS log book with aims for each stage

Plus in some cases, **Tools** that can be used by workshop participants within their own organisations.

**Technical Input available from Viva includes the following:**

- Links into a community of practice around QIS, including monthly Skype calls with QIS facilitators in different parts of the world
- QIS Facilitators meetings to share good practice and learn from one another

## Viva Equip Leaders

Purpose
<ul style="list-style-type: none"> <li>• To encourage project leaders as leaders, people and Christians so that they can thrive and be all God intends</li> <li>• To enhance key leadership skills and approaches in a culturally sensitive manner</li> <li>• To create a supportive community of peer learning and development</li> <li>• To facilitate personal transformation that will make organizational transformation more sustainable</li> </ul> <p>The <b>values</b> underlying leadership development are:</p> <ul style="list-style-type: none"> <li>• <b>An affirmation</b> of the huge respect that deserved by all involved in working with the poorest of the poor</li> <li>• <b>A recognition</b> of the immense pressures that are always on people who have any ministry that involves the leadership of others</li> <li>• <b>An awareness</b> that <b>'who we are'</b> is much more important than what we actually do</li> <li>• <b>A priority</b> that says that unless we devote specific and deliberate time into building the character and spiritual capacity that God had put into our lives, we will suffer the effects of exhaustion and burn out</li> <li>• <b>The assumption</b> that we are willing and able to give time to this process</li> </ul> <p><b>Impact Indicators:</b> Thriving Workers  <b>Where it is/has been implemented:</b> Not yet rolled out in its new form; due to be piloted in Bolivia and Uganda</p>
Description
<p>Developed initially independently from <b>Viva Equip</b>, the Leadership Academy was piloted in Latin America in Columbia in 2006 following the Cutting Edge conference with a cohort of 25 leaders. It was then replicated in Bolivia with Viva staff. At the same time a strategic unit in Leadership for the <b>Quality Improvement System</b> (under Viva Equip projects) was developed. A new model of Viva Equip Leaders has been developed which combines both the QIS leadership unit and material from the existing Leadership programme. Viva Equip Leaders is implemented with Project Leaders in Viva's partner networks.</p> <p>The Viva Equip Leaders package is in 2 stages:</p> <p><b>1) QIS Leadership Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to QIS / Organisational Development</b> Provides understanding of essential organisational development basics, explores perspectives and provides orientation and encourages commitment and vision building.</li> <li>• <b>Godly leadership (1): Christ-like leadership</b> Explores a biblical pattern of godly leadership focusing on servant leadership and empowerment, looking at leadership styles and empowerment of team members.</li> <li>• <b>Godly leadership (2): Learning with David</b> Focuses on 3 central elements of leadership illustrated by David's life: calling, competence, character.</li> <li>• <b>Self-care and balance</b> Looking at motivation, pressure areas, time management, strategies and communication</li> </ul> <p>Workshops combine biblical reflection and teaching; training on tools, techniques and approaches; and self-assessment and planning activities. Following the QIS Leadership workshops, Project leaders are encouraged to continue deepening their understanding around leadership and engage on a leadership development.</p> <p><b>2) Leadership Development Programme</b></p> <p>The stage builds on learning from the QIS materials and will enable participants who chose to, to go deeper with leadership development. Those choosing to go on the leadership development programme will become a <b>cohort with peer to peer accountability</b> and will be given the opportunity to develop Leadership character.</p>

## Implementation

**Networks require a dedicated Facilitator to run this programme who has Spiritual maturity and leadership credibility to mentor other leaders.**

Viva Equip Leaders should be implemented with a group of project leaders in a network.

**Stage 1** uses the methodology of QIS:

- **Training**  
The core content is delivered through a series of participative 1-day workshops. All workshops combine biblical reflection and teaching, training on skills, tools and techniques related to leadership, and personal reflection.
- **Self-assessment and change plans**  
All workshops will give participants the opportunity to develop personal change plans based on self-assessments and other reflective tools.
- **Mentoring relationships**  
Leaders will commit to participating in peer-mentoring groups that will meet regularly throughout the project in order to provide follow-up and accountability on their change plans. In addition, participants will have access to a professional mentor/counsellor to follow up on issues raised in the workshops.
- **Monitoring**  
Personal change will be measured through a baseline survey before and after the intervention, but there will not be a final assessment against standards.

**Stage 2**

- This is through **an annual retreat** led by an experienced spiritual facilitators (pastoral in nature)
- In between these annual retreats there is the opportunity for **'guided' self study** and reflection; this requires a commitment of a few hours each month for further personal reflection on particular subjects, some of which will emerge from the group during the retreat.
- The setting up of a devoted **web page** in which the confidential nature of the group can be maintained, personal and spiritual issues of leadership can be shared and through which encouragement and mutual pastoral care can be exercised within the group.

## Time and cost

Participants would be expected to contribute something financially towards Stage 2 of Viva Equip Leaders and the leadership development programme.

**Time:** The timing is flexible

**Cost:**

## Materials/ resources and input available from Viva

**Resources that have been developed to accompany Viva Equip Leaders**

- QIS Strategic topic on leadership including workshop guides, assessment tools and training material
- Leadership development retreat/workshop outline

**Technical Input available form Viva includes the following**

- Mentoring and training of Leadership Facilitators
- Online mentoring for project leaders

## Early Encounter Project (also known as PET or Proyecto Encuentro Temprano – PET or Red Alert)\*

### Purpose

The vision of the Early Encounter Project is to create a model where social organizations are trained and committed to work with vulnerable children and young people so they can reach God's purposes for their lives. This is achieved by networking with families, churches, ministries, organizations, government and community. A central component of the Early Encounter Project focuses on the prevention of children and adolescents from developing a street-lifestyle. The aim is to link existing FBOs and projects providing services to children through networks and increase impact by improving collaboration and coordination, quality and reach.

**Impact Indicators** Influenced Decision Makers, Changed Children's Lives, Thriving Workers, Sustainable Projects, Engaged Churches

**Where it is/has been implemented:** Nicaragua, El Salvador, Guatemala, Bolivia (Oruro, Cochabamba), Peru (Lima)

### Description

The Early Encounter Project is implemented through Viva's affiliated networks of churches and organisations in Latin America. It consists of a model which combines:

- Early Encounter methodology (a methodology which was developed after World War II to respond to the plight of children living in railways in Europe and which has subsequently been used by a number of different organisations as a prevention strategy for street children) to prevent, detect and respond to children living on the street
- Sensitizing the local Church around holistic mission for children at risk
- Institutional capacity building of organisations and projects working with children at risk through **QIS**
- Developing Child leadership/empowerment among children and adolescents through **Child Ambassadors**

There is a strong emphasis on **Child participation** in that youth who are targeted by the Early Encounter Project are involved in the design, plan and implementation of the projects.

### Implementation

A central Early Encounter (EE) committee manages the project with Network Consultancy support from Viva. **A Facilitation Team** for each network consists of a Project Manager, QIS (SMC) Co-ordinator, Child Ambassador Co-ordinator, Street educator, Psychologist, EE methodology Co-ordinator, Transitional Housing Co-ordinator and Administration Assistant.

The Early Encounter Project is implemented through Faith Based Organisations (FBOs) and Churches in the network that are committed to the vision and mission of the project and are interested in developing a city-wide strategy to respond to the issues faced by children living and working on the street (and other at risk children). While organisations in the network all have a Christian value base, the network also engages with other bodies which share a common goal of creating an environment where children's lives are valued.

### Implementing the Programme

#### 1) Engagement with Local Churches

- Encourage the concept of holistic mission and engaging with children at risk issues through activities such as workshops and the World Weekend of Prayer
- Encourage Church involvement through Church volunteers taking an active part in the Early Encounter Project, integrating Church-run projects into the network, and encouraging pastors to act as mentors and supporters of Project Leaders.

## 2) **Early Encounter**

### a) *Prevention*

- Work with families to strengthen the family unit and prevent children from entering a street lifestyle through workshops on child protection, safeguarding children and raising public perceptions about preventing family breakdown
- Provide training and a co-ordinated approach with network members running programmes with impoverished, migrant families, education-based programs or day care centres

### b) *Detection*

- Identify children or adolescents who are in an at risk situation vulnerable to turn to the street
- Use '**Key Contacts**' such as Churches, pastors and congregations, families, other children and adolescents, authorities, teachers, project workers, taxi drivers or street workers

### c) *Response*

- Respond to the needs of the children detected through **Street Outreach work** including Street Education and Counselling.
- Create a **referral system** to direct children to appropriate programmes that will support their needs

## 3) **Institutional Capacity-Building**

- This takes place through **Quality Improvement**. All FBOs and Church projects engaged in the Early Encounter Project use the capacity building tool the **Quality Improvement System (QIS)** to enable them to reach foundational quality standards in Child Protection, People Care, Financial Accountability, Project Planning and Design, Governance and Child Wellbeing.

## 4) **Child Participation/Leadership (Protagonismo Infantil)**

- All projects involved in the Early Encounter Project democratically elect two children from the project they wish to have represent their project as **Child Ambassadors**
- The ambassadors not only represent their own projects but also develop community projects in which they participate in outreach on issues such as child abuse, HIV/AIDS prevention
- Monthly meetings are carried out the ambassadors and are organized with the help of an **adult facilitator** who provides training and general orientation for the children
- The ambassadors represent their projects before governmental bodies, professional athletic departments as well as churches and NGOs

### **Time and cost**

**Time:**  
**Cost:**

### **Materials/ resources and input available from Viva**

#### **Resources that have been developed to accompany QIS include the following**

- QIS Facilitators handbook, participants pack, training resources

#### **Technical Input available from Viva includes the following**

- Network Consultancy support
- Training in QIS facilitation and implementation, meetings and link to a community of practice around QIS

## Child Friendly Churches

### Purpose

The **Child Friendly Church Resource Pack** has been developed as part of the **Viva Engage Programme** materials. **Child Friendly Churches** is a strategy to empower local churches to transform their local congregations and communities in favour of children.

Church leaders may frequently engage in training and capacity building, but seldom have the opportunity to be assisted in making practical change in their churches. This Child Friendly Church initiative provides Church leaders with simple tools to help them make modest but significant changes in the way they plan for and engage children, and provides follow-up support to help these churches to continue to make change.

**Impact Indicators** Transformed Children; Thriving Workers; Engaged Churches.

**Where it is/has been implemented:** CRANE network in Kampala, Uganda, CaRNAC Uganda, ARC Kisumu, Kenya, MCN Mwanza, Tanzania

*Acknowledgement must be given to Liverpool Diocese, UK and to Tearfund UK for funding the pilot.*

### Description

The **Child Friendly Church** programme can be delivered by a network or a group of churches.

During a 1 day workshop Church leaders discuss and discover together how to create a Child Friendly Church.

At the end of the day they should:

- 1) Know what the Bible says about God's heart for children in order to envision their churches and communities
- 2) Have shared reflections on why caring for children is the particular responsibility of the church
- 3) Developed some ways to Launch the Child Friendly Church initiative in their own church community

In addition, they are encouraged to assess their Churches against the 8 aims below and design practical improvements:

*Aim 1: There is a vision for children's work*

*Aim 2: Training of workers and child protection is in place and is being implemented*

*Aim 3: The church building offers a safe environment*

*Aim 4: Nurture groups are available for children and young people*

*Aim 5: There are opportunities for children to engage in worship in the church*

*Aim 6: Suitable facilities for under 5s are available*

*Aim 7: Children and young people are involved as equal members of the church community*

*Aim 8: There are outreach opportunities*

Training materials can be found in the Child Friendly Church Resource pack to facilitate learning around the following topics:

- Understanding Gods Heart for Children
- The Great Omission
- A continuum of care for children
- Children as change agents
- Each of the 8 areas of improvement

### Implementation

- Bring together a group of churches who would be interested in growing and improving their work with children (this strategy can follow on from a Church Leaders Conference on the importance of children).
- Run a 1 day training following the schedule given in the Resource Pack.
- During the 1 day conference, churches tick the areas on the checklist that they already do and identify key areas where they would like to improve.
- This can then lead on to opportunities for further training in specific areas such as Child Protection or teaching the Bible to Children, where other members of the church might attend and then work with the church to implement change.
- After a certain period, bring the leaders together to assess what improvements and changes have been made – or peers can visit each other and see for themselves if the church has become a **Child Friendly Church**.
- The organisers of the programme then need to assess which churches to give certificates to, making sure that churches which receive the certificate are genuinely child friendly. To be awarded a Certificate, a church must have at least 1 tick in each section (and be able to prove that this is in place), and have a Child Protection Policy.

### Time and cost

**Time:** 1 day workshop and follow up total 6 months

**Cost:**

### Materials/ resources and input available from Viva

Child Friendly Church Resource pack and Training



## Child Ambassadors

Purpose
<p>To see children as change agents in their communities, empowered to speak out about issues that affect them.</p> <p><b>Impact Indicators:</b> Changed Children’s Lives; Influenced Decision Makers</p> <p><b>Where it is/has been implemented:</b> Latin America; and in Africa, CRANE network Uganda, ARC Kisumu, MCN Mwanza</p>
Description
<p>The Child Ambassadors Programme empowers children to identify issues which are affecting them and to advocate on behalf of themselves and other children in their communities. Children from network member projects are selected as Child Ambassadors and trained by the network in children’s rights, child protection, life skills and community leadership, and mentored by leaders from their member projects. Children are equipped with skills to enable them to take action to see transformation in their communities.</p> <p>There are five key goals in the Child Ambassador Programme. Child Ambassadors keep other children safe by:</p> <ol style="list-style-type: none"> <li>1) <i>Knowing my rights as a child</i></li> <li>2) <i>Learning skills that will equip me for life</i></li> <li>3) <i>Sharing what I learn with other children</i></li> <li>4) <i>Advocating for other children</i></li> <li>5) <i>Becoming a leader in my community</i></li> </ol> <p>Child Ambassadors take part in advocacy events and activities which help to share what they have learnt in their communities. The programme is expressed differently according to each network context.</p> <p>Expressions of Child Ambassadors Programmes have included:</p> <ul style="list-style-type: none"> <li>• Training days in the school holidays where Child Ambassadors come together and learn about rights, advocacy and life skills</li> <li>• An annual week-long ‘Super Camp’ involving training, Bible teaching and sports and craft activities</li> <li>• Child Ambassadors are trained in film and audio production and record advocacy messages about issues which concern them in their community through films, songs and drama</li> <li>• ‘Safe Clubs’ established by the Child Ambassadors themselves in their communities and attended by local children, at which Child Ambassadors share what they have been learning, supported by project Mentors</li> <li>• Prayer Days led by Child Ambassadors and Child Ambassadors setting up and leading prayer groups in their churches and projects</li> <li>• Door-to-door advocacy by Child Ambassadors to talk about children’s rights with community members</li> <li>• Working with projects to organise advocacy events in the community</li> <li>• Child Ambassadors elect representatives to form a committee which represents their interests to the Board and network Secretariat</li> </ul>
Implementation
<p>A Child Ambassadors coordinator and team from the network staff may be required, depending on the level and complexity of the programme. They will oversee the programme and determine activities appropriate to the network context.</p> <p>Network members willing to commit to the programme are selected. Child Ambassadors from these projects are chosen (ideally elected democratically by their peers), and Mentors from the member projects are trained in understanding the role of Child Ambassadors and how to support them.</p>

In some contexts, the Child Ambassadors attend training days over a two year period where they are equipped with skills in areas which reflect the adult **QIS** curriculum:

- 1) *Relating to Others*
- 2) *Leadership*
- 3) *Child Protection*
- 4) *Life Skills and Identity*
- 5) *Serving my Community*
- 6) *Managing Resources*

Events are organised by the Child Ambassadors with their network member projects to promote understanding and awareness of children's rights and to share messages about keeping children safe in their communities.

The Child Ambassadors coordinator and network team from the network support the Child Ambassadors and Mentors through project visits and mentoring.

#### **Time and cost**

**Time:** 2 years

**Cost:** Varies on the number of communities and children who are engaged

#### **Materials/ resources and input available from Viva**

*Child Ambassadors training lesson resources and mentors training resources have been developed by CRANE network Kampala.*

## Advocacy and Equipping (QIS)

Purpose
<p>To achieve improved child-welfare provision in a city. Communities are mobilised to keep children safe, and children themselves are equipped to stand up for their rights.</p> <p><b>Impact Indicators</b> Changed Children’s Lives; Influenced Decision Makers; Thriving Workers; Sustainable Projects</p> <p><b>Where it is/has been implemented:</b> Uganda - Kampala</p>
Description
<p>In this Programme, different elements combine to enable advocacy and change in communities on multiple levels. Children themselves are trained in understanding their rights, and equipped with skills and opportunities to share their concerns and messages with communities and duty-bearers. Member projects and community members are also trained and carry out community advocacy initiatives, while messages are also addressed to high-level duty bearers and government representatives.</p> <p>There are 3 key areas of focus:</p> <p><b>1) Encouraging Safe Communities</b></p> <p>Member projects and local duty-bearers are trained in understanding legal and child protection services, community engagement in keeping children safe, and establishing child protection committees and cooperatives that provide a protective environment. The projects are mentored and supported as they engage in community child protection initiatives with families, schools, places of worship, communities, and local duty bearers who together establish protective environments for children. The aim is to build the capacity of communities to keep children safe.</p> <p><b>2) Creating a Protective Framework for children in the city</b></p> <p>The network works with member projects to help them assess their strengths and weaknesses, and provides training and mentoring to enable members to build robust Child Protection systems.</p> <p>To build the capacity of network member projects, the 2 year <b>QIS</b> training package is used to improve the quality of care for children on the following 6 topics (2-3 days training for each topic):</p> <ol style="list-style-type: none"> <li>a) <i>Child Protection</i></li> <li>b) <i>Child Rights and Child Wellbeing</i></li> <li>c) <i>Governance and Leadership</i></li> <li>d) <i>Financial Management</i></li> <li>e) <i>Planning and Sustainability</i></li> <li>f) <i>Human Resource Management</i></li> </ol> <p>The network also provides a child protection referral system for members, facilitates networking and lobbies government for improvements to the protective framework for children.</p> <p><b>3) Child Participation in Advocacy</b></p> <p>Increasing child participation in advocacy through:</p> <ul style="list-style-type: none"> <li>• Establishing an elected system of Child Ambassadors in the network who empower their peers through peer advocacy initiatives such as clubs, family time, community activities, music and media, and participate in planning and decision making at community level and at a network level</li> <li>• Using music, media and creative arts to give a voice to children to be heard by an adult audience</li> <li>• Enabling Child Ambassadors to grow in their confidence to speak out by providing mentoring for children from within the network members, for example, professionals, student interns</li> <li>• Allowing children to prove their worth by mobilising their communities in joint advocacy initiatives</li> </ul>

Child Ambassadors are mentored by project staff and trained by the network during the school holidays, including in a week-long ‘Super Camp’. Network members and Child Ambassadors together lead community advocacy initiatives, and an annual event with the network. Child Ambassadors establish peer education clubs in their communities to share what they have learnt with other children. The curriculum for the Child Ambassadors will reflect the **QIS** curriculum for the CRANE members so that the Child Ambassadors and their caregivers can work together to plan how to implement their learning in their local communities.

### Implementation

This project requires at least 3 full time field staff, one for QIS, one for child ambassadors, and one for music and media, and oversight from the Network Coordinator and a Monitoring and Evaluation manager.

#### Initial Actions

Research the issues affecting children in your city and the gaps which currently exist in the protective environment for children. Select member projects in different areas of the city which are receptive to the model, and hold an envisioning workshop asking for a 2 year commitment to implementing community based initiatives that will keep children safe. Conduct a capacity self-assessment of the communities impacted by the members assessing how they can keep children safe and establish safe environments for children.

#### Implementing the Project

##### 1) *Encouraging Safe Communities*

- Organise trainings for members and their local duty bearers in legal and child protection services, community engagement in keeping children safe and establishing child protection committees and cooperatives that provide a protective environment.
- Carry out mentoring and support the members to engage in child protection initiatives with families, schools, places of worship, communities, and local duty bearers to establish protective environments for children.

##### 2) *Creating a Protective Framework for children in the city*

- Organise 2-3 days’ training in the 6 QIS topics over the 2 year period for the selected member projects. Monitor and support the progress of members through mentoring by staff and by peers. Following training, verify the quality of childcare delivered by members through self-assessment, child focused interviews and external verification of quality standards.
- Create a referral system for CRANE members to access the necessary support for children who have been abused.
- Lobby government for issues in child protection.

##### 3) *Child Participation in Advocacy*

- Oversee the democratic election of Child Ambassadors in the member projects. Create materials for training on agreed topics and organise training sessions for these Child Ambassadors to take place every school holidays, as well as a week-long ‘Super Camp’ during one school holiday.
- Carry out Mentors’ training.
- Train Child Ambassadors in music and media and work with them to produce media pieces.
- Work with Child Ambassadors to organise community advocacy events.

### Time and cost

**Time:** 2 years

**Cost:** Varies on the number of communities and children who are engaged

### Materials/ resources and input available from Viva

**Resources that have been developed to accompany this programme include:**

- QIS Facilitators handbook, participants pack, and training resources
- CRANE network has developed a Child Ambassadors curriculum and mentors training resources

**Technical Input available from Viva includes the following:**

- QIS facilitators training and meetings

## Child Reintegration

Purpose
<p>Children thrive when they grow up with the love and care of a family. The Child Reintegration programme seeks to reduce the numbers of children growing up in institutional care and to change the attitudes and policies of children's homes and local and national actors and policy-makers.</p> <p><b>Impact Indicators:</b> Changed Children's Lives, Influenced Decision-Makers</p> <p><b>Where it is/has been implemented:</b> Uganda (Kampala)</p>
Description
<p>The Child Reintegration programme partners with children's homes which are set up for caring for children in a permanent residential care setting to see children placed back into families. Families are also supported to be able to provide for their reintegrated child's health, education and nutritional needs.</p> <p>The programme also builds the capacity of the partnering children's homes in operating their own reintegration projects, which should become self-sustaining. Network staff work with Board members, senior staff, social workers and caregivers from the member organisations to help them restructure the way they provide care for children. They are asked to commit to a mutual process of learning where they are helped to design a reintegration programme for children and to establish gatekeeping policies where children are not taken into the residential home in the first place if they could instead be supported to remain within their families and with their communities.</p> <p>At the same time the network works with the governmental duty bearers to ensure that the direction in policy and implementation is to deinstitutionalise children in the country and promote family care instead. There is also advocacy on the national and local level to ensure children are living in family based environments to the fullest extent possible. Other faith-based organisations are given an increased level of awareness and advocacy regarding the importance of community-based care and child reintegration.</p>
Implementation
<p>The project requires a Coordinator and a Project Officer to oversee and implement the project, and may be supported by a trained social worker.</p> <ol style="list-style-type: none"> <li data-bbox="236 1424 1070 1458">1) <b>Equipping Children's Homes to develop Reintegration Programmes</b> <ul style="list-style-type: none"> <li data-bbox="236 1458 1110 1491">• Identify children's homes in the network to partner with in this programme.</li> <li data-bbox="236 1491 1449 1552">• Work with orphanages to train staff, and assist in the identification of children who are candidates for reintegration.</li> <li data-bbox="236 1552 1449 1675">• Help each orphanage to develop a gatekeeping programme, which will include a set of criteria for the intake of children into the orphanage. Orphanages also initiate policies regarding exit strategies and reintegration procedures among other issues, document rescues, and the rehabilitation and reintegration process.</li> <li data-bbox="236 1675 1449 1736">• Follow-up programmes are developed in each orphanage in order to ensure that children who are reintegrated will have the support required to succeed in their families and communities.</li> </ul> </li> <li data-bbox="236 1771 552 1805">2) <b>Reintegrating Children</b> <ul style="list-style-type: none"> <li data-bbox="236 1805 1449 1899">• Work with the children's homes to identify children to be reintegrated. These children will be aged from 0 – 14 years and will have some form of family, whether an aunt, uncle, parent, sibling or grandparent who are willing to have them return home.</li> <li data-bbox="236 1899 1449 1993">• Conduct child and family assessments, addressing the child's needs and the family's capacity to care for the child. Families are traced through home visits and assembling child documentation. Develop individual care plans for each child.</li> <li data-bbox="236 1993 1449 2083">• Facilitate savings and loans groups amongst caregivers and carry out training in livelihoods projects such as goat keeping, rabbit keeping, and chicken rearing. Once guardians have been trained in these livelihoods, they will be given animals to help them move forward with their economic plan.</li> </ul> </li> </ol>

- School placements are facilitated and support structures developed in school.
- Provide further support for children and their families based on need. This could include food packages, school supplies and uniforms, beddings, clothing, bathroom items, and repair or construction of houses for needy families.
- Develop community support structures by making contact with key actors in the community.
- Put in place follow-up mechanisms for children and families. These will include parent/caregivers forums, an annual workshop, and parent support group meetings. At least 3 home visits should be conducted before disengagement with the family by the children's home staff.

**3) *Advocacy on the national and local level to ensure children are living in family-based environments to the fullest extent possible***

- Facilitate monthly meetings of the participating children's homes, as well as childcare forums to provide support and feedback regarding reintegration.
- The network should form and strengthen relationships with government and NGO actors who are stakeholders in the care of orphaned and vulnerable children.
- Advocacy workshops can be held to share experiences with other children's institutions to inspire them to work on reintegration projects.

**Time and cost**

Time 2 years

**Materials/ resources and input available from Viva**

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## Family Empowerment

Purpose
<p>The Family Empowerment programme seeks to equip vulnerable families with the capacity to provide for, nurture and protect their children within safe communities. Children receive their basic right to safety through mobilised communities working strategically to uphold the rights of children, and children are able to realise their full potential and grow up into responsible citizens, fully and freely advocating for their rights.</p> <p><b>Impact Indicators:</b> Changed Children's Lives</p> <p><b>Where it is/has been implemented:</b> Uganda (Kampala)</p>
Description
<p>The Family Empowerment Programme partners with network member projects in their local communities, and works with these communities through a process of developing a safe environment for children. Communities establish structures and forums to address the needs and the rights of the child. Parents are also trained in children's rights so that they have the necessary knowledge and skills to address the needs and rights of children.</p> <p>The core of the programme sees parents being trained in business skills and equipped with knowledge and skills to start or improve on small businesses or other income-generating activities so that they have the means to earn a constant income and therefore the capacity to provide for their children. Following training, the network team monitor and support parents as they initiate and grow their businesses.</p> <p>Training could include:</p> <ul style="list-style-type: none"> <li>• Fuel saving technologies</li> <li>• Water harvesting</li> <li>• Mushroom growing</li> <li>• Soap making</li> <li>• Candle making</li> </ul> <p>Peer savings groups are also initiated within each community or member project to increase sustainability. They receive day-to-day support from their project, but weekly or monthly supervision from network staff. These groups receive training in topics such as group dynamics, conflict resolution and group records keeping.</p> <p>Children themselves from these projects and communities are equipped with knowledge and skills to enable them stay safe and to advocate for their rights by being trained as <b>Child Ambassadors</b> representing other children in their community. As Child Ambassadors, children are empowered to identify issues affecting them and to advocate on behalf of themselves and other children in their communities. The children are trained by the network in understanding children's rights, child protection, life skills and community leadership, and mentored by leaders from their member projects. Child Ambassadors establish peer education clubs in their communities to share what they have learnt with other children, and create advocacy messages which are shared with duty-bearers.</p>
Implementation
<p>A team of network staff who are able to carry out training in income generating projects and oversee and implement the Child Ambassadors Programme is needed to carry out the project.</p> <p>Identify member projects to work with, and carry out an envisioning meeting to share the idea with these member projects and gain their commitment.</p> <p><b>1) Creating Safe Communities</b></p> <p>Network member organisations and their local communities are engaged in a community self-assessment analysis, and strategy planning to create safe environments for children. This is monitored and followed up by network and project staff. Training is also given in children's rights and parenting skills. Partner organisations work with the community to organise child advocacy events.</p>

**2) Sustainable Income-Generation**

Families are identified and given skills training in starting and managing small businesses. Training sessions take place in the project communities twice a month for six months. Each family is mentored through the process of starting a small business to enable them to provide for their family, and a small seed fund is used. In alternate months monitoring and support visits take place to encourage the businesses.

**3) Child Participation in Advocacy**

Organise training seminars for the children identified as Child Ambassadors. These should take place during their school holidays, including a week-long 'Super Camp' once a year.

The mentors selected from the member projects receive two training sessions during the year to equip them to mentor the children, and are supported by monthly mentoring meetings. Mentors work with the Child Ambassadors to help them establish 'Safe Clubs' which give them an opportunity to lead and share what they have learnt with other children.

Organise community outreach events to advocate for child protection and children's rights.

**Time and cost**

**Time** 5 years (1 year pilot)

**Cost:** Varies on the number of families who are engaged

**Materials/ resources and input available from Viva**



## Media Production

Purpose
<p>To empower children and young people to produce media pieces with advocacy messages which will lead to an increased awareness of the need to protect children, and lead to improvements in the protective capacity and understanding of children, families, communities and official government departments responsible for child protection and wellbeing. The young people involved recognise themselves as citizens with rights and responsibilities, increase their life skills and their ability to protect themselves.</p> <p><b>Impact Indicators</b> Influenced Decision Makers, Changed Children's Lives</p> <p><b>Where it is/has been implemented</b> Uganda (Kampala) in partnership with Community Albums</p>
Description
<p>In the Media Production programme, different elements combine to use media to give a voice to children on the issues that are important to them, and ensure that this voice is heard both by those in the communities where these children live, but also on a higher level by duty-bearers.</p> <p>There are 3 key elements in the Programme:</p> <ol style="list-style-type: none"> <li>1) A mass media campaign (television and radio adverts and a radio drama) which is designed and created with children and seeks to improve awareness about keeping children safe.</li> <li>2) 3 short evidence-based Information, Communication and Education (IEC) films are created by a youth team of 10 young people (aged 13-18) who have been trained by the network. These films seek to educate adults on how to keep children safe and improve child wellbeing.</li> <li>3) 100 young people (8-18 years) are trained in workshops and then produce short film clips about their lives and issues which affect them. Collaborations take place on shared music and media pieces with schools in other countries.</li> </ol>
Implementation
<p>A music and media coordinator is required to oversee and implement the project. He/she is assisted by a volunteer team of young people.</p> <ol style="list-style-type: none"> <li>1) <b>Creating Awareness through Mass Media</b> <ul style="list-style-type: none"> <li>• Carry out interviews, desk research and focus groups of young people connected to network members, to assess the priorities of young people and identify topics for the adverts, radio drama and short films</li> <li>• Select a team of 13-18 year olds to form the volunteer youth music and media team who will help train children</li> <li>• Train this team in media production</li> <li>• Research and plan for the adverts and radio drama</li> <li>• Produce adverts and radio drama and air them</li> <li>• Gather responses and feedback and publish the media pieces on the network website</li> </ul> </li> <li>2) <b>Civic Information, Education and Communication Films</b> <ul style="list-style-type: none"> <li>• Identify 3 topics on child protection and wellbeing based on research and work with children connected to member projects</li> <li>• Plan the storyboards for 3 short films</li> <li>• The team produces the films</li> <li>• Test the films in youth and adult focus groups, and send copies of the films to network members and government officials, and upload them onto the network website</li> </ul> </li> </ol>

**3) Developing life skills and Collaborations using music and media**

- Identify 10 network member projects to participate in collaborations
- Carry out workshops at each location, where children identify issues facing them and how they want to express these concerns through short films and songs
- Organise a 3-day training and then 1-day follow up in music and media technology with the 10 children in each location
- Children then involve others in creating short films (1-2 minutes long) and record songs or poems about their lives, opinions and feelings, and their rights and responsibilities. These are uploaded to the network website
- Community Albums enables schools in the network to connect with schools in the UK and share songs, photos and videos together

After creating these different media pieces, look for opportunities to share them as widely as possible with network members and other duty-bearers.

**Time and cost**

**Time** 12 months

**Materials/ resources and input available from Viva**

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## Maternal and Child Community Healthcare Programme

Purpose
<p>Improved health awareness and behaviours and better access to simple health care interventions, leading to better health for women and children in slum areas.</p> <p><b>Impact Indicators</b> Changed Children’s Lives, Influenced Decision Makers</p> <p><b>Where it is/has been implemented:</b> Uganda - Kampala</p>
Description
<p>The programme facilitates the provision of low-cost community maternal and child health interventions to women and children in selected slum areas, through networking and training of community organisations. The project works with existing community organisations in these slum areas. Women are equipped by peer-to-peer training, men are reached, and barriers preventing access to health services are challenged.</p> <p>The programme targets 9 key indicators of maternal and child health as follows:</p> <p><i>Maternal Health</i></p> <ul style="list-style-type: none"> <li>• Skilled attendance at delivery</li> <li>• Antenatal Care</li> <li>• Prevention of Mother to Child Transmission of HIV (PMTCT)</li> <li>• Contraception prevalence</li> </ul> <p><i>Child (under 2s) Health</i></p> <ul style="list-style-type: none"> <li>• Use of bed nets</li> <li>• Exclusive breast feeding</li> <li>• Vaccination coverage</li> <li>• Knowledge of ‘red flag’ danger signs in sick children and infants</li> <li>• Knowledge of appropriate feeding for sick children and infants</li> </ul> <p>The programme has 3 key elements:</p> <ol style="list-style-type: none"> <li>1) The project identifies and works together with existing local community-based organisations, including faith-based organisations, and links them with existing local government and local NGO or private-not-for-profit healthcare services, encouraging them to become more effective in reaching poor people with messages on healthcare and the promotion of the use preventative healthcare interventions.</li> <li>2) Women’s peer-education groups in which peer educators are equipped and trained to share simple healthcare messages with groups of women. Local support groups are established for expectant and new parents, and groups give access to simple healthcare interventions such as nets or immunisations. Peer-to-peer information sharing takes place both within groups and then from group members to their neighbours. Volunteer health visitors will carry out home visits.</li> <li>3) Men’s outreach also takes place, and men are also educated about issues related to maternal and child health.</li> </ol>
Implementation
<p>The project requires the employment of a full-time project coordinator. A Local Working Group is also established at the outset of the project, including key stakeholders in maternal and child health issues in the city, in education, network members, and others. The Local Working Group plays a significant role in steering the project.</p>

**Initial Actions**

*Problem Analysis*

- Identify appropriate areas to carry out the project by carrying out research or using previous network research and information, and looking at where your network has responses to children at risk in these areas.
- Carry out a survey and interviews with women in the selected slum areas, looking at the 9 key indicators as well as their perceptions of maternal health, child health and illness and healthcare facilities.
- Compare the results with national, continental, global averages and MDG targets. This will enable you to identify where the biggest gaps in awareness are and how to focus the project.

Work with the Local Working Group to continue to develop this project.

**Implementing the Project**

- 1) *Links to existing local government and local NGO or private-not-for-profit healthcare services*
  - Map locally available health provision and disseminate this information.
  - The network hosts monthly meetings of professionals and community leaders and facilitates a referral system for community members to access healthcare facilities.
  
- 2) *Set up Women's Groups*
  - Develop a locally appropriate curriculum including creative media products.
  - Select peer group leaders from among members of existing community based organisations or other community leaders.
  - Carry out an initial induction training session for peer group leaders, and follow up with monthly training updates.
  - Trained peer group leaders each establish a new peer education group every 6 months after the initial 6 months of mapping and training has taken place.
  
- 3) *Set up Men's Outreach*
  - Develop a locally appropriate curriculum including creative media products.
  - Select men who will be trained as peer educators and carry out training.
  - Monitor and support male peer educators as they share with other men in the community.

**Time and cost**

**Time** 3 years  
**Cost)**

**Materials/ resources and input available from Viva**

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## Caregivers' Retreats

Purpose
<p>Caregivers' retreats are specifically for childcare workers who need time away from their responsibilities, to be refreshed and motivated for their work once again.</p> <p>Workers cannot give out what they have not received; therefore they need a time for:</p> <ul style="list-style-type: none"> <li>• Spiritual nurture – a greater sense of intimacy with God</li> <li>• Personal refreshment – less stress, emotionally restored</li> <li>• Staff empowerment – a higher self-awareness, renewed motivation</li> </ul> <p><b>Impact Indicators</b> Thriving Workers</p> <p><b>Where it is/has been implemented:</b> Uganda-Kampala, Kenya-Kisumu, Tanzania-Mwanza, Zimbabwe – Harare</p>
Description
<p>In a Caregivers' retreat, network staff or volunteers take a group of childcare workers away from their work for a short period (usually 2-3 days). The aim is to provide a refreshing space where caregivers can take a break from their responsibilities and be equipped to return. Participants receive Biblical teaching, take part in small group studies, participate in times of worship and prayer, and engage in craft activities and sports, as well as having free time to rest and reflect.</p>
Implementation
<p><b>Before the Retreat</b></p> <p>Plan for the retreat at least 6 months in advance. Put together a team of network staff and/or volunteers who will be responsible for organising and planning the retreat. Inviting an outside team to lead the retreat can bring a different perspective and freshness to the event. It also helps to build trust and confidence in the leaders if they can be there for the entire retreat and not go home in between sessions.</p> <p>Find a suitable venue which is quiet and comfortable and has open space for relaxation and games. It should be far enough away from the city or usual place of work to feel like a change. It should be easily accessible by road and fairly close to keep transport costs low.</p> <p>Invite childcare workers from the network to attend your retreat. It is a good idea to invite one or two people from lots of projects, as opposed to lots of people from a few projects, to maximise networking potential. A group of 15-20 people creates an intimate atmosphere where people can get to know each other well, while 30-35 people is better for teaching and worship sessions and those attending can make more contacts.</p> <p>Prepare and print all necessary resources (name badges, questionnaires, programmes, notebooks, stationery, craft materials, games and recreational equipment).</p> <p><b>At the Retreat</b></p> <p>When people arrive, give them a printed schedule for the retreat with meal times, session times and free time clearly shown. Give everyone a name tag and ask them to wear it at each session. At the start of the retreat ask everyone to fill in a questionnaire on their levels of motivation and stress in relation to their jobs. At the end ask everyone to fill in the same questionnaire.</p> <p><b>Prayer</b></p> <p>Prayer is a very important part of a retreat and can be done in a variety of ways.</p> <ul style="list-style-type: none"> <li>• To help caregivers connect with each other, you can divide them into 'fellowship groups' - same gender groups of about 5-7, with each group facilitated by one of the retreat leaders or network staff. These groups could meet two or three times during the retreat, for about 45 minutes to an hour each time.</li> </ul>

The group can share their joys and difficulties and pray for one another.

- During times of worship, it may be appropriate for the whole group to pray together for a specific issue related to work, or something that has arisen from the Bible teaching.
- It is good to offer people the opportunity for individual prayer with one of the retreat leaders at the end of sessions or during free time. The limited time of a retreat does not really allow for counselling, but it is good to pray with people who ask for this.

**Games**

Physical activity is a good way of relaxing and refreshing caregivers. It also gives the opportunity to teach them games that they can use with the children in their projects. It is good to schedule some games sessions as part of the retreat programme. In each session, play two or three simple games that the adults can learn and then explain to their children. If these can be games that require no resources, that is good, because then any project can do them. When adults are mixing with children, they may not always want to take part in games, but when it is just a group of adults together, they enjoy playing the games. There is usually a lot of laughter and this is great for helping people relax!

**Craft**

Something that many caregivers enjoy is an opportunity for creativity. You could provide paints and paper, crayons or markers, and play dough and just allow people to make/draw/paint whatever they want. Alternatively, you could have a specific craft activity for them to do. If you do this, it is best to make it something very simple that they could do back in their projects.

Don't forget to gather fruit stories and photographs.

**After the retreat**

Three months after the retreat some participants should be approached again to measure their stress levels and asked to provide fruit stories if possible.

**Time and cost**

**Time** 2-3 days plus planning 6 months in advance  
**Cost**

**Materials/ resources and input available from Viva**

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## Let Your Light Shine

Purpose
<p>The Let Your Light Shine (LLYS) course equips frontline childcare workers to understand how HIV and AIDS affect children and to care for these children, and how to work with communities to help them respond more effectively to care for these children. The course enables those who interact directly with children to gain a practical understanding of how best to help orphans and sick children, and how to keep healthy children living healthy lives.</p> <p><b>Impact Indicators:</b> Thriving Workers, Engaged Churches  <b>Where it is/has been implemented:</b> Across Africa</p>
Description
<p>LLYS is an educational series produced by a large group of Christian and children’s organisations. The “Let Your Light Shine” video-based training series has been developed by ARCA ASSOCIATES and ten Christian organizations, to help caregivers, churches, communities, and individuals in Africa and around the world learn how to respond to the needs of children affected by HIV. Training material is based on real, practical, replicable examples of what is working, and was filmed in ten countries of Eastern and Southern Africa over a two-year period.</p> <p>The course includes 2 15-minute documentaries, ‘The Candles Dim’, highlighting the situation of children with HIV, and ‘The Candles Burn Bright’, showing some of the responses being made to children with HIV.</p> <p>There are 12 modules in the course, each including a 10-minute video:</p> <ol style="list-style-type: none"> <li>1) <i>The Healthy African Child</i></li> <li>2) <i>Facts About HIV and AIDS</i></li> <li>3) <i>Children and HIV: 0 to 5 Year</i></li> <li>4) <i>Children and HIV: 6 to 12 Year</i></li> <li>5) <i>Preparing for a Healthy Future</i></li> <li>6) <i>Reaching the Top: Overcoming the Challenges of HIV and AIDS</i></li> <li>7) <i>Building Hope: Resilience in the Community</i></li> <li>8) <i>Loving Our Neighbors: Reducing Stigma and Discrimination in Our Communities</i></li> <li>9) <i>Caring for the Caregiver</i></li> <li>10) <i>Celebrating the Heroes Among Us</i></li> <li>11) <i>Let’s Make a Difference: Church and Community Responses to HIV and AIDS</i></li> <li>12) <i>Pulling Together to Change Lives</i></li> </ol>
Implementation
<p>To implement a LLYS course, identify a community or group where HIV is a significant issue, and awareness is low. Identify member projects which may be interested or benefit from this training, and will be able to mobilise community members to attend the training.</p> <p>Caregivers or community members who will receive the training meet regularly (ideally weekly) to participate in the course, watching the relevant video, learning and discussing together. Networks could alternatively run a 3-4 day course to teach on the 12 modules.</p> <p>Encourage practical application and use of the material, and review learning before certificates are given.</p>
Time and cost
<p><b>Time:</b> 2-3 days training  <b>Cost:</b></p>

### **Materials/ resources and input available from Viva**

#### **Resources that have been developed to accompany the LLYS course include the following:**

A learning pack which includes a DVD including 2 15-minute introductory documentaries and 12 10-minute educational modules, and an extensive course facilitator's book with content developed by a team of African experts and practitioners, and a short user's guide.

Sample publicity materials to advertise your course.