

PLAY HUB Operational Manual



First Edition: July 2022



Acknowledgements

The Play Hub Operational Manual has been produced from a series of workshops and meetings with Plan International Australia and project partners in the Solomon Islands. The development of the Play Hub implementation package, of which the Play Hub Operational Manual is a key document, has been led by Catherine Johnston. The lead writer of the Play Hub Operational Manual was Andrea Costa.

We are particularly grateful for the contributions of Katherine Fell, Senior Program Manager, ECD and Education at Plan International Australia, Placida Misiga and Maria Toreni at Save the Children, Solomon Islands, and Charles Kereau at Plan International, Solomon Islands.

The development of the Play Hub implementation package is funded by the New Zealand Aid Programme as a joint New Zealand Aid Program / Plan International Australia development initiative.

Cover photo: Collin Leafasia, Honiara, June 2022. Father and child – promoting father’s engagement in home learning. Photo curtesy of Save the Children Solomon Islands.



Introduction

The ***Story Time and Play: Children's Media Project*** is being implemented in Niue, Samoa and the Solomon Islands. The project seeks to create local, co-created children's media (radio episodes), which will be linked to Play Hubs at the community level to support children's learning and development. Parents/caregivers and children will engage in community Play Hubs and will learn together using the children's media content.

Goal: *Vibrant local children's media and play hubs that promote inclusion and equitable learning opportunities for all girls and boys in the Pacific.*

Long term outcomes:

- Preservation and pride in language, culture and identity and oral traditions through active learning through play
- Gender transformative and disability inclusive behaviour created and reinforced through active learning through play
- Local ownership of active learning through play model
- Girls and boys ready to engage with formal learning
- Parents and caregivers sustain active learning through play

This Play Hub Operational Manual has been developed to support the establishment and implementation of Play Hubs throughout communities. It sits alongside the Play Hub Facilitation Guide, which includes guidance for Play Hub trainers and facilitators on toy making and play hub sessions.

Who the manual is for and how to use it

The Play Hub Operational Manual is primarily for program managers and staff involved in the implementation of the *Story Time and Play: Children's Media Project* as well as other community based early childhood education (ECD) programs in the Pacific.

The manual adopts and contextualises global good practices in supporting the development of community led and community run ECD programs. It is a useful technical resource for ECD providers and stakeholders working with communities in the Pacific and beyond to implement ECD programs.

The Play Hub Operational Manual has four sections that cover the key steps to establishing and implementing a community run Play Hub. Each section includes resources and tools to support implementation. You can use the contents table below to navigate the sections of the manual.

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I. Getting Started

In this section you will learn how to establish your plan, consult and mobilise the community, create and support the Play Hub Management Committee (MC), conduct a community mapping to identify Play Hub Children and parents/caregivers and develop a community feedback and complaints handling mechanism. Approximate timeframes for each step are provided to help guide your planning.

These steps are important in helping you to get started. Consulting and mobilising the community is key to the success of a Play Hub. The section on consulting and mobilising the community will help you to introduce Play Hub and get buy-in and support from the local community and local authorities. Creating and supporting a Play Hub MC is essential for local ownership and sustainability. The section on creating a MC will help you to establish a strong MC that will be responsible for helping to set up and manage the Play Hub. The section on conducting a community mapping to identify Play Hub children and parents/caregivers is important because the most disadvantaged children and parents/caregivers are not always easy to find. A community mapping will help make sure that Play Hub is inclusive of all children, including girls, children living with a disability and other groups of disadvantaged children, such as children from single headed households and children of market traders who travel back and forth to urban areas with their parents/caregivers. The section end with an overview on developing a community feedback and complaints handling mechanism to support project accountability.

I.1 Writing up a plan (1 week)

A good plan will help you to get started and keep on track. It should include 1) the key tasks and activities that need to be done, 2) who will be responsible for leading the activity, 3) who will be involved in the activity, and 4) when the activity will be completed. Try and make your plan as detailed as possible and review and update it often.

Below is a sample workplan for community mobilisation activities. A workplan template can be found at

Annex A: Play Hub Workplan.

Activity / Task	Person(s) Responsible	Person(s) involved	Completed by
Community Mobilisation			
Meet with local authorities to introduce Play Hub	Project Manager	Project Officer Provincial and District education authorities	30 June
Meeting/s with local leaders (chief, church leaders, school leaders etc.) to introduce Play Hub	Project Officer	Local authorities	8 July
Community consultation/s with local authorities, local leaders and community members to share Play Hub objectives, seek buy-in and reach agreement	Project Officer	Local authorities Local leaders Community members	15 July
Community event and signing of a Memorandum of Understanding (with community representatives)	Project Manager and Project Officer	Education authorities Community Leaders Community members	30 July

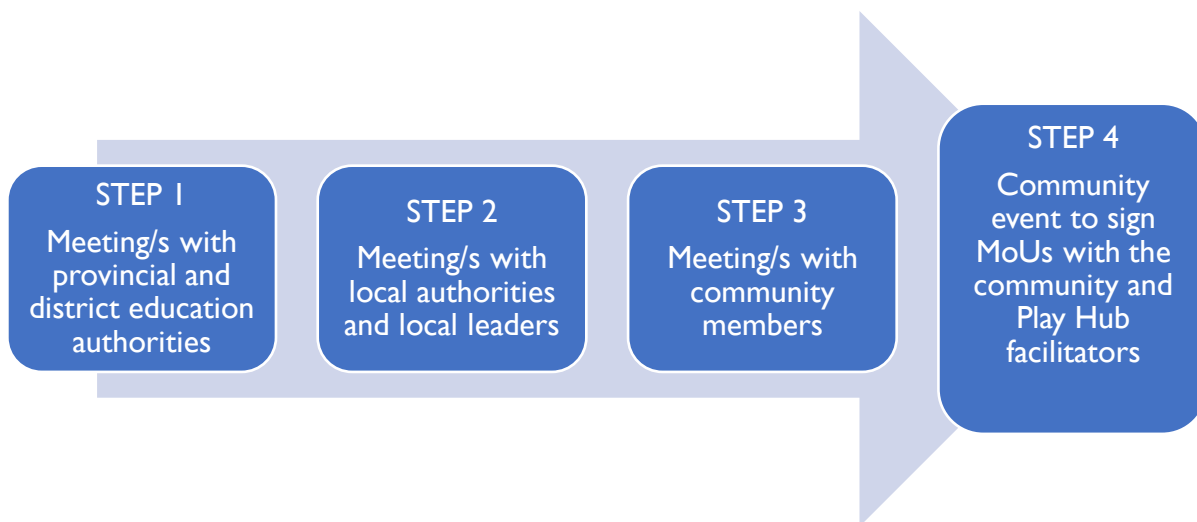
1.2 Consulting and mobilising the community (1 – 4 weeks)

An active and engaged community will make all the difference to the success (or not) of Play Hub. It is important to consult widely so that everyone understands the benefits of Play Hub, everyone feels that they are welcome to be a part of Play Hub and so you can draw on community capacity and resources to strengthen the delivery and management of Play Hub.

Sharing key messages can help make sure that everyone understands the benefits that Play Hub will bring to children, families and the community. You can use and adapt Annex B: Play Hub Key Messages for education authorities, local community leaders, parents/caregivers and community members when you introduce Play Hub and to continually reinforce the benefits of Play Hub.

The key steps to consulting and mobilising the community include meeting and gaining agreement with 1) provincial and district level education authorities, 2) local community leaders, 3) local community members, and 4) signing a Memorandum of Understanding (MoU) with the community and the Play Hub facilitators to formalise the agreements reached. The diagram below highlights the key steps, which are described in more detail below:

Key Steps to consulting and mobilising the community



Step 1: Meet with provincial and district level education authorities.

Hierarchy - the level of authority a person or group has or is believed to have – is often very important in communities. Consulting first with provincial and district level education authorities is not only respectful to the structures of authority within the community but will also help when introducing and getting buy-in for Play Hub at the community level. Often, community leaders and community members will want to know that you have already consulted and reached agreement with the appropriate authorities before consulting with them.

It is therefore important that you hold a meeting or series of meetings with provincial and district education authorities and that you form a strong relationship with government authorities at all levels. At the meeting/s, you should share:

- key messages on the benefits of Play Hub,
- the objectives of Play Hub, and
- your plan for working with the community to establish Play Hub, including the MoU process and selection of the Play Hub MC and facilitators.

Once you have informed and reached agreement with the local education authorities, you can meet with local community leaders. If the local education authorities have the interest and time, you can invite them to join you in your meetings with the local community leaders and community members. This can help show the community that Play Hub is well supported by the local education authorities and can help build local buy-in.

Step 2: Meetings with local community leaders.

A meeting or a series of meetings with local community leaders should typically include meeting with the local chief, church leaders, the Head Teacher and School Management Committee (SMC) / Parent Teacher Association (PTA) of the local Early Childhood Education (ECE) Centre and/or Primary School and any leaders of local women and community development groups, such as community savings groups, that may exist in the community.

The purpose of the meeting/s with local community leaders is to:

- share key messages on the benefits of Play Hub,

- share the objectives of Play Hub,
- share and seek input into your plan for working with the community to establish Play Hub,
- discuss the strengths, capabilities and resources within the community that could help establish, manage and sustain Play Hub,
- share and seek input into the Play Hub MC Terms of Reference (ToR) – refer to section 1.3 below, and
- share and seek input into the selection criteria for the Play Hub facilitators – refer to section 3.1 below.

Once you have informed and reached agreement with local community leaders, you can meet with parents/caregivers and members of the local community.

Step 3: Meet with parents/caregivers and community members.

It is important to consider and discuss with the local leaders the best time and location for community meetings. You will need to consider and decide:

- What day and time most community members are available (e.g. mornings, evenings, weekends)?
- Are mothers / women and fathers / men available at the same time or should separate meetings be held?
- What are the best communication channels for informing the community about the meeting (e.g. announcements during church and/or other community gatherings, a poster on community notice board/s, a letter distributed by community leaders etc.)?
- Whether local leaders are available to join the community meeting and their role at the meeting (e.g. opening the meeting, introductions etc).

You will need to hold a series of meetings with parents/caregivers and community members. The purpose of the first meetings with parents/caregivers and community members is to:

- share key messages on the benefits of Play Hub,
- share the objectives of Play Hub,
- share and seek input into the proposed roles and responsibilities of the community,
- share the support that Save the Children will provide, and
- discuss next steps, including the MoU process and selection of the Play Hub MC and facilitators.

Not all parents/caregivers and community members are literate. At the community meetings you can distribute Annex C – Benefits of Play Hub. This will help you to introduce and reinforce the Play Hub key messages and has been designed for parents/caregivers and community members with low literacy.

After the first meetings have been held with parents/caregivers and the community and you have reached agreement to establish a Play Hub, you can hold a second round of meetings. The purpose of these meetings is to:

- undertake the selection of the Play Hub MC,
- undertake the selection of the Play Hub facilitators, and
- arrange for the signing of the MoU with the community and Play Hub facilitators.

This is explained in detail in section 1.3 Creating a Play Hub MC and Section 2.1 Selecting and recruiting the Play Hub Facilitators.

Step 4: Sign a MoU with the community and Play Hub facilitators at a community event.

Once you have reached agreement with the local community and the Play Hub MC has been formed and the Play Hub facilitators selected, a community event should be held to sign the MoU with community representatives and the Play Hub facilitators. The MoU with the community should be signed by a government education representative and a community leader and witnessed by the whole community. A template for the MoU with the community is provided at Annex D: Community MoU Template.

Signing the MoU at a community event is a time for celebration. The event is in recognition of the commitment made by the community and Save the Children to establish a Play Hub for the benefit of the local children, families and the entire community. As such, plan the event with the local community and celebrate in an appropriate way (e.g. with speeches by the local authorities / leaders, distributing snacks, arranging for a local performance etc.).

1.3 Creating a Play Hub MC (2 weeks)

The Play Hub MC is the community structure that supports and manages the Play Hub. The MC are involved in all aspects of Play Hub. They lead community engagement efforts, are responsible for recruiting, managing and supporting the Play Hub facilitators and for foster local ownership and sustaining Play Hub in the longer-term. This section outlines how to form the MC and, initiate MC meetings and build the capacity of the MC.

1.3.1 Developing the MC Terms of Reference (ToR)

The MC ToR should be discussed, developed and agreed with the local authorities, community leaders and community members. This should be done during the meetings held as part of consulting and mobilising the community.

The MC ToRs will outline the:

- Purpose of the MC,
- Positions within the MC and their roles and responsibilities,
- MC selection criteria,
- MC election processes, and the
- Proposed MC meeting schedule.

You can use Annex E: Management Committee ToR Template as the basis for discussion with the local authorities, community leaders and local community and you can adapt it based on their inputs. Some community members will have low literacy levels so remember to take the time to fully explain each section of the ToR so that everyone understands and has the chance to provide input into the MC ToR.

1.3.2 MC Roles and Responsibilities

The positions within the MC will usually follow the below structure.

Structure of the MC

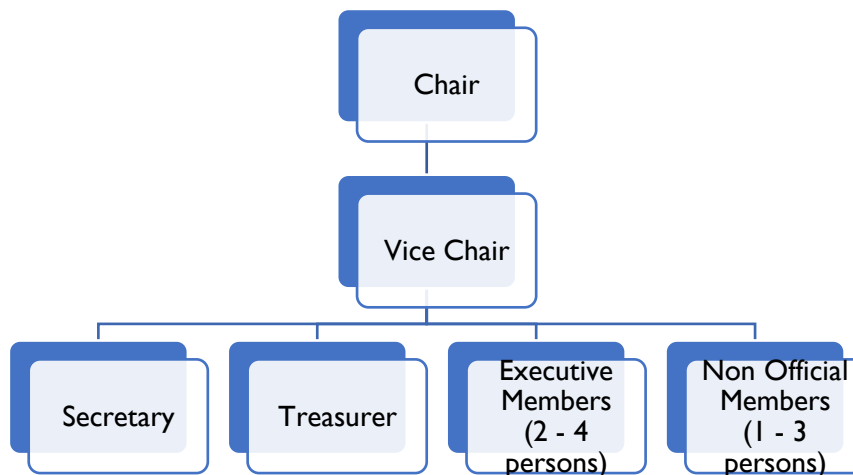
The Chair, Vice Chair, Secretary and Treasurer have specific roles and responsibilities within the MC.

Executive members are community members who support the activities of the MC. Depending on the level of interest, 2 – 4 community members can be selected as executive members.

Non-official members do not hold an official position within the MC but they are involved or have a particular interest in Play Hub and so may attend MC meetings. The Play Hub facilitator would typically be a non-official member of the MC. The Head Teacher of the Primary School might also be a non-official member.

Each position within the MC should have clearly defined roles and responsibilities. Below is a list of roles and responsibilities you can use as a basis for discussion and agreement with the community. Once the roles and responsibilities are agreed with the community, they should be included in the MC ToR.

Position	Roles and Responsibilities
Chair / Vice Chair	<p>Lead and facilitate MC meetings, including by:</p> <ul style="list-style-type: none"> Gathering input into the MC meeting agenda from MC members, the Play Hub facilitator etc. Developing the MC meeting agenda prior to the MC meeting. Advising the Secretary of the MC meeting agenda to be passed on to all members prior to the meeting. Appointing a MC member to act as Chair and fulfil her/his duties if the Chair is absence. <p>Represent the MC at:</p> <ul style="list-style-type: none"> Internal meetings with Save the Children. External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none"> Supervising and monitoring the Play Hub facilitator and Play Hub activities. Receiving and approving the Play Hub facilitators' timesheets. Receiving and keeping on file Play Hub attendance records. Supporting the Play Hub facilitator to replenish Play Hub supplies and resources.



	<ul style="list-style-type: none"> • Conducting regular activities involving parents and the community to facilitate parent participation in Play Hub activities.
Secretary	<p>Support the MC meetings, including by:</p> <ul style="list-style-type: none"> • Sharing meeting agenda items with the Chair. • Sharing the MC meeting agenda developed by the Chair with committee members in advance of the meeting. • Writing and keeping record of the MC meeting minutes. <p>Support the Chair to represent the MC at:</p> <ul style="list-style-type: none"> • Internal meetings with Save the Children. • External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none"> • Maintaining administrative records (e.g. parent and children’s registration book, facilitator attendance register, Play Hub observation records).
Treasurer	<p>Attend MC meetings and:</p> <ul style="list-style-type: none"> • Contribute agenda items. • Contribute to the discussion of agenda items. <p>Manage the Play Hub budget by:</p> <ul style="list-style-type: none"> • Recording all expenses. • Keeping receipts for all money spent. • Keeping any community funds raised safe. <p>Lead fundraising efforts by:</p> <ul style="list-style-type: none"> • Identifying and sharing opportunities to raise funds in the community to support Play Hub activities. • Managing fundraising plans and activities with the community. <p>Support the Chair to represent the MC and provide budget updates at:</p> <ul style="list-style-type: none"> • MC meetings. • Internal meetings with Save the Children. • External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none"> • Participating in activities agreed by the MC.
Members (2 – 4 people)	<p>Attend MC meetings and:</p> <ul style="list-style-type: none"> • Contribute agenda items. • Contribute to the discussion of agenda items. <p>Support fundraising efforts by:</p> <ul style="list-style-type: none"> • Identifying and sharing opportunities to raise funds in the community to support Play Hub activities. • Supporting fundraising plans and activities with the community. <p>Support the Chair to represent the MC at:</p> <ul style="list-style-type: none"> • Internal meetings with Save the Children. • External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none"> • Participating in activities agreed by the MC.

Non Official Members	Members that do not hold an official position, such as the Play Hub Facilitator, who attend meetings when needed.
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1.3.3 Selection Criteria

You can discuss and agree with the community the MC selection criteria. Every effort should be made to ensure that the MC is inclusive and representative of the diversity that exists within the community. This includes equal representation of women and men on the MC, including persons with disabilities, as well as representatives from minority groups, such as religious, ethnic or language minorities and single parent households. Selection Criteria for the MC may include:

- Equal (50/50) female and male representatives.
- Representatives that reflect the diversity within the local community.
- Must be from the local community,
- Interested in early childhood development,
- Available (have time) to support Play Hub,
- Of good character and willing to undertake child safeguarding and protection training,
- Able and willing to engage and motivate all parents/caregivers of young children to participate in Play Hub regardless of their sex, disability status, economic status, background or other characteristics, and
- Other criteria important to the community.

Once the Selection Criteria are agreed with the community, they should be included in the MC ToR.

1.3.4 Election Processes

The election of the MC must be conducted in a fair and transparent way. At a community meeting you can:

- Invite the community to consider and nominate individuals for the MC.
- Explain that members of the community can self-nominate OR members of the community can nominate a person for a MC position if they have discussed it with the person and that person has agreed to the nomination.
- Discuss and agree with the community how voting will take place. Ideally, voting will be by a secret ballot or some other way that guarantees a free and fair election.
- Discuss and agree the day and time for the MC election to take place.

Once the election process is agreed with the community, a brief description can be included in the MC ToR.

1.3.5 Appointment of the MC and Code of Conduct

Once the MC members have been elected, Save the Children and the local leaders can formalise their appointment by signing the appointment letter and code of conduct. The appointment letter should include the position, their roles and responsibilities as agreed and included in the MC ToR, the term of their service and the code of conduct. A template for

the appointment letter and code of conduct can be found at Annex F: MC Appointment Letter and Code of Conduct.

If most of the people in the community cannot read, it may be more practical to formalise the roles and the code of conduct of the MC members in a community meeting.

1.3.6 MC Meeting schedule

It is anticipated that Play Hub sessions will be implemented for approximately four months of the year. The MC should meet at least once a month while the Play Hub sessions are being implemented. The day and time of MC meetings is flexible and will be agreed by the MC members during their first meeting. Once agreed, the MC meeting schedule should be included in the MC ToR.

1.3.7 MC Meetings

During the first MC meeting, you can go through the commitments made in the MoU by both the community and Save the Children and confirm the roles and responsibilities of each MC member.

You can then facilitate a discussion about the steps involved in setting up and managing the Play Hub. The MC can then make plans for conducting the community mapping and selecting the location and operating hours of Play Hub.

The MC should keep a record of all their meetings. This can be a responsibility of the MC Secretary or if their literacy is limited then another member of the MC can be nominated for this role. MC meeting minutes should be written and kept on file by the MC. A template for MC meeting minutes can be found at Annex G: MC Meeting Minutes.

1.3.8 MC Capacity Development

Each MC will have its own capacity strengths and capacity building needs. Capacity building will be a key feature of the post pilot Play Hub program and will involve conducting a capacity assessment to help you identify the existing capabilities of the MC and the capabilities that could be strengthened. Existing capabilities are the things that the MC can already do well that can be harnessed for setting up and managing the Play Hub. For instance, a member of the MC may have strong relationships within the community that they can use to mobilise parents/caregivers or may have a small business and basic budgeting skills that can be used to manage the Play Hub budget.

The capacity building needs assessment will form the basis of your MC capacity building plan. You should conduct the capacity building needs assessments during the first or second MC meeting. The assessment should be participatory, meaning that both you and the MC should openly discuss the capacity needs, strengths and gaps of the MC and collectively agree on a capacity building plan. A capacity building assessment tool and capacity building plan template can be found at Annex H: MC Capacity Assessment Tool and Annex I: MC Capacity Building Plan.

1.4 Community Mapping (2 weeks)

One of the first activities of the MC will be to conduct the community mapping. The community mapping will identify the children of Play Hub age (0 – 5 years) and will encourage parents/caregivers and children to enrol and attend the Play Hub.

The community mapping process can involve a house-to-house survey or another process agreed between Save the Children and the MC. Child protection should be carefully considered in planning and implementing the community mapping. Appropriate child safeguarding measures may include (but are not limited to) ensuring that the community mapping team have completed child safeguarding training, ensuring that house visits are conducted by two persons and that no one person is left alone with a child during house visits.

As well as identifying the children of Play Hub age, the community mapping is an opportunity to share the Play Hub key messages. During the community mapping, the MC can distribute Annex C – Benefits of Play Hub.

All children, including girls, children living with a disability and children from disadvantaged households (e.g. children of single parents, children of market traders etc.), should be included in the mapping. The MC and Save the Children can then work together to develop ways to support all parents/caregivers and children to attend Play Hub. A template for the community mapping can be found at Annex J: Community Mapping Template.

1.5 Setting up a community feedback and complaints handling mechanism (2 weeks)

Based on consultation with the MC and the community, a safe, private and easy way for community members, parents/caregivers and children to provide feedback and express complaints should be established. Feedback and complaints related to the program may include, but are not limited to:

- Wrong doing or bad behaviour (misconduct) of the MC, Play Hub facilitators or Save the Children staff
- Issues with the location or time of Play Hub sessions
- Issues with the quality or quantity of teaching and learning resources
- Any negative effects of program activities
- Suggestions for program improvements

2 Setting up a Community Play Hub

Setting up a Play Hub involves selecting, recruiting and training the Play Hub facilitators who will be the backbone of the Play Hub sessions and critical to the project's success. This section will guide you in the process for selecting, recruiting and training the Play Hub Facilitators. The section also covers organising materials and supporting the community to produce locally made toys, identifying a location and setting up a Play Hub space that is safe, inclusive and welcoming and agreeing a day and time for Play Hub sessions to be conducted in the community.

2.1 Selecting and recruiting the Play Hub Facilitators

Two Play Hub facilitators will be selected and recruited by the MC within each community. Two Play Hub facilitators is considered ideal so that while one lead Play Hub facilitator is conducting the session with parents/caregivers, the second Play Hub facilitator is helping to

engage the children. Having two Play Hub facilitators will also help minimise turnover issues by ensuring that there is at least one trained Play Hub facilitator available. Parent/caregiver helpers may also be identified and able to support Play Hub sessions, particularly during small group play times.

The key steps to selecting and recruiting the Play Hub facilitators includes 1) supporting the MC to determine the Play Hub facilitator selection criteria and identify possible candidates, 2) Interviewing the candidates, and 3) appointing the Play Hub facilitators and signing the tripartite MoU between the Play Hub facilitators, the MC and Save the Children. The diagram below highlights the key steps, which are described in more detail below:

Key Steps to selecting and recruiting the Play Hub facilitators



Step 1: Facilitator selection criteria and identifying candidates

The selection criteria for the Play Hub facilitators should be discussed and agreed with the Play Hub MC. Every effort should be made to encourage both women and men to apply for the role of Play Hub facilitator. Selection criteria for the Play Hub facilitators may include:

- Equal (50/50) female and male selection.
- Over the age of 18 years old.
- Have a basic education – a minimum of Level 3 / Grade 9 graduate.
- Accepted and respected by the community – able to provide contact details for a verbal recommendation from a community leader.
- Willing to serve the community.
- Passionate and interested in early childhood development and willing to undertake child safeguarding and protection training.
- Commitment to inclusion – is not biased and does not discriminate on the basis of sex, disability status, background or other characteristics. Is able and willing to engage all parents/caregivers and children.
- A connector – is able to bring people and the community together and motivate them towards a common goal.
- Other criteria important to the community.

You can start the process of identifying candidates for the role of Play Hub facilitator at the community meetings. This is a good time to share the selection criteria with the community

because community members who are interested in the Play Hub are already gathered together. Community leaders and the Play Hub MC can also share information and the selection criteria at other community meetings and events (e.g. at church gatherings or at the market).

Step 2: Facilitator interviews

The MC can conduct interviews to select the most suitable Play Hub facilitators. A member of the Save the Children program team with knowledge about ECE should be part of the interview process. The interview team can be made up of three people – two MC members and one Save the Children staff – and should include both female and male representatives.

Each candidate should be invited to attend an interview at a nominated day and time that is convenient to the candidate, the MC members and Save the Children. The interview team should prepare a list of interview questions and the interview questions should be asked consistently to each candidate. This will help ensure that each candidate is treated equally and has an equal opportunity to be selected based on their merits.

Below is a list of potential interview questions:

- Why are you interested in the role of the Play Hub facilitator?
- What experience do you have in ECD either in your work or in your home life?
 - What was the job / activity?
 - What did you enjoy the most?
 - What did you find most challenging?
- Can you give an example of when you have engaged or worked with community members in the past?
 - What was the activity?
 - What worked well?
 - What were some of the challenges you faced?
- How do you usually handle misbehaving children?
- What days and times are you available?
- Are you willing to offer some volunteer time to attend the Play Hub MC meetings and to be involved in other activities to support the Play Hub?

Once all the candidates have been interviewed, the interview team can discuss and jointly agree on the most suitable candidates.

Step 3: Facilitator appointment

The interview team or a member of the MC can meet with the successful candidate and discuss and agree the terms of their services. A Tripartite MoU template is provided at Annex K: Tripartite MoU – Facilitator, MC and Save the Children. You can use this as the basis for discussion with the Play Hub facilitator and adapt it if necessary. The Tripartite MoU should be signed at the community event described under Step 4 of Section 1.2: Consulting and mobilising the community.

2.2 Facilitator compensation

The Play Hub program budget will be used to pay the facilitator during the program pilot period on behalf of the community. The rate of payment is 30 SBD per Play Hub session (2

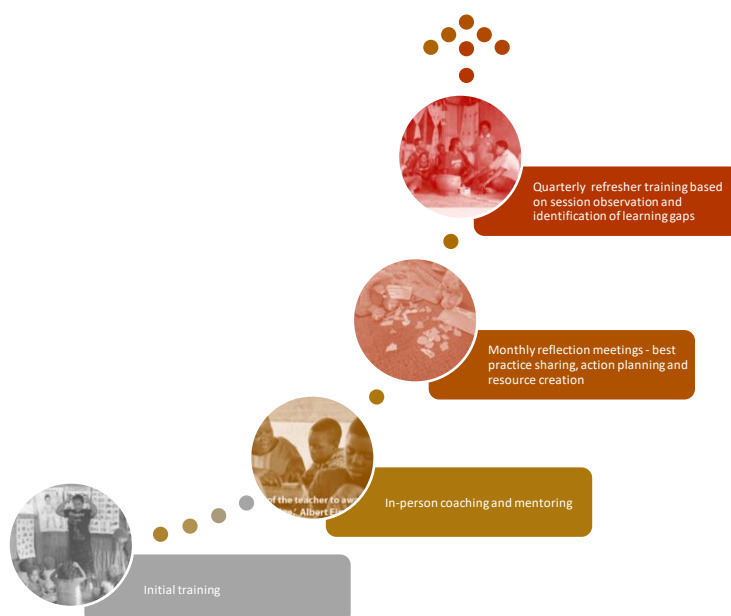
hours) and no other benefits, such as sick leave, holiday pay or overtime allowances, will be paid.

Save the Children should be clear with the Play Hub MC and Play Hub facilitators that the payment is made on behalf of the community and that Save the Children is not and should not be considered an Employer at any time.

The Play Hub facilitators will complete a timesheet. The timesheet must be approved by the Play Hub MC Chair or Vice Chair and submitted to Save the Children for payment at the end of each month. A timesheet template is provided at Annex L: Play Hub Facilitator Timesheet.

2.3 Facilitator training

The below diagram highlights the key features of the Play Hub facilitator training and support process and is described in detail under Section 3 Facilitator Coaching and Support.



Initial training

A Play Hub Facilitation Guide has been developed and will be used to train the Play Hub facilitators before they begin delivering Play Hub sessions in the community. The Play Hub facilitator training will be conducted over 5 days and includes training on toy making, parenting sessions, story sessions as well as planning, evaluation and making resources, such as big books.

2.4 Play Hub materials and toys

A Play Hub container of homemade big books, parenting cards, materials (e.g. crayons, pencils, scissors, tape, A4 paper, flip chart etc.) and locally made toys will be used during the Play Hub sessions. Most of the materials and toys will be collected or made by the Play Hub facilitators and parents/caregivers. Locally made toys can be made from natural (e.g. wood, sticks, leaves,

shells, seeds etc.) and easy to find items (e.g. bottles, jars, cardboard boxes, beads etc.). These materials are readily available and low cost and can be used by children during Play Hub activities and play sessions.

Before the first Play Hub session, the MC and Play Hub facilitators will coordinate 1 - 2 toy making sessions with parents/caregivers and local community members. The Play Hub Facilitators Guide contains guidance for toy making. It includes guidance on:

1. Conducting a community survey to gather information about the traditional songs and games that girls and boys play, what resources are available and/or produced locally and to identify community members that have skills that could be used to help make local toys (e.g. artists, carpenters, people with sewing skills etc.).
2. Gathering and arranging natural materials for building / making toys in a central location.
3. The program for the toy making day, which includes demonstrations, practice and show casing final products.
4. Step by step instructions for how to make 12 different types of toys, puzzles and games.

The community may also choose to make other types of toys. Toys should meet the following criteria:

- **Encourage child development.** For example, blocks can help children learn about size, weight, balance, team work and to use their imagination.
- **Age appropriate.** For example, number cards can be used by younger and older Play Hub children for a variety of age appropriate number games. Young children can use the cards to help them learn their numbers while older children can use the cards to add and subtract or play other math games.
- **Be safe.** For example, small objects can be a choking hazard for younger children.
- **Be durable.** For example, will the toys last for some time or will they break easily and need to be fixed or replaced regularly.
- **Be culturally appropriate.** For example, story books and play objects that represent the people, traditions, culture and language of the community.

Toys and materials will be packed up and stored after each session. The Play Hub facilitator can oversee the packing up of toys and Play Hub materials by the children themselves, with the help of their parents/caregivers. This will help build and reinforce respect and responsibility for toys and materials among Play Hub children.

2.5 Choosing the location for Play Hub

The location of Play Hub should be safe, convenient and accessible for all parents/caregivers and children, including parents/caregivers and children living with a disability. The location can be under a tree or in an open space within the community. Choosing a central location also allows community members to enjoy watching the children sing and play. Being visible in the community can increase appreciation and interest for early learning and the community's role. Play Hub sessions can become an important social gathering for both female and male parents/caregivers.

The location of the Play Hub can be selected by the MC and later discussed and finally agreed with the Play Hub facilitators and parents/caregivers.

The below questions can help you to guide the MC in identifying an appropriate location for Play Hub:

- What do we need to consider in choosing a good location for Play Hub?
- Are there areas in the community that are:
 - **closer** to the homes where the majority of children live?
 - **easier** for parents/caregivers and young children to reach? If yes, which areas and why?
 - **difficult** or cannot be reached by parents/caregivers and children living with a disability? If yes, which areas and why?
 - **safer** than other areas (e.g. away from busy roads, rivers etc.)? If yes, which areas and why?
 - **not safe** for women and girls or where women and girls do not feel safe? If yes, which areas and why?
- Is there a clean water source and toilet facilities close by that could be used by Play Hub parents/caregivers and children?
- Is the area protected from the weather (e.g. is it in the shade)?

2.6 Key features of the Play Hub environment

Play Hub should be an inviting environment for parents/caregivers and children to spend time in. This can be achieved by paying close attention to the Play Hub environment. The environment should include:

- **A welcome sign** that is bright and colorful and placed in a prominent place, such as tied between two trees, so that it will attract both parents/caregivers and children to the Play Hub location.
- **A registration table** which is clean and tidy (e.g. covered with a clean cloth and/or with a small vase of flowers etc.) where parents/caregivers and children can register their attendance for each Play Hub session.
- **A large mat and smaller mats** that parents/caregivers and children can sit together on for group time and during smaller play time activities.

Below is a sample layout of the Play Hub environment.

2.7 Choosing the day and time for Play Hub

Play Hub should be held once a week on a consistent day and time that is convenient to parents/caregivers and children. Play Hub sessions will be held for approximately 2 hours. Each session will typically follow the below structure.

Time	Activity	Details
	Set up	<ul style="list-style-type: none"> • Transport learning materials from storage areas/boxes and display in corners. • Children and volunteer parents help. • Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision.
00.00	Welcome meeting	<ol style="list-style-type: none"> 1. Greetings & register 2. Prayer or meditation 3. Happy action song 4. Register and name game 5. Day, date and weather
00.15	Story time	<ol style="list-style-type: none"> 1. Recap from last week 2. Introduce the story with picture cards 3. Listen to the story 4. Questions about the story
00.45	Play activity	Options from the parenting card <ol style="list-style-type: none"> 1. Emergent literacy activity 2. Emergent numeracy activity 3. Motor development 4. Social-emotional development
01.15	Free play	<ol style="list-style-type: none"> 1. Blocks and building 2. Games and puzzles 3. Dress ups/sand and water
01.30 – 01.45	Goodbye meeting	<ol style="list-style-type: none"> 1. Review of session 2. Children and parents tidy up 3. Happy action song 4. Key messages for mothers and fathers 5. Details for next play hub 6. Going home prayer

As with the location of the Play Hub, the day and time for Play Hub can be suggested by the MC and later discussed and finally agreed with the Play Hub facilitators and parents/caregivers.

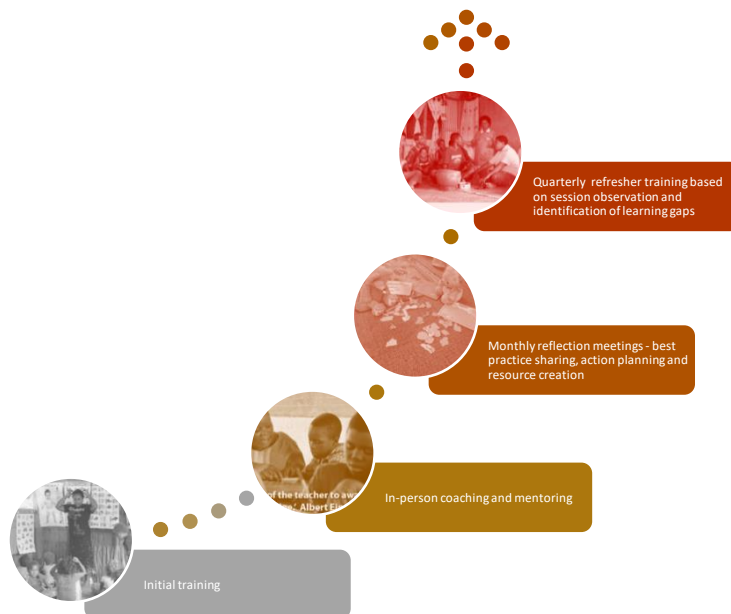
The day and time for Play Hub will vary from community to community depending on parent/caregiver work hours, local culture, seasonal changes and other considerations. In some communities, it may be more convenient to hold Play Hub on a day when parents/caregivers are involved in other community activities, such as savings groups, and at a time that allows them to participate either before or after that activity. In other communities, there may be a day and time that is more convenient to parent/caregiver livelihoods activities, such as when parents/caregivers return from tending their gardens or from their fishing activities.

Consideration should also be given to the best time of day for young children. Young children will often have a sleep once or twice during the day. Choosing a time that is typically after

children's sleep time and after a daily meal will help make sure that children are awake, alert and ready to play and learn.

3 Facilitator Coaching and Support

The Play Hub facilitators will require ongoing coaching and support to build the skills and confidence to effectively deliver the Play Hub sessions. This section will guide you in providing regular coaching and mentoring support, conducting monthly reflection meetings and quarterly refresher training. The facilitator coaching and support follows on from the initial training of the Play Hub facilitators as show in the diagram below:



3.1 In-person coaching and mentoring

After the facilitator training, you will need to provide in-person ongoing and direct coaching and mentoring to the Play Hub facilitators so that they can become comfortable and confident in delivering the Play Hub sessions. Generally, you will need to provide more regular and intensive coaching and mentoring to the Play Hub facilitators immediately after their training. The frequency of your visits and coaching and mentoring support can then be reduced once the Play Hub facilitators are confident to lead the Play Hub sessions.

Coaching and mentoring techniques you can use to support and develop the capacity of the Play Hub facilitators include:

- **Co-facilitation:** Delivering the Play Hub sessions together with the facilitators so that they can gain first-hand experience and confidence before leading sessions.
- **Reflection:** Spending time with the facilitators after the session to reflect on the session and problem solve any challenges that were faced.
- **Observation and feedback:** Completing the session observation as part of your regular monitoring (see section 4 below) and using this to provide immediate feedback to the facilitators on their strengths and areas for improvement.

3.2 Monthly reflection meetings

Each month, a one day reflection meeting should be conducted with a group of Play Hub facilitators from nearby communities. Depending on the location of the Play Hub communities, it may not be possible to bring all Play Hub facilitators together. In this case, you can establish Play Hub clusters.

The focus of the monthly reflection meetings is for the facilitators to 1) build strong relationships with each other, 2) share and discuss good practices and challenges that they are facing, 3) develop an action plan for the next month, and 4) create new resources for the following month's Play Hub sessions.

To prepare for the reflection meetings, you should ask the Play Hub facilitators to think about and be ready to share:

1. One example of what is working well for them in their Play Hub sessions, and
2. One example of what is not working so well and is a challenge for them in their Play Hub sessions.

The reflection meeting can follow a similar structure each month. Below is a suggested schedule for the reflection meetings:

Time	Activity
30 minutes	Attendance and welcome game
1 hour	Good practices – sharing and discussion on best activities
1 hour	Challenges – sharing on challenges faced during Play Hub sessions and group discussion about how to overcome challenges
1 hour	Group lunch
30 minutes	Action planning – weekly plan for the next month
2.5 hours	Resource development – making teaching aids and Play Hub resources (big books etc).

3.3 Quarterly refresher training

Quarterly refresher training specific to the learning needs of the Play Hub facilitators should be provided. The refresher training will generally be focused on skills building rather than knowledge building. The training focus should be developed based on learning gaps identified through session observations and / or during the monthly reflection meetings with Play Hub facilitators. Typically, the training should allow the facilitators to practice and refine their skills and may introduce new techniques for addressing identified challenges.

4 Monitoring and Evaluating a Community Play Hub

Monitoring and evaluating the community Play Hubs will help you to track progress, foster continuous improvement and ensure that the project achieves its intended objectives. This section presents the Play Hub monitoring activities and tools and some key questions that can be incorporated into internal and external project evaluations.

4.1 Monitoring tasks and tools

Project staff should conduct fortnightly monitoring visits to Play Hub communities. Monitoring tasks, their frequency and the associated tool for each task are outlined below.

Task	Frequency	Tool
Checking and taking a copy/ photo of the Play Hub session parent register	Fortnightly monitoring visit	Annex M: Play Hub session parent register
Checking and taking a copy / photo of the facilitator timesheet	Fortnightly monitoring visit	Annex L: Play Hub Facilitator Timesheet
Undertaking a Play Hub session observation, recording observation results and providing a feedback session	Fortnightly monitoring visit	Error! Not a valid result for table.
Checking and taking a copy / photo of the MC meeting minutes	Monthly	Annex G: MC Meeting Minutes

4.2 Internal annual evaluation

An annual internal evaluation of Play Hub should be conducted with key stakeholders to reflect on progress, capture lessons learnt, identify challenges and consider any adaptations that may be required.

The internal evaluation should be participatory and include representatives from all Play Hub stakeholder groups, including:

- Parents/caregivers
- Community members
- MC members
- facilitators
- education authorities

Below is a suggested agenda for a one day internal evaluation:

Time	Activity	Details / Guiding Questions
9:00 – 9:30	Welcome	<ul style="list-style-type: none"> • Greeting • Introductions • Payer • Overview of the agenda for the day
9:30 – 10:30	Good practices and lessons learnt	<p>Based on your experience with Play Hub:</p> <ul style="list-style-type: none"> • What is working well and why? <p>Have there been challenges:</p> <ul style="list-style-type: none"> • Engaging mothers, fathers and/or the community?

		<ul style="list-style-type: none"> • Resourcing Play Hub sessions (materials, toys etc)? • Managing Play Hub sessions? • Any other challenges? <p>How have these challenges been overcome?</p>
10:30 – 11:00	Morning Tea	
11:00 – 12:00	Evidence of change and influencing factors – parents/caregivers and community	<p>Since Play Hub sessions began in your community:</p> <ul style="list-style-type: none"> • What changes have you observed in mothers, fathers and/or the community? • What are the things that have contributed the most to these changes?
12:00 – 13:00	Lunch	
13:00 – 15:00	Evidence of change and influencing factors –gender, disability and social inclusion	<ul style="list-style-type: none"> • What changes have you observed in girls? • What changes have you observed in boys? • Are there children that are commonly marginalised (e.g. children with disabilities, children from single headed households, children living in poverty) attending Play Hub and what changes have you observed in these groups of children? • What has contributed to these changes? • Stories of the most significant change?
15:00 – 15:30	Afternoon Tea	
15:30 – 16:30	Program improvements and sustainability	<ul style="list-style-type: none"> • Do you have any suggestions for strengthening Play Hub in your community? • Do you think the community can continue Play Hub after the project ends?
16:30 – 17:00	Close	<ul style="list-style-type: none"> • Review of the day • Thank participants for their participation • Closing prayer

4.3 External evaluation

An external baseline and end-line evaluation of the Play Hub project pilot will be conducted. The baseline will capture data from before the project started against the intended project pilot outcomes. The results will be used to measure the effectiveness of the project and to inform and advocate for project scale up.

The longer term project will include a participatory evaluation to test the project theory of change and assess the projects relevance, coherence, effectiveness, efficiency, impact and sustainability. This may include a parent Knowledge, Attitudes and Practice baseline and end-line survey to evaluate parent behaviour change as a result of participating in Play Hub sessions.

Annex A: Play Hub Workplan

Activity / Task	Person(s) Responsible	Person(s) involved	Completed by
Community Mobilisation			
Establishing the Play Hub Management Committee (MC)			
Selecting the Play Hub Facilitator			
Setting up a Community Play Hub			
Supporting the Play Hub Facilitator			
Monitoring and Evaluation			

Annex B: Play Hub Key Messages

Play Hub has many benefits for children, families and the whole community.

When young children play they learn – playing and learning are the same thing and are very important for children’s early development. Play Hub will support young children to develop important social, emotional, physical, language and thinking skills. **Socially**, they will make friends, learn to cooperate and respect other children and will learn self-help skills such as tidying up. **Emotionally**, they will grow in confidence, develop self-control, independence, and positive self-image and feel happy and positive about life. **Physically**, they will have opportunities to develop their muscles, all the five senses, eye-hand coordination and confidence in what their bodies can do. Their **language** skills will be improved through listening, singing and using words to express their thoughts and ideas. They will develop **thinking** skills such as learning their numbers and how to count, asking questions, solving problems and being creative.

Families will benefit through building a strong bond with their child and by spending time and sharing resources with other families. All parents love their children and want to give them a good life. This can be difficult when parents are busy. By setting aside to come to Play Hub they will spend important time playing and helping their child to learn. This helps build a strong bond between parents and their child. It also helps families to come together and share their resources and skills. For example, one parent might be a good storyteller and another parent may know some games to play. By coming together, parents can spend time together, relax and have fun.

Communities will benefit because children will do well at school and become productive members of the community. Children who have had the opportunity to develop their potential during the early childhood years are more likely to do well in school. Children are our future and so the community’s future development depends on how it supports its children. Parents also gain many skills from being involved in Play Hub. They may become involved in helping to manage the Play Hub and develop leadership skills that can be applied to other community development activities.

Fathers and men have an important role in their children’s care and development and in Play Hub. It might be common in your community for women to be responsible for child care and early childhood education, but men should also support child care and learning through play. This is because having men involved is positive for children, women and men themselves. Men can bring different skills, ideas and ways of playing with children. This allows children to see that both mothers and fathers care for them and help them to learn. It also builds father’s skills in engaging and playing with their children and helps develop a strong, positive and non-violence relationship between fathers and children. This also helps challenge traditional norms and stereotypes about childcare as ‘women’s work’ and provides children with positive, non-violent male roles models.

Parents and caregivers don’t have to have an education or be able to read and write to help their children’s early development or to come to Play Hub. Parents and caregivers have so much to offer their children and can help their children’s early development even if they themselves are not educated or able to read and write. Just by being loving and caring towards your child helps them to learn the right behaviour and social skills. Parents and caregivers can also play games, sing songs, teach them traditional skills such as cooking, basket weaving or fishing. All these activities can help children’s early development and can prepare them for school and a bright future.

Making time to come to Play Hub with your child should be a priority even when you are busy with other activities. Life is busy and there are always many things that need to be done. But it is important to remember that your child will grow up fast and that they need some of your attention now so that they get the right start in life. Investing a little of your time and energy into helping your child play and learn is a big investment in their future success and happiness.

MEMORANDUM OF UNDERSTANDING (MoU)

between

SAVE THE CHILDREN

AND

(Insert Community)

I.I.I FOR THE PERIOD

(insert start and end dates)

1. Purpose

The purpose of this Memorandum of Understanding (MoU) is to outline commitments made by Save the Children and (insert community name) to working together to establish and deliver a **Play Hub** as part of the **Story Time and Play: Children's Media Project**.

2. Nature of the Relationship

The relationship between Save the Children and (insert community name) is a partnership. The partnership is governed by the following principles:

- **Local Ownership:** The partnership recognises the importance of communities and individuals being fully empowered actors in their own community development processes and programs. The local community will be engaged and involved in all aspects of Play Hub and Play Hub will be community-led and run. The role of Save the Children is to facilitate and support the community to establish, deliver and sustain Play Hub for their long-term benefit.
- **Mutual Respect:** The partnership is founded on mutual respect. Save the Children and the community will work with mutual respect towards each other. This means communicating honestly and openly with each and respecting each other's strengths and challenges. Challenges are normal in a partnership that explores new ways of thinking and behaving. What is important when faced with challenges is that we remain honest and open and explore ways to overcome challenges together.
- **Equality:** This means that neither party has more power in the partnership. Save the Children respects the autonomy, independence and cultural integrity of the community and their ways of working. In return, Save the Children is respected as an equal partner.
- **Strength Based Approach.** This approach acknowledges that both parties have skills, resources, experiences and strengths that will contribute to the success of the program. Each partner can expect the other will identify those strengths, skills, resources and experiences which will be helpful to overall program success. It is acknowledged that these can change and grow throughout the program.

3. The Program

Save the Children and the community will cooperate to implement **Play Hub** as part of the **Story Time and Play: Children's Media Project**. The program supports the creation of local, co-created children's media (radio episodes) and links these with community Play Hubs where parents are engaged to support their children's early development through play-based learning activities. The program aims to preserve local language, culture and identity, promote parental engagement in their children's early development and strengthen early childhood development outcomes for girls and boys, including children living with a disability.

The program is a partnership between Plan International Australia and Save the Children and builds on their expertise in early childhood development. The program is a pilot for one year (2021-2022) with the intention of building a model for the longer-term.

4. The Commitments of Each Partner

4.1. Save the Children commits to:

- a. Putting the principles of this MoU into practice and working closely and effectively with community members, Play Hub facilitators, parents/caregivers and children to support the establishment and successful implementation of Play Hub.
- b. Providing training, support and mentoring to the Play Hub Management Committee so they can effectively establish and manage Play Hub in their community.
- c. Providing training, support and mentoring to the Play Hub facilitators so they can effectively deliver Play Hub activities with parents/caregivers and children.
- d. Undertaking regular monitoring using participatory tools to identify and support continuous program improvement and for program evaluation purposes.

4.2. The Community commits to:

- a. Putting the principles of this MoU into practice and working closely and effectively with Save the Children to support the establishment and successful implementation of Play Hub.
- a. Mobilising community members to be Play Hub Management Committee members and helping to identify Play Hub Facilitators.
- b. Managing the community Play Hub facilitators and Play Hub activities through the established Play Hub Management Committee.
- c. Together with Save the Children, undertaking regular monitoring using participatory tools to identify and support continuous program improvement and for program evaluation purposes.
- d. Providing accommodation for Save the Children if staff are required to stay overnight in the community.

5. Seeking and handling feedback and complaints

Based on consultation with the community, Save the Children will set up a safe, private and easy way for community members and children to provide feedback and express complaints. Feedback and complaints should be related to the program (and not to other matters within the community or request for support from Save the Children in other areas) and may include, but are not limited to:

- Wrong doing or bad behaviour (misconduct) of Save the Children staff towards community members
- Failure of Save the Children to fulfil agreed commitments
- Lack of action by Save the Children staff to address issues which have been raised
- Any negative effects of program activities
- Suggestions for program improvements
- Poor standards of work of Save the Children staff

In addition, any community member (including children, parents, leaders, Play Hub Management Committee members / Facilitators) can contact the following Save the Children staff for any matter (including complaints and feedback) related to the Program:

Officer	Child Protection Technical Advisor
Number:	42045

If the Save the Children staff member is not available, or if the concern to be reported relates to the Project Officer, then the following Save the Children staff can be contacted:

Officer:	Project Manager
Number:	42045

Officer:	Program Support Coordinator
Number:	22400 Ext 211

One male and one female member of the community will sign this MoU. Together with Save the Children, they are responsible for informing community members about the feedback / complaints reporting procedures and for making the above contact details available to all.

Should Save the Children need to contact community members, the following will community members will be considered the focal points:

Name of Member:	of
Number:

Name of Member:	of
Number:

6. Child Protection Concerns

If there are any concerns or suspicions that a child has suffered any form of abuse it should (especially from a Save the Children staff, Play Hub Management Committee member, Play Hub Facilitator or any other person involved in the program), community members (including children, parents, leaders or any other person) should **immediately** contact the following Save the Children staff:

Officer	Child Protection Focal Point
Number:	22045

One male and one female member of the community will sign this MoU. Together with Save the Children, they are responsible for informing community members about the child protection reporting procedures and for making the above contact details available to all.

Any child protection concerns raised will be treated confidentially and may be reported to appropriate authorities and/or referral services where applicable.

7. Conflict resolution

Save the Children and the community enter into this MoU with a spirit of mutual trust and commit to addressing any matter, issue or conflict that may arise as the relationship evolves in a respectful way and with mutual understanding. In these events, a meeting will be called and every effort will be made to settle the matter through discussion and negotiation.

For Save the Children, the Project Manager is the focal person to engage in dialogue. For the community, it is preferred that the community members signing this MoU represent the community. However, the community may also appoint other community members to represent them in the meeting.

8. Amendments and Termination

If either party feels the need to amend this MoU, this can be done upon mutual agreement in writing between the parties.

Either Party has the right to terminate this MoU. It is expected that this step would only be taken after a process of dialogue that explores the concerns either party may have.

9. Period of MoU

The period of this MoU shall be up to one (1) year, subject to extension by mutual consent in writing.

10. Effective Date

This MoU is effective from (insert start and end date).

On behalf of the community:

Name:	Name:
Role:	Role:
Signature:	Signature:

On behalf of Save the Children:

Witnesses by Provincial Government Officer

Name:	Name:
Role:	Role:
Signature:	Signature:

PLAY HUB

MANAGEMENT COMMITTEE

TERMS OF REFERENCE (ToR)

for

(Insert Community)

I.1.2 FOR THE PERIOD

(insert start and end dates)

1. Purpose

The Play Hub Management Committee (MC) will support the establishment, ongoing management and the sustainability of the Play Hub within (insert community name) community.

2. Positions and Roles and Responsibilities

The Management Committee will include a Chair, Vice Chair, Secretary, Treasurer and a minimum of 2 and a maximum of 4 executive members. Non-official members may attend MC meetings from time to time.

The positions and roles and responsibilities of the MC are:

Position	Roles and Responsibilities
Chair / Vice Chair	<p>Lead and facilitate MC meetings, including by:</p> <ul style="list-style-type: none">• Gathering input into the MC meeting agenda from MC members, the Play Hub facilitator etc.• Developing the MC meeting agenda prior to the MC meeting.• Advising the Secretary of the MC meeting agenda to be passed on to all members prior to the meeting.• Appointing a MC member to act as Chair and fulfil her/his duties if the Chair is absence. <p>Represent the MC at:</p> <ul style="list-style-type: none">• Internal meetings with Save the Children.• External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none">• Supervising and monitoring the Play Hub facilitator and Play Hub activities.• Receiving and approving the Play Hub facilitators' timesheets.• Receiving and keeping on file Play Hub attendance records.• Supporting the Play Hub facilitator to replenish Play Hub supplies and resources.• Conducting regular activities involving parents and the community to facilitate parent participation in Play Hub activities.
Secretary	<p>Support the MC meetings, including by:</p> <ul style="list-style-type: none">• Sharing meeting agenda items with the Chair.• Sharing the MC meeting agenda developed by the Chair with committee members in advance of the meeting.• Writing and keeping record of the MC meeting minutes. <p>Support the Chair to represent the MC at:</p> <ul style="list-style-type: none">• Internal meetings with Save the Children.• External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p>

	<ul style="list-style-type: none"> • Maintaining administrative records (e.g. parent and children’s registration book, facilitator attendance register, Play Hub observation records).
Treasurer	<p>Attend MC meetings and:</p> <ul style="list-style-type: none"> • Contribute agenda items. • Contribute to the discussion of agenda items. <p>Manage the Play Hub budget by:</p> <ul style="list-style-type: none"> • Recording all expenses. • Keeping receipts for all money spent. • Keeping any community funds raised safe. <p>Lead fundraising efforts by:</p> <ul style="list-style-type: none"> • Identifying and sharing opportunities to raise funds in the community to support Play Hub activities. • Managing fundraising plans and activities with the community. <p>Support the Chair to represent the MC and provide budget updates at:</p> <ul style="list-style-type: none"> • MC meetings. • Internal meetings with Save the Children. • External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none"> • Participating in activities agreed by the MC.
Members (2 – 4 people)	<p>Attend MC meetings and:</p> <ul style="list-style-type: none"> • Contribute agenda items. • Contribute to the discussion of agenda items. <p>Support fundraising efforts by:</p> <ul style="list-style-type: none"> • Identifying and sharing opportunities to raise funds in the community to support Play Hub activities. • Supporting fundraising plans and activities with the community. <p>Support the Chair to represent the MC at:</p> <ul style="list-style-type: none"> • Internal meetings with Save the Children. • External meetings with community members, community leaders and local authorities. <p>Support Play Hub activities, including through:</p> <ul style="list-style-type: none"> • Participating in activities agreed by the MC.
Non Official Members	Members that do not hold an official position, such as the Play Hub Facilitator, who attend meetings when needed.

3. MC Selection Criteria

The below selection criteria will be used in the selection of the MC:

- Equal (50/50) female and male representatives.

- Members of the local community,
- Persons interested in early childhood development,
- Persons available (who have time) to support Play Hub,
- Persons of good character and willing to undertake child safeguarding and protection training, and
- Persons able and willing to engage and motivate all mothers, fathers and caregivers of young children to participate in Play Hub regardless of their background, economic status, religion, disability or other characteristics.
- **Insert other criteria important to the community.**

4. MC Election Processes

The MC will be elected in a fair and transparent way by the community. The community will:

- Self-nominate OR members of the community can nominate a person for a MC position if they have discussed it with the person and that person has agreed to the nomination.
- Vote through a process of **(insert agreed process (e.g. secret ballot) on (insert date) at (insert time and place).**

5. MC Meeting Schedule

MC meetings will be held at least once a month on **(insert agreed date) at (insert time and place).**

11. Period of ToR

The period of this ToR shall be up to six (6) months, subject to extension by mutual consent in writing.

12. Effective Date

This MoU is effective from **(insert start and end date).**

On behalf of the community:

Name:	Name:
Role:	Role:
Signature:	Signature:

On behalf of Save the Children:

Name:

Role:

Signature:

Annex F: MC Appointment Letter and Code of Conduct

Date: (insert date)

Community name: (insert community name)

Dear (insert person's name)

This letter confirms that (insert community name) community has elected and appointed you as the Play Hub Management Committee (insert position title).

Your roles and responsibilities as the (insert position title name) are:

- (insert agreed roles and responsibilities from the TOR)
-
-
-

The term of your appointment is (insert agreed term (e.g. 1 year)).

.

Appointed By: (name and position of community leader)

Signature: _____

Signature of MC member: _____

Witness Signature: _____

Code of Conduct

I (please print name) _____, understand it is against the law to:

- Abuse, hit, shame or neglect a child.
- Have any sexual activity with a child under the age of 18, including touching a child any place on their body which is normally covered in clothes or kissing a child.
- Exploit children for work.
- Fail to report suspected child abuse.

I will:

- Treat all children with care and respect, with special attention to girls, children living with a disability and children from disadvantaged backgrounds.
- Ensure the Play Group is a welcoming, inclusive and safe environment for all children and parents/caregivers.
- Support parents/caregivers and the community to raise their children in a loving, safe and healthy environment.
- Immediately report child abuse or neglect to Save the Children and a Police Officer if required.
- Ensure that, wherever possible, another adult is present when I am working with children.
- Respect and promote our culture, traditions and language where they benefit our children.
- Work in partnership with parents/caregivers, families and the community to set up and run Play Hub.
- Continue to develop my own skills and knowledge in early childhood and community development for the betterment of my community.

Name (please print): _____

Signature: _____

Date: _____

Annex G: MC Meeting Minutes

Date: (insert date)

Community name: (insert community name)

MC members present:

Position	Name	Signature
Chair		
Vice Chair		
Secretary		
Treasurer		
Executive Member		
Executive Member		
Executive Member		
Executive Member		
Non Official member		
Non Official member		

Meeting Agenda:

1. (insert agenda items)
2. (insert agenda items)
3. (insert agenda items)

Meeting Notes:

Agreed Actions:

1. (insert agreed action)
2. (insert agreed action)
3. (insert agreed action)

Meeting Minutes taken by: _____

Signature: _____

Annex I: MC Capacity Building Plan

Date: (insert date)

Community name: (insert community name)

MC members:

Position	Name	Signature
Chair		
Vice Chair		
Secretary		
Treasurer		
Executive Member		
Executive Member		
Executive Member		
Executive Member		
Non Official member		
Non Official member		

Capacity identified	need	Priority (H/M/L)	rating	Response (training, coaching, mentoring etc.)	Timeframe

**TRIPARTITE MEMORANDUM OF
UNDERSTANDING (MoU)**

between

(Insert Facilitators name),

(Insert Community name)

AND

SAVE THE CHILDREN

Period: **(Insert start - end date)**

1. Introduction

Save the Children and the community are cooperating to implement **Play Hub** as part of the **Story Time and Play: Children's Media Project**. The program supports the creation of local, co-created children's media (radio episodes) and links these with community Play Hubs where parents/caregivers are engaged to support their children's early development through play-based learning activities. The program aims to preserve local language, culture and identity, promote parental engagement in their children's early development and strengthen early childhood development outcomes for girls and boys, including children living with a disability.

The program is a partnership between Plan International Australia and Save the Children and builds on their expertise in early childhood development. The program is a pilot for one year (2021-2022) with the intention of building a model for the longer-term.

2. Purpose

This tripartite memorandum of understanding (MoU) outlines the roles and responsibilities assigned to (insert Play Hub facilitators name), (insert community name) and Save the Children which are as follows:

Role of the Play Hub Facilitator (insert Play Hub Facilitators name)

- Lead and conduct the Play Hub sessions and activities as per the work plan and calendar agreed with the Management Committee (MC) and Save the Children.
- Work **2** hours per day (1.5-hour session and 0.5-hour preparation) for **one** working day in **one week** to facilitate the Play Hub session with community parents/caregivers and children. Other activities outside of the two working hours will be voluntary and his/her contribution to supporting the Play Hub in their community.
- Ensure the Play Hub location and environment is safe, accessible and welcoming to all parents/caregivers and children, including parents/caregivers and children living with a disability.
- Attend Play Hub MC meetings as requested by the MC.
- Submit completed timesheets and parent/caregiver registration books to the Play Hub MC for review and approval each week.
- Report to the MC and Save the Children on needs and issues as they arise.
- Inform the MC and Save the Children of any conflict of interest.
- Fully understand and sign this MoU and the Code of Conduct which outlines your child protection obligations and reporting procedures for suspected child abuse.
- Uphold the good reputation of the community and Save the Children at all times.

Role of the Community led by the Play Hub MC

- Identify potential candidates from within the community to become Play Hub Facilitators.
- Support the Play Hub Facilitator to conduct the Play Hub sessions and activities according to the agreed work plan and calendar.
- Monitor and record the Play Hub Facilitator's attendance.
- Monitor Play Hub sessions.
- Approve and sign the Play Hub Facilitator's timesheets.
- Share the approved Play Hub Facilitators timesheet with Save the Children and oversee salary payments as agreed and on time.
- Provide feedback on the Play Hub Facilitators performance to Save the Children and report any performance issues that arise.

- Engage and support parents/caregivers and the community to participate in Play Hub sessions and activities.

Role of Save the Children

- Support the Play Hub MC to set up and manage the Play Hub in their community, including through the selection and recruitment of the Play Hub Facilitator.
- Provide training and technical support to Play Hub Facilitator and MC.
- Pay the Play Hub Facilitator on behalf of the community upon receipt of approved timesheets. **The agreed rate of payment is 30 SBD per Play Hub session (2 hours).** Payment is made on behalf of the community. Save the Children is not and should not be considered an Employer at any time. No other benefits, such as sick leave, holiday pay or overtime allowances will be paid.

3. Seeking and handling feedback and complaints

Based on consultation with the community, Save the Children will set up a safe, private and easy way for community members and children to provide feedback and express complaints. Feedback and complaints should be related to the program (and not to other matters within the community or request for support from Save the Children in other areas) and may include, but are not limited to:

- Wrong doing or bad behaviour (misconduct) of Save the Children staff towards community members
- Failure of Save the Children to fulfil agreed commitments
- Lack of action by Save the Children staff to address issues which have been raised
- Any negative effects of program activities
- Suggestions for program improvements
- Poor standards of work of Save the Children staff

In addition, any community member (including children, parents, leaders, Play Hub Management Committee members / Facilitators) can contact the following Save the Children staff for any matter (including complaints and feedback) related to the Program:

Officer	Child Protection Technical Advisor
Number:	42045

If the Save the Children staff member is not available, or if the concern to be reported relates to the Project Officer, then the following Save the Children staff can be contacted:

Officer:	Project Manager
Number:	42045

One male and one female member of the community will sign this MoU. Together with Save the Children, they are responsible for informing community members about the feedback / complaints reporting procedures and for making the above contact details available to all.

Should Save the Children need to contact community members, the following will community members will be considered the focal points:

Name Member:	of
Number:	

Name Member:	of
Number:	

4. Child Protection Concerns

If there are any concerns or suspicions that a child has suffered any form of abuse it should (especially from a Save the Children staff, Play Hub Management Committee member, Play Hub Facilitator or any other person involved in the program), community members (including children, parents, leaders or any other person) should **immediately** contact the following Save the Children staff:

Officer	Child Protection Focal Point
Number:	22045

One male and one female member of the community will sign this MoU. Together with Save the Children, they are responsible for informing community members about the child protection reporting procedures and for making the above contact details available to all.

Any child protection concerns raised will be treated confidentially and may be reported to appropriate authorities and/or referral services where applicable.

5. Conflict resolution

Save the Children and the community enter into this MoU with a spirit of mutual trust and commit to addressing any matter, issue or conflict that may arise as the relationship evolves in a respectful way and with mutual understanding. In these events, a meeting will be called and every effort will be made to settle the matter through discussion and negotiation.

For Save the Children, the Project Manager is the focal person to engage in dialogue. For the community, it is preferred that the community members signing this MoU represent the community. However, the community may also appoint other community members to represent them in the meeting.

1. Amendments and Termination

If either party feels the need to amend this MoU, this can be done upon mutual agreement in writing between the parties.

Either Party has the right to terminate this MoU. It is expected that this step would only be taken after a process of dialogue that explores the concerns either party may have.

Save the Children has the right to terminate the MoU if donor funding is reduced.

One-month notice is required for termination of this MoU.

2. Period of MoU

The period of this MoU shall be up to six (6) months, subject to extension by mutual writing.

3. Effective Date

This MoU is effective from (insert start – end date).

4. Signatures of Parties

This Tripartite MoU is reviewed and signed by each party to carry out their roles and responsibilities.

ECD Facilitators

Name	Signature

Community Representatives

Name	Signature
Name	Signature

Save the Children

Name	Signature
Position	

Code of Conduct

I (please print name) _____, understand it is against the law to:

- Abuse, hit, shame or neglect a child.
- Have any sexual activity with a child under the age of 18, including touching a child any place on their body which is normally covered in clothes or kissing a child.
- Exploit children for work.
- Fail to report suspected child abuse.

I will:

- Treat all children with care and respect, with special attention to girls, children living with a disability and children from disadvantaged backgrounds.
- Ensure the Play Group is a welcoming, inclusive and safe environment for all children and parents/caregivers.
- Support parents/caregivers and the community to raise their children in a loving, safe and healthy environment.
- Immediately report child abuse or neglect to Save the Children and a Police Officer if required.
- Ensure that, wherever possible, another adult is present when I am working with children.
- Respect and promote our culture, traditions and language where they benefit our children.
- Work in partnership with parents/caregivers, families and the community to set up and run Play Hub.
- Continue to develop my own skills and knowledge in early childhood and community development for the betterment of my community.

Name (please print): _____

Signature: _____

Date: _____

Annex N: Play Hub lesson observation form

Name of community:		Name of play hub facilitator:	
Sex of play hub facilitator (M/F):		Date of visit:	
Age range of children in class:		Observer/s name:	
Count the number of children in the class:		Count the number of parents in the class:	
M	F	M	F

1. Step Up: Does the play hub have?

No.	Display	Tick
1	Register for parents to sign in	
2	Free play corner set up	
3	Weather and day of the week set up for activity	
4	Flipchart with agenda	
5	Cards for session activities	
	Total (out of 5)	

Notes:

2. Teaching and Learning Resources: Does the play hub have these teaching and learning resources?

No.	Display	Tick
1	Homemade games and puzzles	
2	Small wooden blocks/blocks for building/construction	
3	Homemade big books	
4	Dress ups and 'let's pretend' functional play objects (e.g., shops, pots and pans, etc)	
5	Art and craft	
6	Facilitator guide	
7	A set of parenting cards for parents	
	Total (out of 7)	

Notes:

3. Session Observation: Watch the play hub session from start to finish

Note: Use this form if the session is # 1-4

No.	Display	Score
Set up	<ul style="list-style-type: none"> • Transport learning materials from storage areas/boxes and display in corners. • Children and volunteer parents help. • Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision. • Register participants as they enter the play hub space 	
Welcome meeting	<ol style="list-style-type: none"> 1. Greetings 2. Prayer or meditation 3. Happy action song 4. Name game 5. Day of the week and weather 	
Recap and Introduction	<ol style="list-style-type: none"> 1. Recap on previous week's learning and homework 2. Introduce key concepts 3. Small group activity 4. Group discussion 	
Child development focus activity	<ol style="list-style-type: none"> 1. Small group activity 2. Whole group discussion 	
The parenting card	<ol style="list-style-type: none"> 1. Orientation 2. Practice 	
Goodbye meeting	<ol style="list-style-type: none"> 1. Review of session 2. Children and parents tidy up 3. Happy action song 4. Key messages for mothers and fathers 5. Details for next play hub 6. Going home prayer 	
	Total (out of 24)	

Notes:

Scoring:

Follows only one or two of the steps. Does some appear confident with the content	Follows some of the steps. Seems confident with parts of the steps.	Follows most of the steps. Appears confident with the content.	Follows all the steps. Appears very confident with the content.
1	2	3	4

Note: Use this form if the session is # 5-12

No.	Display	Score
Set up	<ul style="list-style-type: none"> • Transport learning materials from storage areas/boxes and display in corners. • Children and volunteer parents help. • Activities for early arrivals: drawing on slates, looking at storybooks or playing outside with supervision. 	
Welcome meeting	<ol style="list-style-type: none"> 6. Greetings & register 7. Prayer or meditation 8. Happy action song 9. Register and name game 6. Day, date and weather 	
Story time	<ol style="list-style-type: none"> 5. Recap from last week 6. Introduce the story with picture cards 7. Listen to the story 5. Questions about the story 	
Play activity	<p>Options from the parenting card</p> <ol style="list-style-type: none"> 5. Emergent literacy activity 6. Emergent numeracy activity 7. Motor development 3. Social-emotional development <p>Demonstration and practice</p>	
Free play	<ol style="list-style-type: none"> 4. Blocks and building 5. Games and puzzles or arts and crafts 3. Dress ups/sand and water or pretend play 	
Goodbye meeting	<ol style="list-style-type: none"> 2. Review of session 7. Children and parents tidy up 8. Happy action song 9. Key messages for mothers and fathers 10. Details for next play hub 7. Going home prayer 	
	Total (out of 24)	

Notes:

Scoring:

Follows only one or two of the steps. Does not appear confident with the content.	Follows some of the steps. Seems confident with parts of the content.	Follows most of the steps. Appears confident with the content.	Follows all the steps. Appears very confident with the content.
1	2	3	4

4. Play hub facilitator's behaviour

No.	Play Hub facilitator actions	Tick
1	Play hub facilitator was smiling, caring and friendly to parents	
2	Play hub facilitator was smiling, caring and friendly to children	
3	Play hub facilitator used the community's home language most of the time	
4	Female and male caregivers were equally involved in activities	
5	Female and male children were equally involved in the activities	
6	Female and male caregivers were encouraged to talk and share their ideas during the session	
7	Female and male children were encouraged to speak and express themselves during the session	
8	Play hub facilitator uses the children's and parents names most of the time	
9	Play hub facilitator helps parents when they do not understand	
10	Play hub facilitator helps children when they need support	
	Total (out of 10)	

Notes:

No.	Section	Total score
1	Set up (score out of 5)	
2	Teaching and learning resources (score out of 7)	
3	Session observation (score out of 24)	
4	Facilitator behaviour (score out of 10)	
TOTAL SCORE OUT OF 46		

5. Play hub facilitator feedback

Question	Play Hub facilitator feedback
What went well? Why?	
What would you do differently next time?	
Any areas that you would like support on?	