

UNIVERSITY OF NAIROBI

**CHILD FRIENDLY SPACES AS A TOOL FOR CHILD PROTECTION
IN EMERGENCIES-A CASE STUDY OF KAKUMA REFUGEE CAMP,
TURKANA COUNTY**

BY:

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OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
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DECLARATION

This research project is of my original work and it has not been submitted either wholly or in part to this or any other university for the award of an academic credit.

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LIST OF ACRONYMS

- CCF** – Christian Children’s Fund
- CCS** – Child Centred Space
- CFS** – Child Friendly Space
- CGECCD** – Consultative Group on Early Childhood Care and Development
- CP**-Child Protection
- CPiE**-Child Protection in Emergencies
- CRC** – Convention on the Rights of the Child
- ECCD** – Early Childhood Care and Development
- ECCE** – Early Childhood Care and Education
- ECE** – Early Childhood Education
- ECI** - Early Childhood Intervention
- EEWG** – Early Childhood Care and Development in Emergencies Working Group
- EFA** - Education for All
- GMR** - Global Monitoring Report
- IASC** - Inter-Agency Standing Committee
- IIEP** - International Institute for Educational Planning
- INEE** - Inter-Agency Network for Education in Emergencies
- INGO** - International Non-Governmental Organisation
- NGO** - Non-Governmental Organisation
- PTSD** - Post Traumatic Stress Disorder
- SC** - Save the Children
- UN**-United Nations
- UNHCR**-United Nation High Commission for Refugees
- UNESCO** - United Nations Educational, Scientific and Cultural Organization
- UNICEF** - United Nations Children’s Fund

ABSTRACT

This study sought to examine Child Friendly Spaces as a tool for Child Protection in Emergencies: A case study of Kakuma Refugee Camp in Turkana County. The study targeted 10-16 years old children attending the five child friendly spaces in camp 4. The study specifically sought to establish whether the child friendly structures, interventions contributes to protection of children in emergencies. Relevant literature to the research objectives was synthetically reviewed; a theoretical foundation upon which the research is based was build, social learning theory, social exchange theory and systems theory. The study adopted a case study design. Target population was estimated to be 7680 which is considered the number of children attending child friendly spaces. Systematic random sampling procedures were applied to come up with sub-strata and later the Kth element was used to randomly pick the 75 respondents for interviews. Descriptive statistics was used in the analysis aided by statistical package for social scientist (SPSS). The available data was then presented in terms of tables. Description of the interplay between the independent and dependent variables was carefully explained in chapter five leading to drawing of conclusions and recommendations. Based on the findings it was found that there was shortage of teachers in child friendly spaces. The recommended minimum staff to child is that of 1:25 for children under 12 years and 1:40 for children over 12 years unlike that found of 1:100. This is an indication that children are not given the necessary attention required and might lead to abuse of children.

The study also found out that there is a high rate of child abuse cases in the camp especially by children not attending the child friendly spaces, the abuse are that of physical, emotional and sexual abuse and indication that the level of community awareness on child protection is still low. It also established that children are involved in setting up of child friendly spaces and in choosing of activities that they think will be beneficial to them. Also based on the Key Informant Interview, there's no minimum qualification or training for a child friendly spaces employee and neither is there a background check on them.

Finally on challenges faced in the spaces, discrimination, over emphasis on girl child rights, lateness, less playing materials, lack of enough teachers, lack of enough space for playing, broken down facilities are of concern to children. Children tend to shy away from places that make them uncomfortable and it puts them at risk of exploitation and abuse.

Overall the study found the child friendly spaces to be an effective tool for child protection despite the few gaps witnessed. Children in the camp have been protected from all forms of

abuse, neglect and violence that are witnessed by children in the camp who do not attend the child friendly spaces. Children are also enjoying the activities in the child friendly spaces. The study also established that children receive adequate psychosocial support from the spaces which is the core mandate of child friendly spaces in emergency set up.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Child Friendly Spaces (CFS) were initially established as a response to the necessity for integrated supports for children in emergencies, particularly in contexts where many supports were weakened or absent. They provided an appropriate, community-based mechanism that would be useful on a broad scale. They offered the most coherent operational strategy to meet the core commitments for children in emergencies and their aftermath. UNICEF first created a CFS in April 1999, in Kosovo, as a response to the crisis and has since supported numerous other organizations in establishing safe spaces (UNICEF, 2009).

In Kosovo these initiatives proved to be an effective means of providing large numbers of Kosovar refugee children and women with basic social services. Subsequently, CFS were used as a response to the 1999 earthquake in Turkey. They were established in the camps for survivors. There was a growing acceptance of CFS in interventions. CFS then became a more common part of a response to emergencies and were created in Angola, Chad, Colombia, East Timor, El Salvador, Gujarat - India, Bam - Iran, Lebanon, Liberia, Northern Caucasus - Russia, Occupied Palestinian Territories, Pakistan, Somalia, and Syria. In 2004, after the Tsunami, many humanitarian organisations, including UNICEF, established CFS. Hundreds of CFS have been established in Aceh, Indonesia, Sri Lanka, and Southern India. These have been short-term CFS in camps or near temporary shelters, or more community-based CFS (UNICEF, 2009). In Kenya, CFS will mainly be found in refugee camps such as Kakuma and Dadaab. Temporary CFS were set up in 2007 post-election violence and also in conflict prone areas such as Isiolo and at the border of West Pokot and Turkana. The CFS in Kenya are mostly set up humanitarian Agencies dealing with children.

International standards, currently being developed, define a CFS program as one that “supports the resilience and well-being of children and young people who have experienced disasters through community organized, structured activities conducted in a safe, child friendly, and stimulating environment” (Child Protection Working Group, 2012). Since its use in the 1999 Kosovo crisis, CFS programming to support the protection and psychosocial well-being of children is widespread (UNICEF, 2009). There is growing interest and adoption of CFSs as a prime intervention strategy as evidenced by its reference in a number of agency and inter-agency documents guiding humanitarian response (Global Protection Cluster, 2011;

Kostelny, 2008; Madfis, Martyris, & Triplehorn, 2010; Save the Children, 2008, 2009; Save the Children Sweden, 2010; UNICEF, 2009; World Vision International, 2006).

There are a number of factors that have contributed to the frequent adoption of a CFS model in humanitarian emergencies. These include potential for rapid deployment, low relative costs, scalability and adaptability of activities to diverse contexts (UNICEF, 2009). The inherent flexibility of a CFS model, although originally intended for children aged 7 to 13, potentially accommodates children of all ages (Global Protection Cluster et al., 2011; UNICEF, 2009).

Guidance on CFSs generally suggests such interventions being of value with respect to three major objectives. First, CFSs are seen to serve as a protective mechanism, protecting children from abuse, exploitation or violence. Second, CFSs are considered as a means to provide psychosocial support to children, strengthening their emotional well-being, social well-being, and/or skills and knowledge (Ager et al., 2011a). Third, CFSs are seen as a key vehicle for mobilizing communities around the protection and well-being of children, and strengthening community protection mechanisms (Global Protection Cluster et al., 2011).

Significant progress has been made in understanding more effective programming and responses for the protection of children in the aftermath of a natural disaster or conflict. In 2007 the Inter-Agency Standing Committee Taskforce (IASC) produced the *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings (MHPSS)*, which outline appropriate minimum responses and standards for psychosocial support and mental health in emergencies. These guidelines touch upon child development, protection and education (i.e. INEE Good Practice Guides; Emergency Field Handbook (UNICEF); the Core Commitments for Children in Emergencies UNICEF). As in other child-related initiatives, CFS should be conceptualised and formulated using a rights-based approach. Globally, the Convention on the Rights of the Child (CRC) guarantees the rights of the children under all circumstances, regionally there is the Africa Charter on the Rights and Welfare of Children and in Kenya there is the Children's Act (2001) and the Constitution of Kenya (2010) that advocate for the rights of children. In the past, psychosocial support programmes have been one of the defining characteristics of CFS. When facilitated through well-trained professionals, these programmes prove to be beneficial for children. However, even in the absence of a structured psychosocial support programme, the safe, well-organised, and friendly atmosphere of a CFS

will have a major positive psychological impact on children. A sense of well-being enables children to function in their daily lives and engage in positive relationships. Creating a social environment where children can interact with their peers, using interesting and stimulating props, such as toys and art supplies, is equally important. After a disaster or armed conflict, children no longer have play and/or social settings. In these cases, CFS can be used to provide an alternative setting. The fulfilment of children's rights is essential for reducing children's vulnerability, strengthening their resilience, and ending the poverty, oppression, social exclusion, injustice, war and abuses that rob children of their dignity, childhood and well-being.

1.2 Problem Statement

Although Child Friendly Spaces have been used to respond to emergencies for a very long time, there is little evidence /research on the effectiveness of CFS. Approximately 77 million children under the age of 15 have their lives severely disrupted every year due to natural disasters or armed conflict. Each year, approximately 115,000 children are killed as a result of these events (UNICEF, 2009). Children are one of the most vulnerable groups in these emergencies. Children who have experienced armed conflict and natural disasters and their aftermath face multiple risks, such as fleeing for their lives, abandoning threatened homes and communities or struggling to survive in post conflict contexts. In these conditions, government structures are often weakened and families are forced to cope with destroyed livelihoods, separation, security concerns. Thus the care and protection of children are crucial (UNICEF, 2009).

This has left only the CFS to take up the responsibility of protecting children in emergencies. It leaves us with a question, are child friendly spaces effective when it comes to protection of children in emergencies? Although, there is a growing literature and knowledge on the Child Friendly Spaces, there are certain important knowledge gaps that remain, especially with regards to the effectiveness.

This study therefore sought to establish whether Child Friendly Spaces serves as a tool for child protection in emergencies and Kakuma camp in particular due little information on the Kenyan content.

1.3 Research Questions

This study sought to answer the following questions:

- i. What do the stakeholders in Kakuma refugee camp understand by the term child friendly spaces?
- ii. What are the interventions of Child Friendly Spaces in Kakuma refugee camp in regard to child protection?
- iii. Does Child Friendly Spaces reduce the impact of disaster/emergency in children in Kakuma Refugee Camp?
- iv. What are the strengths and weaknesses faced by Child Friendly Spaces as a tool for Child Protection in Kakuma refugee?

1.4 Research Objectives

1.5 Overall Objective

The overall objective of the study was to determine if child friendly spaces acts as a tool for child protection in emergencies.

1.6 Specific Objective

The specific objectives of this study were:

- i. To show the structure and characteristics of Child friendly space in regards to Child Protection in Emergencies.
- ii. To identify the forms of Child Friendly Spaces intervention in Emergencies.
- iii. To assess the Contribution of Child friendly spaces in regards to Child Protection in Emergencies.
- iv. To pinpoint the challenges faced by Child Friendly Spaces and how they can be addressed.

1.7 Justification of the Study

It has been 15 years since CFS were established. CFSs are used by a growing number of agencies as a mechanism of protecting children from risk, as a means of promoting children's psychosocial well-being, and as a foundation for strengthening capacities for community child protection capacity. However there has been no research or evidence in Kenya of the effectiveness of Child Friendly Spaces in Emergency. Previous studies on CFS have been conducted in Ethiopia and Uganda but none has targeted Kenya refugee camps. This study

therefore investigated the effectiveness of Child Friendly Spaces in Kakuma camp 4 which is the newest camp with refugees from the recent South Sudan conflict. The outcome of this study will inform key stakeholders on the effectiveness of Child Friendly Spaces towards Child Protection and the areas that need improvement. It will also inform policy makers on areas of need. As efforts are made to develop standards and international guidelines to support CFS work in emergencies, the study sought to develop and consolidate evidence regarding the preventive, protective and restoration effects CFSs have on children.

1.8 Scope and Limitation of the Study

The study was conducted in Kakuma Camp 4. Kakuma has four camps (Camp 1, 2, 3 and 4) but camp 4 is the newest camp with refugees from South Sudan. Camp 4 has a population of 24,000 refugees of which 80% are children. The study looked into the effectiveness of Child Friendly Spaces in camp 4. The study drew from humanitarian agencies, government, children and parents and focussed on children between the ages of 10-16 years old and was limited to camp 4.

While conducting data collection in the field, the main limitations of the study were; lack of availability of some of the children in the spaces especially girls, this can be attributed to the flooding that were experienced in the camp. This delayed the data collection process as researchers had to wait for the rains to subside. Insecurity along the Turkana and Pokot border also made it impossible to travel by road to Kakuma thus the researcher had to wait for clearance to travel.

1.9 Definition of Key Terms

Child: an individual who has not attained the age of eighteen years (The constitution of Kenya, 2010).

Child Friendly Spaces: places designed and operated in a participatory manner, where children affected by natural disasters or armed conflict can be provided with a safe environment, where integrated programming including play, recreation, education, health, and psychosocial support can be delivered and/or information about services/supports provided.

Child protection: is defined as “all measures taken to prevent, protect and respond to all forms of abuse, neglect, exploitation and all other forms of violence against children (World Vision International, 2011).

Disaster: A sudden or a natural catastrophe that causes great damage or loss of life (Oxford Dictionary)

Emergency: A serious, unexpected and often dangerous situation requiring immediate action (Oxford Dictionary)

Violence: is defined as all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse (UNCRC, Article 19)

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter reviews relevant literature on related study with a focus on Child Friendly Spaces in Emergencies it includes other scholar's work at international scale. In this review first the current existing practical guidelines and field notes from leading agencies dealing with children were analysed to find recurring themes associated with the provision of CFS as a tool for child protection in emergencies. These themes were then critically examined further via the use of wider literature; academic, other agency material and international standards.

2.1. Background of Child Friendly Spaces

CFS were initially established as a response to the necessity for integrated supports for children in emergencies, particularly in contexts where many supports were weakened or absent. They provided an appropriate, community-based mechanism that would be useful on a broad scale. They offered the most coherent operational strategy to meet the core commitments for children in emergencies and their aftermath.

UNICEF first created a CFS in April 1999, in Kosovo, as a response to the crisis and has since supported numerous other organizations in establishing safe spaces. In Kosovo these initiatives proved to be an effective means of providing large numbers of Kosovar refugee children and women with basic social services.

Subsequently, CFS were used as a response to the 1999 earthquake in Turkey. They were established in the camps for survivors. There was a growing acceptance of CFS in interventions. CFS then became a more common part of a response to emergencies and were created in Angola, Chad, Colombia, East Timor, El Salvador, Gujarat - India, Bam - Iran, Lebanon, Liberia, Northern Caucasus - Russia, Occupied Palestinian Territories, Pakistan, Somalia, and Syria. In 2004, after the Tsunami, many humanitarian organisations, including UNICEF, established CFS. Hundreds of CFS have been established in Aceh, Indonesia, Sri Lanka, and Southern India. These have been short-term CFS in camps or near temporary shelters, or more community-based CFS.

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2.2 Guideline provisions for Child Protection in Emergencies

In this section documents by leading international agencies, written as guidelines or handbooks for those working in the field setting up or running CFSs, will be reviewed. Recurring themes or significant differences will be explored, including the level to which Child Protection Interventions are planned for.

The first one is, the Christian Children’s Fund (CCF) ‘Starting Up Child Centred Spaces in emergencies: A Field Manual’ (Kostelny 2008) this guide proposes a 13 step plan to setting up a CFS (*CCF uses the term CCS). CCF provide these spaces within the framework of child

protection - with an emphasis on using them as vehicles for community mobilisation and promoting the rights of the child, stating that their rationale ‘...is grounded in CCF’s commitments to education for all children...’(p.7). The steps are as follows; Step 1 addresses the need to coordinate with other local and international agencies and government, primarily to avoid replication of work and to increase chances of sustainability. Steps 2, 3, and 4 all involve aspects of community Involvement. The guidelines propose visits first with community leaders to establish that a CFS would be appropriate and seek community engagement, stating that it is important the provision ‘...feels owned, established and run by the local community, and in this way truly belongs to the community.’ (p.21). The guidelines then suggest meetings with the wider community, being as inclusive as possible, and using them to identify what CCF call ‘animators’ (p.19), or supervisors, to work in the provision. In choosing potential ‘animators’ the guidelines press the need to identify those who are suitable, qualified and/or experienced in working with children. Once recruited, training of the ‘animators’ should be a minimum of 2 days, covering areas such as child protection, child well-being, age and gender differentiated activities- either ‘normalizing’ (songs, games etc) or ‘expressive’ (drama, arts and play) - and first aid. However it could be inferred from the wording in Step 7: ‘Develop a work Plan’ (p.30) that the guidelines encourage the CCF agency worker to drive the content and activity planning, not the community members. With regards to materials the guidelines suggest the use of pre prepared kits initially, with additional materials being purchased locally according to the needs of the provision. Step 5 advises that the physical space for the provision ‘...should be selected with the community’s input. ‘(p.24) and need not be a physical construction, but does need to be cleared of dangerous objects, and have access to basic facilities. The guidelines also suggest a demarcated space or existing building depending on context, with any construction of dedicated spaces left until after the immediate response so a plan can be developed with the community. To make the CFS effective, prior planning is required. For example in the ‘animator’ to child ratio, where different ratios are given according to the age of the children, and in the directives to staff stating that activities should be planned according to the developmental needs of ‘Children 0-3 years old and their parents/caretakers’ (p.44) and ‘Children 4-5 years old’ (p.46).

The second document is UNICEF’s ‘Emergency Field Handbook - A Guide for UNICEF Staff’ (2005), an extensive handbook designed to cover guidelines on aspects of programming for health, nutrition, child protection, education and more. The framework through which

UNICEF approaches this work is based around its 'Core Commitments for Children in Emergencies' (pg. 11) which are; the rights of the child, safety, coordination and working with the affected country. The way in which most sections are organised is through time-bound 'phases' of emergency, giving step by step instructions for the field worker. CFSs are mentioned in two chapters dealing with child protection and education. Within the child protection chapter the document lists actions to be taken after the initial response phase, with number 8 being to 'Support the establishment of safe environments for children and women, including child-friendly spaces, and integrate psychosocial support in education and protection responses.' (p.196). A further description of a CFS can be found in the chapter on education; '...an integrated approach ...providing basic social services...and caring environment where children can engage in structured recreational and educational activities...access to basic health and nutrition services. Education is the core element in making child friendly spaces work.' (p.242). In common with the CCF guidelines, protection is important but unlike CCF, UNICEF appear to give primacy to the role of CFSs in providing education.

The third handbook is UNICEF's 'Practical guide for developing Child Friendly Spaces-A Guide for UNICEF staff and Partners in establishing and operating CFS. (p.9) highlights the principals of CFS, for a CFS to be effective it has to; Principle 1: Be a secure and safe environment for children, it should provide a safe and supportive system for children and families during a time of crisis. Principle 2: is that CFS provides a stimulating and supportive environment for children. It is important for the CFS to provide an environment that supports children. A supportive environment entails three key elements: i) a wide range of appropriate activities and programmes; ii) a physical environment to facilitate the activities and programmes; iii) encouraging, supportive and sensitive staff (pg. 10). Principle 3: CFS are built on existing structures and capacities within a community. According to this handbook "During crisis situations communities develop survival mechanisms to respond to unknown circumstances. Understanding these coping mechanisms is essential for developing activities and services in the CFS that are appropriate for the situation. It is important to understand how families perceive and pursue their livelihoods under crisis situations. In developing a CFS there must be an understanding of the lives of the families and children in the community. Understanding the lives of children and families is essential for any child-centred design and programme. Where possible, it is important to build both government and civil society capacities" p.11.MHPSS. Principle 4: CFS use a fully participatory approach for the

design and implementation Meaningful “participation gives voice to different sub-groups of children and enables the sense of local ownership that contribute to programme quality, equity and sustainability” (Psychosocial Module-CD Training: 22). The importance of involving the community at the initial stages has been documented. “The most effective and sustainable approach for promoting psychosocial well-being and recovery is to strengthen the ability of families and communities to support one another. Principle 5: CFS provide or support integrated services and programmes Activities and programming should be integrated as much as possible. The three most involved sectors of a CFS are education, protection, and health (however, CFS are not limited to these sectors alone and provide opportunities for engaging different sectors i.e. water and sanitation). Activities that are integrated into wider systems (i.e. existing community support mechanisms, formal/in-formal school systems, general health services, general mental health services, social services, etc.) tend to reach more people, are often sustainable and tend to carry less stigma” (IASC-MHPSS guidelines: 11). Principle 6: CFS are inclusive and non-discriminatory An inclusive process and a non-discriminatory approach ensures that all children regardless of their class, gender, abilities, language, ethnicity, sexual orientation, religion, nationality have equal access to CFS. “The best interests of a child should be the primary consideration.... taking into account what will be the impact for children and avoiding doing harm (Child Protection in Emergencies Training and Resources CD: Psychosocial Module: 22).

A document by Save the Children ‘Save the Children, Child Friendly Spaces in Emergencies: A Handbook for Save the Children Staff.’(2008). Here SC state that the main aim of the CFSs are to build on children’s resiliency and provide opportunities for child participation in decision making – also to give caregivers the time to deal with other issues. They define a CFS as a place ‘...to provide children a protected environment in which they can participate in organized activities to play, socialize, learn and express themselves as they rebuild their lives.’(p.2). Using the UNCRC (1989) as the framework from which to base the provision on, there is a particular emphasis on psychosocial support, child participation and protection, which is possibly closer to the approach taken by CCF– summarised from the documents reviewed here. Guidelines on locating a space for the CFS are aligned with the previous documents reviewed, in that they advise all health and safety issues should be considered and basic amenities be accessible. It is also in choosing of the location that SC urge for local community involvement, the importance of their participation is reinforced when the document states that ‘The community based approach used by Save the Children in Child

Friendly Spaces works to build and strengthen community structures and capacities.’ (p.5). In identifying the specific needs of very young children, there are supervisor: child ratios which differ according to the age of the child, however there are no obvious references to differentiating activities according to age as in the CCF document. Activities are listed with the suggestion that ‘Children need the opportunity to use five types of play – creative, imaginative, physical, communication, and manipulative’ (p.19). With regards to materials and resources, SC like UNICEF suggests the use of kits, and they also encourage use of locally bought materials. Regarding staffing the document asserts that ‘...considerations regarding the candidates’ suitability...should include the candidate’s involvement in the local community...overall interest and enthusiasm for Child Friendly Spaces...ability to work as a team...professional experience and qualifications. *The candidate’s attitude and experience working with children is also very important.*’(p.16*author’s italics*). What is interesting here is that experience of working with children is an ‘also’ rather than given primacy.

From the guideline, there emerges some recurring themes with regards child friendly spaces as a tool for child protection, namely ; *extent of community and caregiver involvement, the physical aspects such as the form the provision takes, staffing, activities -specifically psychosocial support- and resourcing*. These themes echo findings by researchers such as Landers (1998:3) who advocated that for ‘Optimal Development...Young Children Need...Protection from physical danger...attachment to a consistent caregiver...adults who respond and understand their signals...daily opportunities to play...to develop motor skills...for self-expression and creativity.’

2.3 Community, Children and caregiver involvement

‘Humanitarian interventions directed towards the community as a whole, and involving the beneficiaries, tend to be more successful and cost effective in increasing the general level of children’s well-being’ (Action for the Rights of Children 2001:11) In all the CFS guidelines reviewed, community involvement was an important aspect. Other guidelines also emphasise the importance of ‘ground level’ community participation, for example the Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings (2007:93) dedicates a section to ‘Community mobilisation and support’ which asserts that ‘The process of response to an emergency should be owned and controlled as much as possible by the affected population...’ urging for existing support mechanisms, including those of government, to be utilised. It could be argued that building on existing

community support systems can have a direct and positive impact on children's opportunities to '...express and creatively engage with their experiences and feelings about the flight, the conflict, etc.' (ARC 2001:11). According to UNICEF Practical guidelines, 'One of the main functions of a CFS is to provide structure and continuity in daily life by enabling children to fill the social roles that are customary for children, strengthening predictability in daily life and providing opportunities for affected population to rebuild their lives. Therefore, understanding the daily routines of children and their families is essential in all planning efforts. There are instances when CFS have not been effective because the programmes did not account for daily practices and behaviours of children and families. Without considering the daily routines the programme is likely to further complicate daily chores, disrupt social support networks, upset residents, and introduce new constraints on the type of care and protection that children receive. Understanding the daily lives of children and families can be achieved through participant-observation sessions, group discussions with family members, as well as visits to the community, settlement, or camp. Knowledge about the daily chores, economic activities, cultural behaviours, and — very importantly — key childcare mechanisms and ways in which they are delivered is required in this process. .'. The importance of supporting the caregiver is raised under 'Action Sheet 5.4 – Facilitate support for young children and their care-givers' of the IASC Guidelines (p.110). The paper proposes 4 'Key actions'; prevention of caregiver/child separation, importance of breastfeeding, provision of opportunities to play, age-appropriate activities, and 'normalising' structures – which should be close to the child's regular routine; here the use of 'Safe Spaces' is specifically mentioned (p.110). Finally it is argued that directly supporting the caregiver is important as in fragile situations '...the well-being of young children depends to a large extent on their family and community situations.'(p.110). This assertion, that in supporting caregivers - through mobilisation of community support structures – directly benefits young children and infants, echoes findings by researchers such as Dybdahl (2001).

UNICEF's practical guide in developing CFS states that Caregivers should improve the survival; growth and development of children. They provide affection, nurture and interactive care as well as ensure good health, hygiene and nutrition. (Programming Experience in Early Child Development. UNICEF. 2006:4). These individuals are responsible for dealing directly with children. They should meet a minimum set of established criteria, such as education, professional experience, and a demonstrated commitment to child protection and care. There should be a gender balance. And, caregivers should be at least eighteen years of age or older.

(Source: Extracted from and modified Minimum Standards for Child Friendly Spaces and Children's Centers, Darfur States, UNICEF. October 2007).

Caregivers, including all volunteers, staff and partners working for/in collaboration with the CFS should also understand and agree upon certain rules the standards of care. The list below may be used as guidelines for developing or modifying standards of care accordingly.

1. Children should be treated equally, without discrimination and with respect and dignity at all times.
2. All interaction processes and activities should ensure the best interests of the child at all times.
3. The CFS staff should respect the responsibilities, rights and duties of parents, other relatives or legal guardians of the children, while at the same time raising awareness on child rights and protection issues in a culturally sensitive and appropriate manner.
4. The CFS should identify trained staff with specific capacity and responsibility to address, follow-up and manage identified cases of particularly vulnerable children, including those who have suffered from physical, sexual and mental abuse, injury, neglect, exploitation. Staff should be aware of the responsible individuals for these children and should know how to appropriately refer specific cases.
5. Staff and volunteers should understand and be trained on responsibilities of caring for and interacting with children in the CFS (i.e. hygiene, comforting a child, behavioural management, etc).

The guideline also notes that Children and youth play an important role in the recovery process. During the planning stage, children and youth's involvement and participation are important factors for the success of the CFS. Adolescents can contribute to the programme operations (ie. keeping track of schedules, ensuring everyone is following the rules). There are several opportunities throughout the CFS process for child and youth participation (i.e. community mapping with children, the encouragement of child-to-child activities and the establishment of child and youth committees). Children can be involved by helping with registration activities, distributing snacks, and helping with the set-up and clean-up of games and activities. Children and parents, however, must be given a freedom of choice to participate in activities and/or processes in the CFS. To maximize meaningful child participation efforts ensure the following:

1. Children know who to talk to about child protection concerns
2. Children know to whom to report if they have any problem with CFS staff
3. Children are involved in rule setting at the CFS
4. Children are involved in selection, development, planning and implementation of activities and events at the CFS
5. Children participate in the choice of activities and are not forced to participate in an activity.

An evaluation done by World Vision in Uganda Caregivers interviewed reported both a greater sense of protection for children and a heightened awareness of support structures for their protection within the resettlement area over time, it also argues that the stresses that impacted a caregiver's ability to support, care for and protect children, such as a lack of food, shelter, and livelihood among others, were also reported by caregivers (of both those attending CFSs and those not attending CFSs) to have decreased over time in the resettlement area. In a paper on child protection and supporting protective environments for children Landgren (2005) argues for a shift in focus for those involved in development, from that of using responsive and legal vehicles to meet the needs of children who are in danger – to working towards preventative measures via creating what she terms a 'Protective Environment Framework' (p.215). This environment is identified through 8 key areas, including building family and community capacity to provide the child with protection, especially within a psychosocial context. With specific reference to emergency situations the paper notes that in such contexts it could be seen as almost impossible to apply the 'Protective Environment Framework', as responses need to be immediate. However it argues there are actions which can be taken such as '...preventing family separations...releasing child soldiers...setting up so called child friendly spaces...' (p.225).

Other caveats have also been raised with regards to community involvement, for example the lack of a consistent definition of the term 'community', in building local community capacity government responsibility may be reduced, outside agencies may bring in concepts and methodology that is in contradiction to state policies and finally that community run projects may '...maintain or increase racial, social and geographic disparities...' (Bray 2003:41). In a paper looking at tensions between community involvement and government responsibility in the provision of education in emergencies Burde (2004) echoes a number of these caveats, arguing for example that community participation should be genuinely active and not merely 'lip service'. So it can be suggested from this literature that while there are credible arguments for the facilitation of community mobilisation and involvement in humanitarian programs, specifically here within the context of providing support young children and teenagers, questions arise around the level of community involvement that actually happens, and the need to acknowledge both possible drawbacks as well as positive impacts.

From the document, minimum standards for child protection in humanitarian action, standard 17 pg 150 on Child friendly Spaces, agencies are urged to Carry out an assessment together with the community to decide whether CFSs are needed, safe and accessible to all children

nearby, and contextually appropriate; map the existing facilities and infrastructure, including schools and community centres. Before deciding to set up CFS structures, decide whether a structure is needed at all.

2.4 Physical space and materials

‘...education plays an important role in providing protection...in the form of physical protection in a safe learning space away from danger...’ (Kirk and Winthrop 2007:715)

Child Friendly Spaces goal is that of providing a space in which children can be safe. What is understood by ‘safe’ may differ however, as reflected in the opening quote to this section, safety may indicate physical, psychosocial or both. Nicolai and Triplehorn (2003:17) directly address the issue of environment, with their emphasis on protection they prioritise the need to provide safe spaces or ‘zones’ for children, and demonstrate that a large financial outlay is not always necessary, for example in refugee camps ‘...a simple demarcation of an area with rope, plastic tape or stones can preserve a space for children...’ these spaces can then be made more permanent with tents or make shift buildings. They also assert that it is the psychological message that a dedicated space gives to children that is as important as how that space is organised. The issue of environment is probably more acute in situations of crises than in any other circumstance, and if environment includes physical spaces for children to be safe, to socialise with peers and to learn, then it can be inferred that during times of war, instability or natural disasters these are ‘material’ aspects of provisions for children that will be most affected (Louise Anna Ruskin, words: 19,869). However in a crisis situation it could be reasonably argued that providing children with all their physiological and safety needs consistently and effectively is at best challenging with ‘...structural factors that obviously the school/friendly space should try to cope with...such as school feeding programmes...or water and sanitation innovative solutions...’ (Aguilar and Retamal 2009:8).

Once a space is provided what about resources? Various stances can be found here with regards to the use of what are variously termed as ‘school-in-a-box’, ‘kitting approach’ (Sommers in Aguilar and Retamal 2009:9), or more broadly ‘pre-packaged materials’. Many international agencies employ this ‘kit’ approach when resourcing CFSs (UNICEF, UNESCO, SC) and given that there is invariably a need to respond quickly in situations where materials are possibly hard to come by, using ‘kits’ may be the only way in which to practically approach the problem of resourcing . Nonetheless, some have concerns regarding the use of pre-packaged materials; arguments include the need to ensure that materials are

culturally appropriate, that provisions are sustainable and more conceptually that kits may give the impression of education being ‘provided’ by the international organisation, rather than facilitating community efforts (Sinclair 2002, Lexow 2002).

Aguilar and Retamal (2009) argues that the pre-prepared material provides an organised first step towards reinstating some form of education in response to emergencies situations, also that as units they can be costed, enabling states to be prepared for any possible future disasters. They also respond to the concerns previously discussed, for example the criticism that material is often culturally inappropriate; asserting this is not the case, and that material is developed and ‘...adapted in each case, culturally and linguistically using educators from the country in crises, when available.’(p.9).

From the document, minimum standards for child protection in humanitarian action, standard 17 pg 150 on Child friendly Spaces, agencies are advised to consider making use of structures that already exist (for example, tents, huts, schools); as relevant; ensure properly maintained WASH facilities, and water for drinking as well as for hygiene purposes. It’s also argued that Participation in appropriate cultural activities is a great source of psychosocial support for children since it provides a sense of meaning, continuity with the past and a sense of belonging with a familiar group (CCF; 2008: 13). Misunderstandings and frictions can occur through the CFS if programme activities conflict with the cultural context.

2.5 Delivery and Content

‘Quality indicators include warm interactive relationships with children, having a trained teacher as manager and a good proportion of trained teachers on the staff’ (SureStart 2004: ii) In times of stability there is much persuasive evidence to indicate that young children benefit greatly from interactions with specially trained professionals (Sure Start 2004, Burchinal, Cryer, Clifford and Howes 2002 et al). However in times of crises, finding people trained to work with young children can prove to be a challenge; agencies will often need to recruit community members to act as paraprofessionals in the CFSs (Kamel 2006). The question then is by what criteria are people chosen and what training, if any, is given? In the CCF guidelines reviewed earlier, it is suggested that potential volunteers are interviewed either individually or in small groups, and a list of questions are proposed designed to assess experience, motivation and understanding. SCs paper on ECD in Emergencies (Cunningham et al 2001:28) urges that it is ‘...important to search for people in the local camp or community

who have had some experience with younger children...carers should be warm, nurturing and loving to young children and be able to communicate with children and adults.’ Carers may be mothers, older siblings or simply someone the community feels they can trust with their children. But it should be considered, if the elected person has no real experience or training in working with young children, how effective they can be in meeting their needs?

UNICEF argues that in an emergency, the demand for qualified staff — especially local staff — will be very high. In many cases, it will be necessary to quickly recruit eligible persons and to provide an initial brief training for various roles and responsibilities. The main partner may have established networks in order to recruit qualified local staff. The following factors should be considered when identifying and selecting local staff: 1. Select highly motivated individuals. 2. Consider the gender composition of staff. 3. Consider the candidate’s prior experience in working with children. 4. Target capable local community members, such as teachers who have experience working with the children. 5. Ensure that the staff person understands and supports the concept of child participation. 6. Make sure the prospective staff members do not have other commitments and have available time. 7. Consider staff with previous training in relevant sectors and other skills for working with children. 8. If using external staff, consider the balance between them and community members. UNICEF contends that ‘The training component of ECD programmes is perhaps the most important factor associated with implementing and sustaining quality...’ (Landers 1998:39), and SC often specify the length and nature of training which ECD workers should receive (Cunningham et al 2001, Nixon, Kesler and Nutall 1996) including instruction on pedagogical knowledge, children’s rights and importance of play. However, the EFA GMR (2007:158) ‘Strong Foundations...’ does not necessarily agree and suggests that findings showed ‘...adult-child interactions were more closely associated with enhanced well-being than were structural features such as class size, staff-child ratios and staff training. It could be argued nonetheless that understanding the need for and nature of these interactions would be improved with training. UNICEF also states out a minimum staff to child ratio as that of 1:25 for children under 12 and 1:40 for children over 12.

Next to the question of what are typical activities in CFSs? It is interesting to note that from the literature there is ‘...generally no commonly accepted or established standard for children curricular setting and educational resourcing in crises, with agencies... [responding to]...the unique characteristics of each situation.’ (Kamel 2006:26) In most guidelines there are the

recurring themes of; psychosocial activities –expression, creative arts, physical – such as sports, and in some cases basic literacy and numeracy activities (UNICEF 2005, SC 2008, CCF 2008 et al). According to UNICEF conditions are likely to evolve as the emergency changes overtime. Schools will re-open, health services will be established, and safety measures will be prioritized. The original programme gaps identified for a CFS may no longer be applicable. Therefore, it is important to establish a structure in which activities can adapt to the changing environment and to the needs of children and the community and to monitor the developments of external conditions in a systematic way and to adjust the programme goals and outcomes accordingly.

SPECIFIC PROGRAMMING ACTIVITIES FOR CFS

**UNICEF Practical guide for developing Child Friendly Spaces*

Table1: Programming activities for CFS

DEVELOPME NT	EDUCATIO N	HEALTH& NUTRITION	PYSCHO SOCIAL SUPPORT	COMMUNIY NEEDS	LIFE SKILLS
Free Play	Non-Formal Education Activities	Screening	Professional Support	Participation in public works	Conflict Resolutions
Organised Play	Formal Education in lieu of schools	Food Programmes	Psycho- Social activities	Peer Education	HIV&AIDS Supports
Story Telling	Pre-School Services	Hygiene Training	Peer to Peer Support	Mapping of Resources &Hazards	Strengthening positive attitudes
Dance, Music, drama, singing, puppet-shows	Drawing &Painting	Immunisation	Parental Counselling	Organising activities for younger children	Peace Building(How to co-exist with others in peace)
Sports			Play	Support	

			Therapy	Activities for Caregiver	
Traditional & Modern Games				Youth Clubs	

In many documents the issue of resourcing is connected to the activities suggested, but with the exception of ideas around songs, dance and physical games, there appears to be little written on how to best utilise material available, and how to extend the learning potential of limited resources. Without training or expertise it could be argued that supervisors in CFSs may rely on what is provided in the form of kits, unaware of how to maximise the potential of existing materials and organise resource free activities for younger children.

2.6 Theoretical Framework

This study was guided by the social learning theory, social exchange theory and system theory to explain the relationship between child friendly spaces and child protection.

2.6.1 Social Learning Theory

In social learning theory Albert Bandura (1977) states behaviour is learned from the environment through the process of observational learning. One of CFS objective is to offer children opportunities to develop, learn, play, and build/strengthen resiliency after an emergency or crisis, or during a protracted emergency.

Bandura believes that humans are active information processors and think about the relationship between their behaviour and its consequences. Observational learning could not occur unless cognitive processes were at work. Social learning theory draws heavily on the concept of modelling, or learning by observing behaviour. Bandura outlined three types of modelling stimuli:

- Live model in which an actual person is demonstrating the desired behaviour. Children in a CFS are taught on how to deal with frustration from life by learning from each other.
- Verbal instruction in which an individual describes the desired behaviour in detail and instructs the participant in how to engage in the behaviour. This is the case in CFS where different lessons are offered, such as life skills.

- Symbolic in which modelling occurs by means of the media, including movies, television, Internet, literature, and radio. Stimuli can be either real or fictional characters. Some CFS are equipped with television and radio, the instruments are used for education purpose and psychological purpose, they offer comfort to children.

Children observe the people around them behaving in various ways. This is illustrated during the famous bobo doll experiment (Bandura, 1961). Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate, e.g. masculine and feminine, pro and anti-social etc. This can be compared to CFS which is a structure where children learn different life skills that enables them to deal with life challenges after an emergency, they also learn on how to cope with stress.

Children pay attention to some of these people (models) and encode their behaviour. At a later time they may imitate (i.e. copy) the behaviour they have observed. They may do this regardless of whether the behaviour is 'gender appropriate' or not but there are a number of processes that make it more likely that a child will reproduce the behaviour that its society deems appropriate for its sex. In CFS, there are activities meant for the different gender, and here, both boys are able to learn from their 'teachers' in the CFS.

First, the child is more likely to attend to and imitate those people it perceives as similar to itself. Consequently, it is more likely to imitate behaviour modelled by people of the same sex.

Second, the people around the child will respond to the behaviour it imitates with either reinforcement or punishment. If a child imitates a model's behaviour and the consequences are rewarding, the child is likely to continue performing the behaviour. Although punishments are not encouraged; children are talked to against certain behaviours and are awarded for good behaviours thus it's continuously repeated, for example, a CFS holds children from different ethnic background and respect is highly encouraged. Thus children's behaviour will be reinforced (i.e. strengthened)

Reinforcement can be external or internal and can be positive or negative. If a child wants approval from parents or peers, this approval is an external reinforcement, but feeling happy

about being approved of is an internal reinforcement. A child will behave in a way which it believes will earn approval because it desires approval. One of the requirements in CFS is to have trained personnel, children joining CFS mostly suffer psychologically due to life changing, thus the personnel play a big role when it comes to external and internal reinforcement.

Positive (or negative) reinforcement will have little impact if the reinforcement offered externally does not match with an individual's needs. Reinforcement can be positive or negative, but the important factor is that it will usually lead to a change in a person's behaviour.

Third, the child will also take into account of what happens to other people when deciding whether or not to copy someone's actions. This is known as vicarious reinforcement. This relates to attachment to specific models that possess qualities seen as rewarding. Children will have a number of models with whom they identify. These may be people in their immediate world, such as parents or elder siblings, or could be fantasy characters or people in the media. The motivation to identify with a particular model is that they have a quality which the individual would like to possess. Through the life skills programs in the CFS, children are able to be motivated to be of substance in the society.

Identification occurs with another person (the model) and involves taking on (or adopting) observed behaviours, values, beliefs and attitudes of the person with whom you are identifying. The term identification as used by Social Learning Theory is similar to the Freudian term related to the Oedipus complex. For example, they both involve internalizing or adopting another person's behaviour. However, during the Oedipus complex the child can only identify with the same sex parent, whereas with Social Learning Theory the person (child or adult) can potentially identify with any other person. CFS serves as a learning and protection tool for children in emergency, they are also taught about their rights and how to defend them and the behaviours to imitate in the society.

2.6.2 Social Exchange Theory

Social exchange theory was introduced in 1958 by the sociologist George Homans with the publication of his work "Social Behaviour as Exchange". He defined social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at

least two persons. Homans summarizes the system in three propositions success, stimulus, and deprivation–satiating proposition.

- Success proposition: When one finds they are rewarded for their actions, they tend to repeat the action.
- Stimulus proposition: The more often a particular stimulus has resulted in a reward in the past, the more likely it is that a person will respond to it.
- Deprivation–satiating proposition: The more often in the recent past a person has received a particular reward, the less valuable any further unit of that reward becomes.

Peter Blau focused his early writings on social exchange theory more towards the economic and utilitarian perspective. Whereas Homans focused on reinforcement principles which believe individual's base their next social move on past experiences, Blau's utilitarian focus encouraged the theorist to look forward as in what they anticipated the reward would be in regards to their next social interaction. Blau felt that if individuals focused too much on the psychological concepts within the theory, they would refrain from learning the developing aspects of social exchange. Blau emphasized technical economic analysis whereas Homans concentrated more on the psychology of instrumental behaviour.

Social exchange theory views exchange as a social behaviour that may result in both economic and social outcomes. Social Exchange Theory has been generally analysed by comparing human interactions with the marketplace. The study of the theory from the microeconomics perspective is attributed to Blau. Under his perspective every individual is trying to maximize his wins. Blau stated that once this concept is understood, it is possible to observe social exchanges everywhere, not only in market relations, but also in other social relations like friendship. Social exchange process brings satisfaction when people receive fair returns for their expenditures. The major difference between social and economic exchange is the nature of the exchange between parties. Neoclassic economic theory views the actor as dealing not with another actor but with a market and environmental parameters, such as market price. Unlike economic exchange, the elements of social exchange are quite varied and cannot be reduced to a single quantitative exchange rate. According to Stafford, social exchanges involve a connection with another person; involve trust and not legal obligations; are more flexible; and rarely involve bargaining. In a CFS, children from different areas and backgrounds are able to meet, CFS serves as a platform for them to meet and exchange ideas,

build friendships and learn from each other. Considering that these children might have passed through a lot, talking to friends is a mile stone towards their healing.

2.6.3 System Theory

The systems approach to human behaviour makes two general substantive assumptions: (1) the state or condition of a system, at any one point in time is a function of the interaction between it and the environment in which it operates. (2) Change and conflict are always evident in a system. Individual both influence their environments and are influenced by them. Processes of mutual influence generate change and development (Longres, 1990).

System theory is used to refer specifically to self-regulating systems i.e. that are self-correcting through feedback. System theory focuses on complexity and interdependence. A system is composed of regularly interacting or interdependent groups of activities/parts that form a whole. In this case children in a CFS represent one system while the CFS represents another system. They both influence their environment and are influenced by them. Part of systems theory, system dynamics is a method for understanding the dynamic behaviour of complex systems. The basis of this method is the recognition that the structure of any system- the many circular, interlocking, sometimes time-delayed relationships among its components is often just as important in determining its behaviour as the individual components themselves. In systems psychology” characteristics of organizational behaviour for example individual needs, rewards, expectation and attributes of the people interacting with the systems are considered in the process in order to create an effective system”(Michael,1984).

Wulczyn *et al.* (2010) noted that increasingly, international organizations such as UNICEF, Save the Children, United Nations High Commissioner for Refugees (UNHCR) , are turning to what is referred to as a systems approach to child protection in order to establish and otherwise strengthen comprehensive child protection efforts.

2.7 Conceptual Framework

The conceptual framework is based on what the researcher conceptualizes as the relationship between variables in the study. The relationship between different variable is what will be tested and in this study child protection will be the dependent variable. The independent variables will indicate the relationship that exists with the dependent variable. The independent variables also known as the explanatory variables include;

Community involvement in setting up of the CFS, community involvement is very important when setting up a CFS as the community are given a chance to give their own contribution on how they would wish to see the spaces run, the type of activities they would wish their children to engage in. It also gives the agencies running the CFS an opportunity to know which activities children should engage in and the culture on the community in terms of activities allowed for boys and those allowed for girls.

Trained CFS personnel as an independent variable influences child protection in a CFS. Trained personnel are equipped with skills of handling child abuse cases in a child friendly manner. They can also tell when a child is abused and know the necessary steps to follow in reporting of child abuse cases.

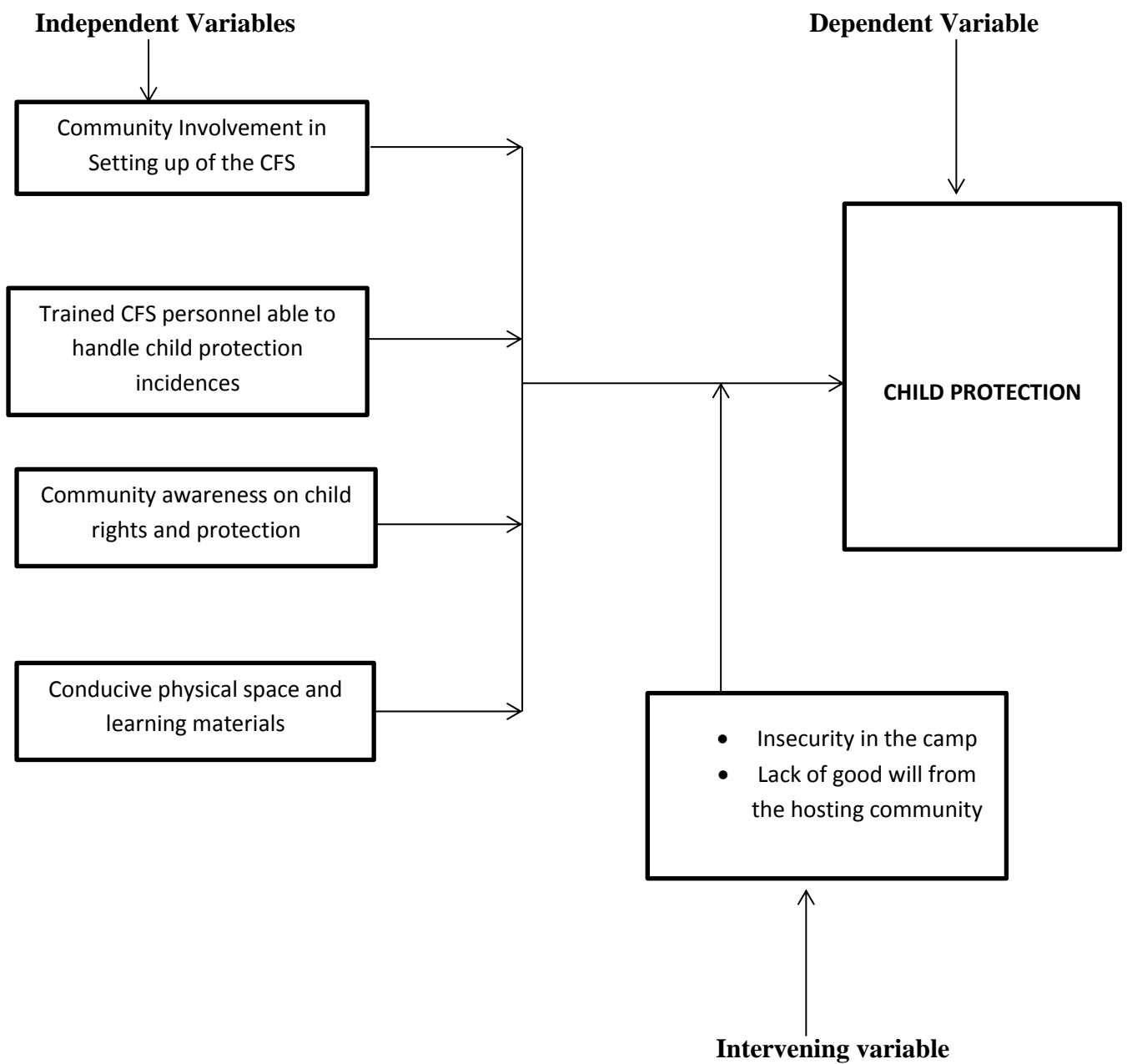
Community awareness on child rights and protection, when a community is aware of child rights and protection, they're able to take a leading role in the prevention and protection of children from abuses. They also have the knowledge on reporting mechanism to child abuse cases.

A conducive physical space and learning materials greatly influence child protection in the CFS. When the physical space is conducive, more children will be interested to join the CFS and spend more time in it thus keeping them away from the possibility abuse and neglect the same applies to learning material, the more interesting the learning materials are, the more time children will spend in the spaces thus preventing the possibility of abuse. The independent variables will indicate the relationship that exists with the dependent variable.

The intervening variables include; Insecurity in the camp. Insecurity influences child protection intervention in the camp because of unrest the child friendly spaces cannot be operated thus increasing the vulnerability of children. When there's insecurity parents at times leave their children alone while fleeing and thus making them prone to abuses.

Lack of good will from the hosting community influences child protection in the camp. When the hosting community is not willing to have child friendly spaces in the camp then it makes it difficult for the CFS to implement its activities and it makes in even more difficult for children to attend due to hostility thus making the children vulnerable to abuse.

Figure 1: Conceptual Framework



CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses research design, target population, sampling techniques, sample size, data collection methods and data analysis that was used.

3.2 Site Description

The study was conducted in Kakuma Refugee Camp 4 in Turkana County, Northwestern region of Kenya, 120 kilometers from Lodwar and 752 Kilometers from Nairobi. The camp serves refugees who have been forcibly displaced from their home countries due to war or persecution. Kakuma was established in 1992 to serve Sudanese refugees and has since expanded to serve refugees from Somalia, Ethiopia, Burundi, Eritrea, Democratic Republic of Congo and Rwanda. Kakuma Refugee Camp is administered by the United Nation High Commissioner for Refugees (UNHCR). The camp falls under the jurisdiction of the Kenyan government and the department of refugee affairs. Kakuma has 4 camps and camp 4 is the newest camp with refugees mostly from South Sudan. The total population is 24,000 with 80% being women and children (UNHCR 1st June 2014).

3.3 Research Design

This research was an analytical kind of research which was also extended the descriptive kind of research so as to explain if CFS serve as a tool for child protection. The research combined two research approaches i.e. quantitative and qualitative approaches. According to Neville (2007), the emphasis of quantitative research is on collecting and analyzing numerical data and concentrates on measuring the scale, range and frequency of phenomena. Qualitative research on the other hand, is more subjective in nature than quantitative research and involves examining and reflecting on the less tangible aspects of a research subject such as values, attitudes and perceptions.

This research also considered two research philosophies/positions which are overlapping. One is the positivistic which is also referred to as quantitative, objectivist, scientific, experimental or traditionalist. The second philosophy is phenomenological which is also referred to as qualitative, subjectivist, humanistic or interpretive, (Collin, 2007).

According to Collins and Hussey (2003), there are basically two types of research paradigms ranging on a continuum from a positivistic to a phenomenological approach. The positivistic

approach attempts to explain social phenomena by establishing a relation between variables which are information converted into numbers. This approach is referred to as quantitative research. The phenomenological paradigm, on the other hand, suggests that social reality lies within the unit of research, and that the act of investigating the reality has an effect on that reality. This paradigm pays considerable regard to the subjective or qualitative state of the individual, hence the reference to this approach as qualitative research. This study was both quantitative and qualitative methods of data collection. Qualitative data was used to get community opinion on Child Friendly Spaces.

3.4 Unit of Analysis and Unit of Observation

According to Collins and Hussey (2003), a research method refers only to the various specific tools or ways data can be collected and analyzed e.g. a questionnaire; interview checklist; data analysis software among others. This study employed both secondary data from the literature review of existing publications and other authentic documents and primary data from face to face interviews, administered questionnaires and observation. The primary data was collected through field work using qualitative and quantitative approaches. The main method of data collection used was interviews with children. Seventy five interviews with children were conducted, five key informant interviews and observation of the child friendly spaces and children using the observation guide.

Key Informant interviews were held with 5 stakeholders (2 CFS employees, a Police officer, a Non-Governmental Organization representative and a children officer).

Children's interviews were also conducted using structured questionnaires to establish their opinion on child friendly spaces as a tool for child protection. Questionnaires were developed for conducting oral interviews. This was used to answer the specific study objectives.

An observation guide was used to observe the behavior of children, child friendly spaces employees and the general structure of the spaces.

3.5. Target Population

Population refers to an entire group of individuals which are the concern for the study within the area of the study (Mugenda and Mugenda,2003). According to Ngechu (2004), a population is a well-defined or set of people, services, elements, events, group of things or

households that are being investigated. This ensures that the population of interest is homogenous. The target population consisted of 10-16 years old children in the five CFSs in Camp 4. Mugenda and Mugenda, (1999), explain that the target population should have some observable characteristics to which the researcher intends to generalize the results of the study

3.6 Sample size and sampling procedure

A sample refers to a section of the population that has been selected for observation and analysis. The essential requirement of any sample is that it has to be as representative as possible for the population from which it is drawn. According to Mugenda and Mugenda (1999), sampling is the process of selecting a number of individual for the study in such a way that the individual selected represent the large group from which they are selected. This is done to secure a representative group which would enable the researcher to gain information about a population.

According to UNHCR the total population in Camp 4 is estimated to be 24,000. Eighty percent (80%) being women and Children. Out of the 80% a 1/5th is considered to be women and the rest children. 50% of the children are termed as the population between the ages of 10-16 attending the CFS

Thus $80/100 \times 24,000 = 19,200$ (Women and Children)

It was approximated that each mother has five children.

Thus $1/5 \times 19,200 = 3,840$ (Number of women)

Therefore, the number of children between the ages of 10-16 in Kakuma camp 4 was $19,200 - 3,840 = 15,360$

Half of this population was believed to be between the ages of 10-16 years of ages, thus the target population of children attending CFS was $50/100 \times 15,360 = 7,680$.

There are 5 CFSs in Camp 4, therefore the approximate number of children in each CFS was considered to be $7,680/5 = 1536$

Systematic sampling was used. The sampling started by selecting an element from the list at random and then every K th element in the frame was selected, where K , the sampling interval (sometimes known as the skip): this was calculated as;

$$K=N/n$$

Where n is the sample size and N is the population size.

Therefore for each CFS the formula used was:

$$N=1536(\text{Population of 10-16 year old in a CFS})$$

$$\text{And } n =15(\text{Targeted population in each CFS})$$

$$\text{Therefore } K=1536/15=102.4$$

Therefore **K=102**

The sampling targeted every 102th child in one CFS.

Table 2: Sample Design for the 5 CFSs

Sample Design for the 5 CFSs

Sub-strata	Respondents
1. CFS 1	15
2. CFS 2	15
3. CFS 3	15
4. CFS 4	15
5. CFS 5	15
Total	75

3.7 Methods of Data Collection

3.7.1 Oral Interview

An interview is a purposeful discussion between two or more people. The researcher used a questionnaire as the primary data collection instrument. The questionnaires were used to collect both qualitative and quantitative data. The questionnaires were divided into sections representing the various objectives adopted for the study. For each section of the chosen study included closed structured and open ended questions which collected views and opinion from the respondents.

The open ended questions gave unrestricted freedom of answers to respondents. The questionnaire was filled by the children after getting consent from parents through the CFS administration. The researcher was assisted by CFS employees in distributing questionnaire to the selected respondents and guiding them. The employees were trained and taken through the questionnaire before the data collection process. Upon completion, the researcher collected the questionnaire for analysis.

3.7.2 Key Informant interview

The researcher used key informant interviews that were purposefully selected. According to Neville (2007) a key informant interview is a one-to-one interview with key informants in an organization (these might be face to face or by telephone). The purpose of key informant interviews was to have open-ended, in depth interviews with key informants, from and local level stakeholders which included 2 CFS employees, NGO representative a police officer and a children officer.

3.7.3 Observation data

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study," (p.79). According to Erlandson *et al.* (1993) observations enable the researcher to describe existing situations using the five senses, providing a "written photograph" of the situation under study. DeMunck and Sobo (1998) describe participant observation as the primary method used by anthropologists doing fieldwork. According to Dewalt and Dewalt (2002) fieldwork involves "active looking, improving memory, informal interviewing, writing detailed field notes, and perhaps most importantly, patience". Participant observation is the process of enabling researchers to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provides the context for development of sampling guidelines and interview guides (DeWalt&DeWalt, 2002). Schensul, *et al.* (1999) defines participant observation as "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting".

Richard (1997) argues that, observation method provides research with ways to check for nonverbal expression of feelings, determines who interacts with whom, grasps how participants communicate with each other, and checks for how much time is spent on various activities. (On the other hand, Marshall and Rosssman (1995), argue that participant observation allows the researcher to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share. It is argued that when doing so would be impolitic, impolite, or insensitive, and observe situations informants have described in interviews, thereby making them aware of distortions or inaccuracies in description provided by those informants.

An observation guide as described by Merriam and Sharan, (1998) was used in this study. This encompasses various elements to be recorded in field notes. The first of these elements include the physical environment. This involved observing the surroundings of the setting and providing a written description of the context. Next, the description of the participants in detail, followed by a record of the activities and interactions that occur in the setting. This study looked at the frequency and duration of those activities/interactions and other subtle factors, such as informal, unplanned activities, symbolic meanings, nonverbal communication, physical clues, and what should happen that has not happened.

3.8 Validity and reliability

Joppe (2000) defines reliability as “the extent to which results are consistent over time and an accurate representation of the total population under study”. A reliable assessment tool produces stable and consistent results. A pretest was done on the questionnaires in the field in different CFSs as part of training of the research assistants and test of reliability of tool during the first day of the research. After the pretest exercise, the questionnaires were reviewed and some questions adjusted where appropriate. On the other hand, validity denotes how well a test measures what it is purported to measure. Joppe (2000) provides that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. American Educational Research Association *et al.* (1999) define Validity as “the degree to which the evidence supports that these interpretations are correct and that the manner in which the interpretations are used is appropriate”.

3.9 Ethical Consideration

The researcher adhered to the following ethical issues during the data collection process. First, the researcher obtained consent from parents through the organization running the child friendly spaces and subject used in the study and ensured that all the subjects participated voluntarily. The researcher was open and honest in dealing with respondents on the purpose of the study. The researcher explained the purpose of the study to the respondents. The researcher also signed the child protection policy since she was dealing with children.

3.10 Data Analysis

The whole process which starts immediately after data collection and ends at the point of interpretation and processing data is data analysis (Cooper&Schindler,2003).As Mugenda (2003) points out, it's a process of bringing order, structure and meaning of the mass

information collected. Therefore editing, coding, classifying and tabulation were the processing steps used to process the collected data for a better and efficient analysis. The questionnaire responses were cleaned, grouped into various categories and entered in the SPSS software to facilitate the analysis using descriptive statistics. Frequency distribution tables were used in the analysis.

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4:1 Introduction

This chapter entails the findings of the study based on the data collected from the field. This study sought to investigate the effectiveness of child friendly spaces as a tool for child protection in emergencies: A case study of Kakuma Refugee Camp 4. The study targeted children as the main respondent, Key informants working in the camp and observation. The data was analysed through descriptive statistics and the information presented in form of tables.

4.1.1 Response rate

The study targeted a sample size of 75 respondents from which 75 filled in and returned the questionnaires making a response rate of 100%. The response was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This study targeted five key informants from which five responded which makes it 100%.

4.2: Socio-Demographic Information

The researcher found it important to establish the general information of the respondents since it forms the basis under which the study can rightfully access the relevant information. The general information of the respondents issues such as country of origin, gender, level of education, age and religion were captured in the first section.

4.2.1 Gender

The study sought to establish the gender of the respondents. According to the findings of 75 respondents, the study shows that the majority of the respondents (88%) were male while 12% were female.

4.2.2 Level of education

The study sought to establish the respondent's level of education. The study established that 8% of children have no level of education, 54.7% of children were in primary school and 37.3% in secondary school. The findings are illustrated in table 4.1 below

Table 4.1: Level of education

Education level	Frequency	Percentage
None	6	8.0
Primary	41	54.7
Secondary	28	37.3
Total	75	100.0

4.2.3 Age of the respondents

The study sought to establish the age of the respondents as it was targeting 10-16 year old children. According to the findings of the 75 respondents, the majority of the responds were sixteen years old at 42.7%, the study also shows that 10.7% of the respondents were ten years old, 6.7 % were eleven years old, 8% twelve years old, 4% thirteen years old, 10.7% fourteen years old and 17.3 % were fifteen years old. Table 4.2 below illustrates the mentioned findings.

Table 4.2 Age of the Respondents

Age	Frequency	Percent
Ten	8	10.7
Eleven	5	6.7
Twelve	6	8.0
Thirteen	3	4.0
Fourteen	8	10.7
Fifteen	13	17.3
Sixteen	32	42.7
Total	75	100.0

4.3 Main findings

4.3.1 Structure of Child Friendly Spaces

The study sought to inquire how the Child Friendly Spaces used by the respondent were structured. The study revealed that 38.7% of the responded attended a CFS that is tented in the area while the remaining 61.3% Child friendly space were demarcated area.

The Key informants also reported the child friendly spaces in Kakuma as that of demarcated area and tented. This was also noted in the observation guide. A tented Child Friendly is considered more effective as children feel safe and protected than in a demarcated area. But due to lack of resources, most organization have resulted to using demarcated area which are

to some extent effective but might face disruption from natural causes such as flooding's and winds. Table 4.3 below shows the findings.

Table 4.3 Structures of Child Friendly Spaces

Structure	Frequency	Percent
Tent	29	38.7
Demarcated Area	46	61.3
Total	75	100.0

4.3.1.1 Period Children have attended the spaces

The study sought to know how long the respondents have attended the child friendly spaces since they came to the camp. The study revealed that 85.3% of the respondent had attended the Child Friendly Spaces for less than one year, followed by 8% who had attended the Child Friendly Spaces for less than two years and 6.7% had attended the Child Friendly spaces for two years and above. When children attend child friendly spaces they are protected from abuse, neglect and exploitation. The role of the spaces is to protect children and this measures its role in child protection. Thus in this case, the spaces can be termed as an effective tool for child protection. Table 4.4 below illustrates the reported figures.

Table 4.4: Period a child has attended CFS

Period	Frequency	Percent
Less than one year	64	85.3
Less than 2 years	6	8.0
2 Years and Above	5	6.7
Total	75	100.0

4.3.1.2 Hours spend in a Child Friendly Space in a day

The study sought to know how many hours in a day a respondent spends in a Child Friendly Space. The study revealed that 65.3% of the respondents spend 0-4 hours in the Child friendly spaces followed by 18.7% who spend 4-8 hours and the last being 16% who spend more than 8 hours in a day in the child friendly spaces. The average time a child should spend in a child friendly space is four hours. Majority of the respondents spend 0-4 hours in the spaces and this means for the four hours they are in the space they are protected from all forms of abuse and the rest of the hours they are in schools which are child friendly. Thus the CFS can be termed as a great tool for child protection as it engages children for an average of four hours a

day, this is considered the time children are not in school or helping their parents. The table 4.5 below illustrates the findings.

Table 4.5: Hours spend in a Child Friendly Space in a day

Hours	Frequency	Percent
0-4 Hours	49	65.3
4-8 Hours	14	18.7
More than 8 Hours	12	16.0
Total	75	100.0

4.3.1.3 Number of children in a Child Friendly Space in the camp

The study sought to know how many children are accommodated by Child Friendly Spaces in the camp. The study revealed that 76% of the respondents were in a child friendly space that had less than 400 children in it, 9.3% were in a child friendly space that accommodated 400-800 children and 1.3% having reported theirs had 800-1200 children and 9.3% of the respondent reporting that their child friendly spaces had 1600 children and above. It's advisable that a child friendly space should not be overcrowded depending on its size. As per the study, the majority were in a child friendly space that had less than four hundred children making it more effective than that with one thousand and six hundred children. It's advisable for the child friendly spaces in Kakuma to have less than four hundred children for it to be effective. From observation it was also noted that children in the overcrowded spaces were uncomfortable, this leads to dropping out of children as confirmed by the key informant interview. Overcrowding in the spaces increases the vulnerability of children. The Table 4.6 below illustrates the findings.

Table 4.6: Number of children in a Child Friendly Space in the camp

Number	Frequency	Percent
Less than 400	57	76.0
400-800	7	9.3
800-1200	1	1.3
1200-1600	3	4.0
1600 and Above	7	9.3
Total	75	100.0

4.3.1.4 Type of activities children engage in

This was a qualitative type of research that sought to establish the kind of activities children engage in, in a child friendly spaces, Majority of the respondents interviewed and from observation reported playing games such as football, volleyball, basketball and netball as some of the activities they engage in in a child friendly spaces, they also reported singing and dancing, swimming, painting and drawing as activities that they engage in the child friendly spaces. The more interesting the activities are, the more the children will enjoy and spend more time in the space. The activities mentioned by children can be termed as interesting and at the same time child friendly. This makes the child friendly spaces in Kakuma a good tool for child protection as the retention level through activities is high.

4.3.1.5 Constructiveness and enjoyability of activities

The study sought to know if children really enjoy the activities in child friendly spaces and if they find the activities constructive. Seventy six percent (76%) of the respondent reported to always find the activities in the child friendly spaces constructive and enjoyable, 14.7% reported to occasionally find the activities constructive and enjoyable, the remaining 6.7% rarely find the activities constructive and enjoyable. Enjoyability of activities plays a big role in the retention level of children in the child friendly spaces. This means that when children are retained in the spaces they are protected from abuse and thus making the child friendly spaces effective. The table 4.7 below illustrates the findings.

Table 4.7: Constructiveness and enjoyability of activities

Constructiveness/Enjoyability	Frequency	Percent
Always constructive and enjoyable	59	78.7
Occasionally constructive and enjoyable	11	14.6
Rarely constructive and enjoyable	5	6.7
Total	75	100

4.3.1.6 Average number of Child friendly spaces attendants

This was a qualitative type of research and it sought to know the average number of attendants in a child friendly spaces. The majority of respondents reported five as the number of attendants in the child friendly spaces that they attend.

The majority of Key Informant also reported the average number of employees to be five in a child friendly space. They also stated the ratio of employee to children to be that of 1:100. This was also noted in the observation guide. This affects the effectiveness of child friendly spaces as the recommended ratio is that of 1:40. This implies that children are not given the deserved attention in a child friendly space thus to some extent not making it a good tool for child protection because children are not given the necessary attention.

4.3.2 Child Friendly Spaces Interventions

4.3.2.1 How children in the camp got to hear about child friendly spaces

This was a qualitative type of research and it established that some of the respondents saw children in child friendly spaces and decided to join since they felt lonely. Some heard children singing and decided to join while others were encouraged to join by CFS employees. Other respondents got to hear about child friendly spaces from their friends who were attending them and from UN agencies such as UNHCR and UNICEF.

4.3.2.2 Kind of interventions received from the child friendly spaces

The study sought to know the kind of intervention children in the child friendly spaces received when they first arrived in the camp. Forty four percent(44%)of the respondents reported to having received psychosocial support, this included counselling,4% reported to having received family tracing and reunification, these are children who were separated from their parents but were later reunited through the child friendly spaces. Sixteen percent(16%) reported to having received medical assistance/referral from the child friendly spaces,29.3% reported as to having received food support from the spaces when they arrived in the camp and 6.7% reported having received all of the intervention that is psychosocial support, family tracing and reunification, medical assistance/referral and food support. This clearly shows that the child friendly spaces are able to intervene at different level in emergencies thus making it effective in protecting children in emergencies from all forms of abuse. The key informant also mentioned psychosocial support as the major intervention in the child friendly spaces. The table 4.8 below illustrates the finding.

Table 4.8: Kind of interventions received from the child friendly spaces

Intervention	Frequency	Percent
Psychosocial Support	33	44.0
Family Tracing and Reunification	3	4.0
Medical Assistance/Referral	12	16.0
Food Support	22	29.3
All	5	6.7
Total	75	100

4.3.2.3 Safety from abuse, neglect and exploitation while in the child friendly spaces

The study sought to know whether the children feel safe from abuse, neglect and exploitation or not while in the child friendly spaces. Sixty five percent (65.3%) of the respondents felt safe from abuse, neglect and exploitation while in the child friendly spaces, thirty four percent(34.7%) felt they were not safe from abuse, neglect and exploitation while in the child friendly spaces. Having the majority of the respondents reporting that they feel safe from abuse, neglect and exploitation is a clear indication that the spaces are an effective tool to child protection as it keeps them away from the harm in the camp.

4.3.2.4 Training received from the child friendly spaces

The study sought to know the kind of lessons children receive from the child friendly spaces in the camp. Forty one point three percent(41.3%) of the respondents reported to having received life skills training, 1.3% to having received hygiene training, 45.3% reported to having undergone formal education in the child friendly spaces, 5.3% of the respondents reported to having undergone through non-formal education activities and 6.7% reported as to having received all the lessons. This indicates that child friendly has a lot going on in terms of educating children on life skills, hygiene, formal and informal education thus making it an effective tool as children are able to learn about a lot of things to do with life and the coping mechanism that they require in the camp. This finding was also confirmed by the key informants who stated the lessons are meant to equip children with different skills on child protection. The table 4.9 below illustrates the findings.

Table 4.9: Training received from the child friendly spaces

Training	Frequency	Percent
Life skills	31	41.3
Hygiene Training	1	1.3
Formal Education	34	45.3
No-Formal education activities	4	5.3
All of the above	5	6.7
Total	75	100.0

4.3.2.5 Involvement in setting up of the child friendly spaces

The study sought to know if the children were involved in the setting up of child friendly spaces. Involvement of children and community at large is very important when setting up a child friendly space as it gives children the opportunity to say what they wish to see and do in the spaces; it also promotes ownership of the activities and sustainability of the same activities. Thirty four percent (34.7%) of the responded reported as to have been involved in the process of setting up of the child friendly spaces while the majority which is 65.3% reported as to not have been involved in the process. The majority not involved were not present in the camp when the child friendly spaces were being set up, this is a group that came to the camp much later. Based on the Key Informant Interview, the majority reported that the community was involved in setting up of child friendly spaces, this includes the caregivers and all the stakeholders involved.

4.3.2.6 Involvement in choosing of activities in the child friendly spaces

The study sought to know if the children were involved in determining the kind of activities they would like to see and participate in, in the child friendly spaces. From the literature review it was emphasised that children should be involved in choosing of activities that will be undertaken in a child friendly space. The study established that 46.7% were involved in choosing of activities that they would wish to undertake in the child friendly spaces while the majority which is 53.3% of the respondent were not involved to choosing of activities. Lack of involvement of children in choosing of activities greatly determines if the child friendly space will be an effective or not. This is because children like to own and feel part of the process on issues that affect them thus choosing for them might reduce their interest in the activities thus making the spaces not effective and the dropout level will be high. Majority of

the 53.3% of the children were not in the camp while the spaces were being established but the spaces need to involve them more often in choosing of activities.

4.3.2.7 How children feel after joining the child friendly spaces

The study sought to know how children were feeling emotionally after joining the child friendly spaces. This was done through statements where children were required either to agree or disagree. Thirteen point seven percent (13.7%) of the respondent strongly disagreed that before they came to the child friendly spaces they were thinking a lot of what happened back from their country of origin, 20.6% of the respondent disagreed with the statement, 5.4% were neutral, 19.2% agreed while the majority 41.1% strongly agreed. This is an indication that child friendly spaces are effective especially when it comes to stress management, majority of the respondents reported to having a lot of thoughts on the events that happened back in their country of origin but since they came to the child friendly space that has significantly reduced. On the issue of anxiety, the majority 41.6% strongly agreed that they are no longer anxious as before joining the child friendly spaces, followed by 22.9% who agreed, 8.6% of the respondents were neutral, 21.5% disagreed while 5.7% of the respondents strongly disagreed. Majority of the respondents seem to agree on the anxiety issue, this makes the child friendly space effective as the children have been able to undergo counselling and are no longer anxious as before. On whether the respondents enjoy playing and talking to their friends, a majority 43.1% strongly agreed that they enjoy playing and talking to their friends, followed by 38.9% who agreed, 9.7% of the respondents were neutral while 4.2% disagreed and another 4.2% strongly disagreed. Children who are depressed or abused usually retreat in seclusion and will often not interact with their peers and having the majority enjoy playing with their peers is a clear indication that child friendly spaces and effective when it comes to child protection. On whether the Child friendly spaces have helped them become better people, a majority 49.5% strongly agreed to the statement followed by 18.3% were in agreement with the statement, 19.8 remained neutral, and 5.6% disagreed while 7.1% strongly disagreed. This is a clear indication that the child friendly spaces play a big role in transforming the lives of children both socially and physically, thus making it an effective tool for child protection. The table 4.10 below illustrates the findings.

Table 4.10: How children feel after joining the child friendly spaces

Statements to be Rated	Strongly Disagree%	Disagree %	Neutral%	Agree%	Strongly Agree%	Total %	N
Before coming to the CFS I was thinking a lot about what happened back at home but now I don't	13.7	20.6	5.4	19.2	41.4	100	71
I'm no longer anxious as before	5.7	21.5	8.6	22.9	41.6	100	65
I like talking and playing with my friends	4.2	4.2	9.7	38.9	43.1	100	69
I have become a better and responsible person	7.1	5.6	19.8	18.3	49.5	100	67

4.3.3 Contribution of child friendly spaces to child protection

4.3.3.1 Encounter of child abuse cases in the camp

The study sought to know if children encounter child abuse in the camp, 57.3% of the respondents said they encounter child abuse in the camp while 42.7% said they don't encounter child abuse cases in the camp. From the interview with the key informant it was noted that most of the cases reported are those of children not attending the spaces, cases received from children attending the child friendly spaces were minimal. Thus making the child friendly spaces an effective tool for child protection.

4.3.3.2 Type of child abuse cases encountered in the camp

The study sought to know the type of child abuse cases that children encounter while in the camp. Thirty four point seven percent (34.7%) of the respondent reported to having encountered physical abuse in the camp, 10.7% reported to having encountered sexual abuse in the camp, 16% of the respondent reported to having encountered emotional abuse, 13.3% reported to having encountered neglect while 4% reported to having encountered all the abuses listed that is physical abuse, sexual abuse, emotional abuse and neglect. Table 4.11 below illustrates the findings of the study.

Table 4.11: Type of child abuse cases encountered in the camp

Type of Abuse	Frequency	Percent
Physical Abuse	28	34.7
Sexual Abuse	8	10.7
Emotional Abuse	12	16.0
Neglect	10	13.3
All	3	4.0
No response	16	21.4
Total	75	100.0

4.3.3.3 Knowledge of the term child rights

This study sought to know if children in the camp have ever heard on the term child right. Eight five point three percent (85.3%) of the respondents claimed to have heard the term child rights in the camp and 13.3% reported as having not heard of the term child rights.. Having the majority indicate that they have heard the term child rights is an indication that the child friendly spaces are performing one of their major roles by educating children on child rights and protection. The awareness level in child rights reduces the vulnerability of children being abused.

4.3.3.4 Where the term child rights was first heard

The study sought to know where children heard the term child rights from, 53.3% of the respondents reported to have heard the term child rights for the first time from the child friendly spaces in the camp, 33.3% heard of the term for the first time from the church or mosque while 5.3% of the respondents heard the term child rights from their friends. Six of the respondents did not answer this question. Having the majority indicate that they heard the term child rights for the first time from a child friendly space is a clear indication that the child friendly spaces are an effective tool in child protection in the camp. Table 4.12 below illustrates the findings.

Table 4.12: Where the term child rights was first heard

Place	Frequency	Percent
CFS	40	53.3
Church/Mosque	25	33.3
Friends	4	5.3
No response	6	8.0
Total	75	100.0

4.3.3.5 Rights that children are familiar with

This was a qualitative type of research. The study sought to find out of the type of rights that children are familiar with in the camp. Respondents mentioned the following as the rights they are familiar with: freedom from arms, rights to education, rights to basic needs, freedom of expression, right to protection from harm, freedom of religion, protection from child labour, freedom of association, rights to life, protection from drug and sexual abuse. This is an indication that the child friendly spaces have played their role in educating children about their rights thus making it an effective tool in child protection.

4.3.3.6 Are child friendly spaces addressing children's rights issues

The study sought to know if child friendly spaces were handling child rights issues in the camp and how they were being addressed. Fifty eight point seven percent (58.7%) of the respondents reported child friendly spaces were addressing the child rights in the camp, 24% of the respondent reported that child friendly spaces do not address child rights. The key informants also noted that the child friendly spaces are at the forefront of addressing child rights issues in the camp. Having the majority report that the spaces address issues of child rights is an indication that the child friendly space is an effective tool to child protection as they address all type of abuse reported by children. On how they address the issues, respondents reported that the attendants follow up cases and report to police. From the interview with Key Informant, the respondents mentioned that cases of abuse not handled at the child friendly spaces are referred to agencies that can deal with them such as the police and non-governmental organization.

4.3.3.7 Do children report child abuse cases in the child friendly spaces

This study sought to know if children report child abuse cases in the child friendly spaces. The study found out that a majority that is 49.3% have ever reported child abuse cases in the child friendly spaces while 36% said they have never reported any child abuse case in the child friendly spaces. This is an indication that children believe in the spaces and feel that their issues will be followed up once reported thus making it an effective tool for child protection.

4.3.3.8 Attention given to cases reported in child friendly spaces

The study sought to know if cases reported in child friendly spaces are given necessary attention. A majority that is 41.3% reported to having been given the necessary attention when they reported a child abuse case in the child friendly spaces, 30.7% of the respondents reported having not been given the necessary attention after reporting a child abuse case. The major role of a child friendly space is to give the necessary attention to child abuse cases that are reported and having the majority of children indicate that the cases reported by them or their friends were given the necessary attention makes the spaces an effective tool for child protection as they are able to respond to abuse.

4.3.3.9 Speed at which cases are handled at child friendly spaces

The study sought to know the speed at which child abuse cases are handled when reported at a child friendly space. A big percentage that is 49.3% reported the response from the child friendly spaces having been immediate, 13.3% of the respondents reported the response in the child friendly spaces were somehow immediate after reporting a child abuse case and 10.7% reported the response from the child friendly spaces were delayed. On the type of assistance given to the respondents after the reporting of cases, they mentioned the following; food, shoes, medical attention, counselling, scholastic materials and education training. Effectiveness of the spaces as a tool for child protection can be seen here due to the biggest percentage having reported that their cases were handled immediately after reporting.

Table 4.13 Speed at which cases are handled at child friendly spaces

Speed	Frequency	Percent
Immediate	37	49.3
Somehow immediate	10	13.3
Delayed	8	10.7
No response	20	26.7
Total	75	100.0

4.3.4 Challenges faced by Child Friendly Spaces

4.3.4.1 What should be changed

This was a qualitative type of question that sought to know what the respondents would like to see changed in the child friendly spaces. They reported that they would like to see a spacious field to play; they also would like the lateness in employees arrival at the child friendly spaces changed, bad housing, less playing materials, child friendly spaces not offering drama classes as before. The respondents also mentioned the issue of teachers or child friendly spaces attendants to be changed, broken down facilities in the spaces; they also feel there is over emphasis on girl rights in the spaces, lack of food, less teachers and cleanliness in the child friendly spaces being questionable. They also mentioned discrimination and delay in handling cases of child abuse as the things they would like to see changed. The key informants mentioned the structures should be changed; especially the demarcated areas should be changed to tents and more child friendly spaces to be set up.

4.3.4.2 How it should be changed

This was a qualitative type of research that sought to know on how respondents thought the things they wanted changed should be changed. Respondents mentioned the following as how it should be changed, first is that the attendants should come on time to utilize time on activities, there should be good housing instead of demarcated areas, they thought more playing materials will help the situation and new areas to make football field. They also mentioned that child friendly spaces should start offering drama and grow grass in the fields. On the issue of over emphasis of girl's rights, they felt that boy's rights should be emphasised as well and also friendly and qualified teachers to be brought on board. The respondents also suggested that food should be offered in the spaces and security services in order to avoid exploitation of children, they also suggested a cleaning of the spaces and repair of the child friendly spaces materials, of concern is the speeding up how child abuse cases are handled, the cases should be followed up with speed.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECCOMENDATIONS

5.1: Introduction

This chapter is a synthesis of the entire report and contains summary of findings, conclusions arrived at and recommendations for further study.

5.2 Summary of Key findings

5.2.1: Structure and characteristics of child friendly spaces

The study established that most of the child friendly spaces in the area are that of demarcated land followed by that which is tented. It was also established that majority of children have been in the child friendly spaces for less than one year, followed by those who have attended for less than two years and lastly those who have attended for two years and above. On the hours spend at the child friendly spaces per day, the study established that the majority spend zero to four hours in the child friendly space, followed by a fraction that spend four to eight hours and the least who spend more than eight hours in the child friendly spaces.

On the number of children in a child friendly space, the study revealed that the majority of the spaces had less than four hundred children, on a tie were spaces that had four hundred to eight hundred children and one with one thousand, six hundred children and above, the least being one that had eight hundred to one thousand two hundred children. On the type of activities engaged, playing of games was on the lead followed by singing and dancing, swimming, painting and drawing. Majority found the activities constructive and enjoyable, a small percentage rarely find the activities constructive and enjoyable. Of concern was the average number of attendants per child friendly spaces and it was established that five is the average number while the ratio stood at 1:100.

The structures and characteristics of the child friendly spaces makes it an effective tool for child protection as children are able to be protection form all forms of abuse that children in Kakuma refugee camp encounter.

5.2.2 Child Friendly Spaces Intervention

The study established that majority of children saw other children singing and playing in the spaces and decided to join or heard about the spaces from their friends. On the kind of interventions received, majority reported to have received psychosocial support, followed by those who received food support, followed by those who received medical assistance the least

received family tracing and reintegration services. On whether children feel safe from abuse, neglect and exploitation while in the spaces, the majority felt safe. On the training received from the child friendly spaces, the majority reported to have received formal education followed closely by life skills training. On whether they were involved in setting up of child friendly spaces, the majority reported not to have been involved in setting up and also choosing of activities.

On how children feel after joining child friendly spaces, majority strongly agree that before coming to the spaces they were thinking a lot of what happened back to their home country. Majority also agree that they are no longer anxious as before. Another majority also strongly agree that they like talking and playing with their friends in the spaces and that they have become better and responsible persons. This is an indication that the child friendly spaces as serving as a great tool for child protection in emergencies.

5.2.3 Contribution of child friendly spaces to child protection

The study established that there's a lot of child abuse in the camp as reported by the majority of respondents, but most of the cases are reported by children not attending child friendly spaces. The highest number reported to have encountered physical abuse followed by those who have encountered emotional abuse and sexual abuse. Majority claimed to have heard the term child rights from the child friendly spaces followed by those who heard it for the first time from church or mosque.

On the rights that they are familiar with, the study established that the respondents are conversant with children rights and majority agreed that child friendly spaces were addressing these child rights violations in the camp. Majority of the respondents have ever reported cases of child abuse in the camp and the necessary attention was given to them, they also agreed that the speed at which the cases were handled was commendable as it was immediate. This is an indication that child friendly spaces are serving their role as a child protection tool in emergencies.

5.2.4 Challenges faced by child friendly spaces and how they should be handled

The study established several things that the respondents would like to see changed. This ranged from small spaces for playing, lateness in arrival of spaces employees, bad housing, less playing materials, change of teachers in the spaces, broken down facilities in the spaces, over emphasis of girl child, lack of enough teachers and discrimination.

On how it should be handled, the respondents suggested that the employees should come to work on time, additional of more playing materials, new areas with enough space for football field, emphasis on boys rights and also friendly and qualified teachers to be brought on board.

5.3: Conclusions

Based on the findings it was found that there are less teachers in child friendly spaces. The recommended minimum staff to child is that of 1:25 for children under 12 years and 1:40 for children over 12 years unlike that found of 1:100. This is an indication that children are not given the necessary attention required.

The study also established the high rate of child abuse cases in the camp especially that of physical, emotional and sexual abuse and indication that the level of community awareness on child protection is still low. It also established that children are rarely involved in setting up of child friendly spaces and neither are they involved in choosing of activities that they think will be beneficial to them.

Based on the Key Informant Interviews conducted, there's no minimum qualification or training for a child friendly spaces employee and neither is there a background check on them. It's advisable that there be minimum qualification for employment of a child friendly space employees and their background checked to clear them from any past abuses of children or criminal records.

On challenges faced in the spaces, discrimination, over emphasis on girl child rights, lateness, less playing materials, lack of enough teachers, lack of enough space for playing, broken down facilities are of concern to children. Children tend to shy away from places that make them uncomfortable and it puts them at risk of exploitation and abuse.

Overall, it was established that child friendly spaces as serves as a tool for child protection in Kakuma camp and the awareness on child protection by children in commendable as children are able to speak out on issues that affect them.

5.4: Recommendations

This study recommends that there is need for more teachers in the child friendly spaces. Lack of enough child friendly spaces attendants might lead to low turnout in the spaces thus endangering the safety of children.

It also recommends community awareness meeting or sensitization in the camp to reduce the high rate of child abuse cases being reported. The government also need to support structured on the ground to deal with cases of child abuse.

The study also recommends that there be minimum qualification for child friendly spaces employees and through background checks done on them to avoid cases of abuse in the spaces.

The study also recommends improvement of facilities in the space and inclusion of both boys and girls without over emphasising on a particular gender.

There also should be employment of more teachers in the spaces so as to meet the 1:40 recommended ratio.

5.6: Areas for further research

A Developmental Asset profile (DAP) should be administered to the children in the camp so as to know whether there's child friendly spaces are effective. The tool should be submitted to children who are attending the child friendly spaces and to those who don't so that it can be compared. The DAP tool measures the Internal and External assets in children, the internal being; Commitment to learning, positive values, social competencies and positive identity. The external assets being; Support, empowerment, boundaries and expectation and constructive use of time.

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APPENDICES

Appendix 1

Questionnaire for main respondents: Children aged 10-16 years

Title: Effectiveness of Child Friendly Spaces as a tool for Child Protection in Emergencies:
Case study of Kakuma Camp 4

Introduction

Good morning/afternoon? I am Ruth Mutua, an MA student at the University of Nairobi. I am conducting an academic survey on the effectiveness of CFS as a tool for Child Protection in Emergencies. You have been randomly selected to participate in this survey. I would like to ask you some questions on CFS and CPiE issues. The interview will take about 30 minutes. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

Section 1: Bio-data

1. Place/Country of Origin.....
2. Gender : Male (1) Female (2)
3. Highest level of education None (1) Primary (2) Secondary (3)
4. Age of respondents: 10, 11, 12, 13, 14, 15, 16.
5. What is your religion/denomination?
 Catholic (1) protestant (2) Evangelical (3) Islam (4) Other
(specify).....

Section 2: Questions on the Structure and Characteristics of CFS

6. Which agency/Organization runs the CFS that you attend?
.....
.....

7. How is your CFS structured?

- Tent(1)
- Demarcated Area(2)
- Other (Specify).....

8. How long have you attended this CFS?

- Less than 1 Year(1)
- Less than 2 Years(2)
- 2 Years and above(3)

9. How many hours per day do you attend the CFS?

- 0-4 Hours (1)
- 4-8 Hours (2)
- More than 8 Hours(3)
- Other (Specify).....

10. Approximately how many are you in the CFS that you attend?

- Less than 400 (1)
- 400-800(2)
- 800-1200(3)
- 1200-1600(4)
- 1600 and above(5)

11. What kind of activities do you engage in, in the CFS?

.....

.....

.....

12. Do you find the activities constructive and enjoyable?

- Always constructive& Enjoyable (1) Occasionally Constructive & Enjoyable (2)
- Rarely Constructive& Enjoyable

13. How many teachers (CFS attendants) do you have in your CFS?

-

Section 3: Questions on Intervention of CFS

14. How did you get to this/hear about this CFS?

.....

15. What kind of help did you receive from the CFS?

- Psychosocial support (1)
- Family Tracing and Reunification (2)
- Medical Assistance/Referral (3)
- Food support
- Any other, specify.....

16. Do you feel safe from abuse, neglect and exploitation while in the CFS?

- Yes (1)
- No (2)

17. What Kind of lessons do you receive in the CFS?

- Life Skills (1)
- Hygiene Training (2)
- Formal Education (3)
- Non-Formal Education Activities (4)
- Other (Specify).....

18. Were you involved when the CFS was being set up?

- Yes
- No

19. Were you involved in choosing of activities being implemented in the CFS?

- Yes
- No

20. To what extent do you agree with the following statements? Using a scale of 1-5 where 5-Strongly agree,4-Agree,3-Neutral,2-Disagree and 1-Strongly disagree.

Statements to be Rated	1	2	3	4	5
Before I came to the CFS I was thinking a lot about what happened back at home but now I don't					
I'm no longer anxious as before					
I like talking and playing with my friends					
I have become a better and responsible person					

Section 4: Questions on Contribution of CFS to Child Protection

21. Do you encounter child abuse cases in the camp?

- Yes (1) if yes proceed to question 22
- No (2) if no proceed to question 23

22. What type of cases do you encounter in the camp?

- Physical abuse (1)
- Sexual abuse (2)
- Emotional abuse (3)
- Neglect (4)
- Other (Specify).....

23. Have you ever heard of the term “children rights”? Yes (1) No (2) If No, go to Qn 30, if yes proceed to Qn 24

24. How did you hear about these rights?

- CFS (1) Church/Mosque (2) Friends (3)
- Other (Specify).....

25. What are some of these rights that you are familiar with?
.....
.....
.....

26. Is CFS addressing some of these Children’s rights of in the camp? Yes (1) No (2) If No proceed to Qn 31
If yes, how are they addressed?
.....
.....
.....

27. Have you or any of your friends ever reported a child abuse case in the CFS?

- Yes (1) if yes, proceed to question 31
- No (2) if No proceed to the next section

28. When you or your friend reported the case, were you given the necessary attention?

Yes (1) No (2). If yes, proceed to question 29; if no, go to the next section

29. How quick was the response when the matter was reported?

Immediate (1) Somewhat immediate (2) Delayed (3)

30. What sort of assistance were you or your friend given?

.....
.....

Section 5: Question on Challenges Faced by CFS

31. What is it in the CFS that you would like to see changed?

.....
.....
.....

32. Do you have any suggestion on how it should be changed?

.....
.....
.....

-END-

I am very grateful for giving me your precious time to talk to me, May God Bless You

Appendix 2

Key Informant Guide (CFS employees, NGO, Police Officer and Area Children Officer.

Title: Effectiveness of CFS as a tool for Child Protection in Emergencies: Case study of Kakuma Camp 4.

Introduction

Good morning/afternoon? I am Ruth Mutua, an MA student at the University of Nairobi. I am conducting an academic survey on the effectiveness of CFS as a tool for Child Protection in Emergencies. You have been purposively selected to participate in this survey. I would like to ask you some questions on child CFS and CPiE issues. The interview will take about 50 minutes. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Do I have your consent to continue with the interview?

Section 1 Bio data

1. Name of respondent
2. Location of residence.....
3. Main occupation/position of the respondent
4. Gender.....

Section 2: Questions on Structure and Characteristics of CFS

1. What is your understanding of Child Friendly Spaces?
2. How is your CFS structured?
3. How many employees do you have in the CFS?
4. What is the minimum qualification of the CFS employees?
5. Are the CFS employees trained on issues of Child Protection?
6. What's the ratio of employee to children?
7. What are the key functions of CFS in the Camp?
8. Was the community involved in setting up of the CFS?

Section 3: Questions on CFS Intervention in Emergencies

1. What do you understand by Intervention in Emergencies?
2. What are some of Interventions that CFS undertake?
3. Do you refer cases that you can't handle to other agencies?
4. What such cases do you refer?
5. How do you prepare yourself to handle emergencies?

Section 4: Questions on Contribution of CFS to Child Protection

1. What is your understanding of Child Protection?
2. Who are the key players in the camp on child protection?
3. What are the roles of the key players in Child Protection?
4. How does CFS contribute to Child Protection?
5. Do you find CFS as an effective tool to Child Protection in the Camp?
6. Are the CFS employees trained on prevention and Protection of children from abuse?
7. What are the Child abuses cases in this camp?
8. How do you get information about such cases?
9. How do you deal with such situations once they are reported?
10. Do you feel the existing CFS structure has the capacity to prevent such abuses from happening? or handling such cases

Section 5: Questions on challenges and how they can be addressed

1. What challenges does CFS encounter in this area?
2. How do you think they can be addressed?
3. What recommendation would you make in regard to CFSs?

-END-I am very grateful for giving me your precious time to talk to you, May God Bless You

Appendix 3

Observation Guide

Title: Effectiveness of CFS as a tool for Child Protection in Emergencies: Case study of Kakuma Camp 4.

Introduction.

Good morning/afternoon? I am Ruth Mutua, an MA student at the University of Nairobi. I am conducting an academic survey on the effectiveness of CFS as a tool for CPiE. You have been purposively selected to participate in this survey. I would like to take part in observing some of the issues listed below. Your answers will remain strictly confidential and they will be used only for research purposes on aggregate.

Section 1 Bio data

5. Name of Enumerator
6. Gender.....
7. Signature.....

Section 2: List of what to be observed

1. What is the Structure of the CFS?
2. Is it child friendly? I.e. caters for the disabled and has amenities such toilets?
3. How are the employees interacting with children
4. What's the ratio of CFS employee to Child?
5. Are the CFS employee's children friendly?
6. What type of activities are they engaging in?
7. How long are children taking in an activity?
8. How are the children interacting with their peers?
9. Are there signs of child abuse among the children?
10. Do they look healthy?
11. Do they look stressed?

-END-I am very grateful for giving me your precious time, May God Bless You