MORE THAN BRICKS AND MORTAR

Toolkit on Community Participation to Address Children's Safety, Security, and Housing

October 2014

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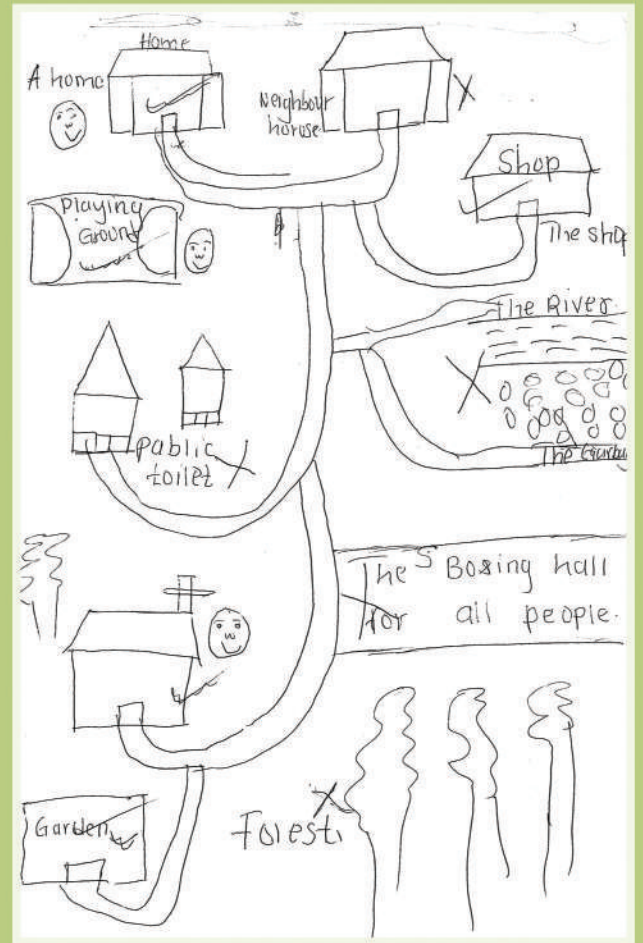
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Acknowledgements

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Children and Housing

In many homes and neighbourhoods that experience high rates of poverty and limited economic/social opportunities, children's safety, security, and well-being is often threatened. At a young age, children are exposed to and/or experience domestic abuse, sexual violence, child labour, and serious environmental and health hazards. According to Hood (2006):

> " *Home is where the heart is, but for children, home all too often can be where the danger is – danger of exposure to lead, asthma triggers, pesticides, safety hazards, and other potential sources of harm. Those risks are disproportionately common among poor and minority children, whose families more often lack access to decent, affordable housing.* "

Ensuring children's physical and mental welfare is the collective responsibility of community residents and leaders. Dialogue, engagement, and intervention with such critical issues is vital in fostering a safer and healthier environment for children to grow up in.

Slum neighbourhood near Nairobi, Kenya

"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya". This study examined housing and community development initiatives with children, youth, and adults in eight slum settlements in and around Nairobi, Kenya. Many of these neighbourhoods and homes are severely overcrowded, lack adequate water and sanitation services, and are exposed to diverse forms of violence and instability.

Over 100 children, 25 youth, and 73 adults participated in the study. Through oral narratives, drawings, photography, and focus group discussions, participants highlighted and examined factors that affected their safety and security at home and in their neighbourhood.

This toolkit provides a number of methods and tools to engage with children, youth, parents, and community leaders. Its aim is to help you create opportunities for community members to become active citizens, produce and share knowledge, and discover innovative solutions to the problems children face in regards to their safety and security.

> " *My photo indicates that this place is not safe. This place is unsafe because when you pass here there is no one. So if thieves catch you and you shout, no one will hear you and help you because no one is passing there.* "
>
> *Girl, Age 12*

The images used in this toolkit come out of the fieldwork for the study:
"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya".

CHILDREN IN THE FAMILY AND COMMUNITY

United Nations Convention on the Rights of the Child: Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

Housing and Children's Physical Well-Being*

- Poor housing conditions in the Global South lead to varying physical health burdens on young children
- As the typical housing structures of slum areas and informal settlements are made up of either timber walls, mud walls, or plastic materials and cartons, children are also not adequately protected from the harsh climate
- Research also shows how the poor housing conditions of developing countries lead to diarrhoel diseases, which, after respiratory diseases, are the leading cause of premature mortality among young children
- Children are also at risk of sexual violence, prostitution, and exposure to HIV and AIDS

Congested housing in communities in Nairobi

Housing and Children's Mental Well-Being*

- A hostile and impoverished physical environment can negatively affect a child's social, emotional, and cognitive development as poor quality housing negatively affects children's psychological well-being
- Children experience anxiety, depression, insomnia, fatigue, and problems with concentration, all of which undermine their capacity to cope with the burdens of their everyday lives
- Poor quality housing conditions also lead to behavioral disorders
- Multiple-stressor exposure contributes to socio-emotional difficulties that may lead to long-term psychological distress

Unsafe structures in children's neighbourhoods

Adapted from the study,
"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya".

SIGNIFICANT ISSUES IN CHILDREN'S SAFETY, SECURITY, AND HOUSING

CHILD LABOUR

Many families, living in areas of high poverty and limited school opportunities, exploit children by forcing them into unpaid work-related activities. As a result, many children are unable to complete or have access to their education.

DOMESTIC VIOLENCE

Physical/emotional violence and neglect by family members leaves children vulnerable to painful feelings of anxiety, depression, and/or anger. In many instances, children are unable to find shelter from such abusive relationships.

SEXUAL VIOLENCE

Children who are subjected to sexual violence are forced to take part in sexual activities. The perpetrators of such crimes are often in positions of authority or trust. Furthermore, children are exposed to sexual activity at an early age due to homes being overcrowded.

GANG VIOLENCE

Exposure to gangs and their illegal activities (e.g. drug trafficking, kidnapping) put children's safety, security, and future at risk. Children may also be forced or manipulated into joining a gang, which can have serious physical and psychological consequences.

ENVIRONMENTAL ISSUES

Environmental issues have a greater negative impact on children than adults due to their continual development. Children's activities and movements are severely limited in an effort to preserve their health and avoid hazardous conditions.

TOILETS

Unsanitary toilets pose a significant health risk to children. Distantly located or non-existent ones expose them to targeted acts of violence. Girls, in particular, are vulnerable to sexual assault in their struggle to find suitable alternatives.

SAFE SPACES

While certain areas pose dangerous risks for security, it is important to recognize places that children identify as secure and safe, such as schools, the relative safety of homes, governmental institutions, churches, and mosques.

Scope of the Study

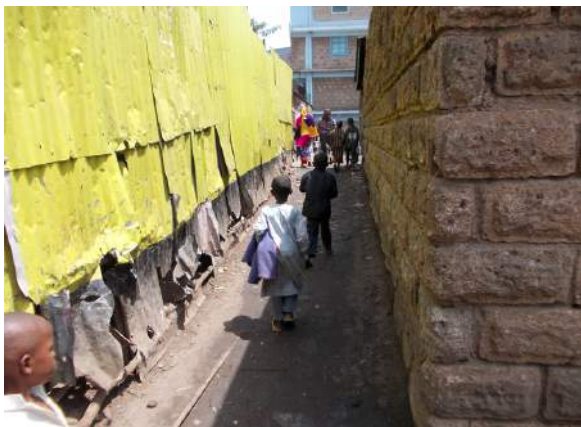The project, *"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya,"* focused on housing and community development initiatives with children, youth, and adults. The following highlights the approach that was adopted. You may consider using these methods to build on your own participatory work with community members to address the key issue of children's safety and security in relation to house.

1. Qualitative Data Collection with Children

- Children depicted what was safe and unsafe in their neighbourhood and in their homes
- Visual methods used included: *Drawings, photography, and mapping*
- Prior consent for their participation was provided by parents or caregivers using consent and assent forms

2. Qualitative Data Collection with Youth

- Conducted focus group discussions
- Focus of discussions was on factors influencing the safety and security of children in the neighbourhood/home
- Youth perspective was markedly different from that of the adults while being more articulated and nuanced than the perspective of the children

3. Qualitative Data Collection with Adults

- Focus group discussions with parents and other stakeholders (teachers, healthcare workers, police etc.)
- Deepened analysis around security of children in the home and outside

4. Quantitative Survey

- Face-to-face surveys were conducted in a common venue instead of the household due to the level of violence/physical insecurity in some of the neighbourhoods
- Measured ideas, opinions, and behaviours of community members and stakeholders

5. Validation Process

- Several workshops were held
- Conducted separately with children and community members
- Enabled participants to "speak back" to the issues and collectively develop recommendations with regards to the future

6. Take Action

- Actions were determined based on consultations with children, youth, and adults
- Participants engaged in 'from the ground up' policy dialogue
- Key decisions-makers targeted

Using This Toolkit

This toolkit is designed to be used by community-based researchers, NGOs, and other organizations that want to focus on ensuring safety and security for children in relation to housing and community life in slum and informal settlements. Building on the significance of participatory work with community members (community leaders, parents, children, youth) to address the key issue of children's safety and security in relation to housing, the toolkit offers both a rationale and 'how to' in relation to participatory methods and tools.

To directly involve children means it is critical to carry out this work in ways that ensure 'least harm and most good'. It should be aimed at people who already have some training in conducting research and working with children. The project of asking children to speak about or visually represent what happens in the intimacy of their homes and neighbourhoods calls for this.

As is highlighted throughout the toolkit, working with communities on the issue of safety and security of children in relation to where they live, play, and even work every day is a sensitive one, especially in the context of slum dwellers. To study issues of safety and security where there are high levels of poverty and violence calls for particular attention to design and to ensuring the safety and security of everyone who participates in the project: children, parents, youth, community leaders, and the members of the research team.

The toolkit aims to help you:

- Understand the necessity of safe spaces for children in your own context
- Discover valuable methods and tools in working with children
- Develop an action plan for children's safety based on consultations with children, youth, and other community members

The toolkit is divided into five sections:

- The **first section** introduces three participatory visual methods in working with children: *drawing, photovoice, and mapping*. It also examines ethical issues that need to be taken into consideration when working with children.

- The **second section** examines ways in which to conduct focus groups on housing, safety, and security with parents, youth, and other stakeholders.

- The **third section** provides survey tools that can be used by community members to gather information on people's thoughts, opinions, and ideas.

- The **fourth section** offers tools on taking action and engaging in 'from the ground up' policy dialogue that is necessary for social change.

- The **fifth section** lists useful references and resources to learn more about participatory visual methods, and sample ethics forms.

Part I   Participatory Visual Methods in Working with Children

What are participatory visual methods?

Participatory visual methods are valuable tools and research approaches that give voice to people at grassroots levels who are often ignored, silenced, or discriminated against.

Participatory visual methods include, but are not limited to: *drawing, photovoice, cellphilms, digital storytelling, drama, dance, and movement* (see page 10).

These methods engage, encourage, and empower individuals and communities to:

- **Express** their ideas, questions, and concerns on significant societal issues
- **Share** their valuable and diverse knowledge
- **Participate** in communal discussions
- **Collaborate** to create powerful and thought-provoking stories

Through participatory visual methods, individuals can combine their personal and social lives to challenge oppressive traditional structures and provide innovative solutions to societal problems.

Workshop in participatory visual methods
Nairobi, Kenya
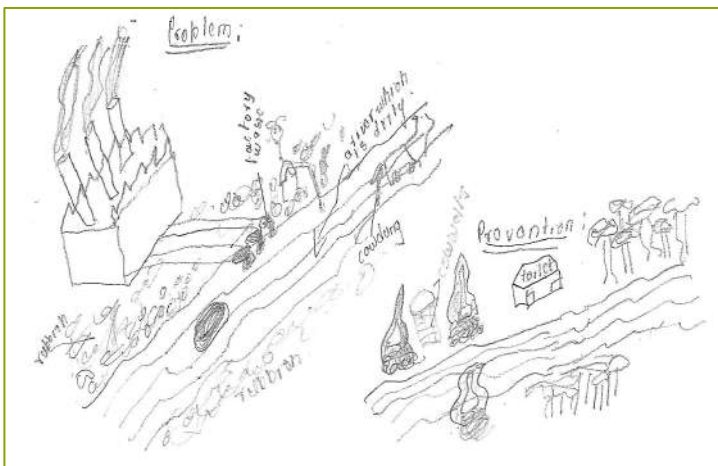
Drawing by child (age 13) depicting a social problem in his neighbourhood and its solution

Benefits of participatory visual methods research

- Process is **"bottom-up"** and relies on the involvement and outputs of participants
- Safe spaces foster **mutual trust** between participants and researchers
- Participants are more likely to **invest** their time and energy and provide valuable insights if they feel listened to
- Increases **well-being** and **self-worth**, leading to greater engagement in the research

Aspects of Participatory Visual Methods Research*

The Research Process

1. As a researcher, try to capture each stage of the participatory visual method workshop. Reflection throughout the research process will generate rich discussions on the engagement of participants and the types of products they create. Take pictures of groups working together, engaging in dialogue, producing their creations, and of sharing them with their audience.
   - What do the pictures show you?
   - What can you determine about the position of participants?
   - Who is included/excluded from the photos?

2. Write down your observations of participant's feedback throughout and/or at the end of each day.
   - What are they expressing?
   - Is everybody engaged in the process?

3. At the end of the workshop, engage in a reflection process with the entire group and document it.
   - What did participants learn and achieve?
   - What did they like, dislike, or had difficulty with?
   - What are their hopes, goals, and expectations?

The Products

Try to identify, individually and in collaboration with participants:
- Common themes or elements
- Dominant subjects or objects
- Prominent moods and feelings
- Striking/notable images that elicit strong reactions

*Adapted from the femSTEP toolkit,
Participatory Visual Methodologies. Photovoice and Drawing (2009).

Children engaging in the research process

Participatory Visual Methods

DRAWINGS
- Artistic tool that captures thoughts, opinions, and issues through illustrations

PHOTOVOICE
- Use of cameras to explore experiences and ideas about a particular topic
- Photographs allow participants to highlight important issues

MAPPING
- Visual method that allows participants to portray the space and environment surrounding them

CELLPHILMS
- Use of cellphone video technology to illustrate, discuss, and debate issues critical to individuals
- Typically 60-90 seconds long

DIGITAL STORYTELLING
- Practice of constructing and communicating a meaningful narrative through digital media production
- Can include: Photographs, animation, drawing, videos, narration, or music

DANCE AND MOVEMENT
- Use of nonverbal movements to convey a wide range of expressive, adaptive, and communicative behaviours
- Used in many settings as therapy

DRAMA WORKSHOPS
- Involve creative play with different identities while enacting emotions, images, stories, and issues of significance
- Participants are given opportunities to represent their internal reflections and to create meaning from their diverse experiences

About Working with Children: Ethical Issues

As a researcher working with children, you are required to uphold specific ethical principles and rules that should not compromise their safety and human rights, as well as the integrity of your research. The following are critical issues in relation to visual research methods that attempt to 'do most good' and 'least harm.'

• • • • •

"Research into housing-related health hazards involving children has proven to be an area of investigation both rich in potential for discovery of effective intervention methods and fraught with opportunities for ethical lapses."

Hood (2006)

Facilitator working with children

INFORMED CONSENT

- Explain the purpose and procedures of the research
- Disclose all potential risks and disadvantages
- Describe benefits to be gained from the research
- Ensure that participation is voluntary and participants can withdraw at any time
- Provide an informed consent form for parents and an assent form for children (see Appendix B)

CONFIDENTIALITY & ANONYMITY

- Reassure the participant of how provided data will be used
- Ensure that the identity of the participant will remain anonymous outside of the study, unless he/she chooses to divulge it
- Remove any obtained information that can identify a participant (name, address, phone number, birthdate)
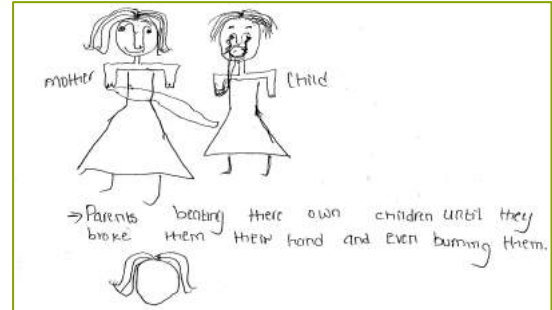
Child's drawing depicting domestic violence

A child sharing his work

TRUTH, INTERPRETATION, AND REPRESENTATION*

- Recognize the knowledge and truth that is produced by children and minimize adults' analyses and views
- Encourage children to explain or interpret their images and experiences through critical thinking
- Support multiple ways of knowing throughout the process
- Engage with children as "co-constructors of knowledge"

*Adapted from Akesson, D'Amico, Denov , Khan, Linds, & Mitchell. (2014). *"Stepping back" as researchers: Addressing ethics in arts-based approaches to working with war-affected children in school and community settings.*

Ethical Issues: Do's & Don'ts*

Do

- Provide accurate information on the purpose of the study

- Ask for permission to take a participant's picture or of public places

- Ask a participant if you can copy/use their images for exhibitions or research purposes

- Provide an informed consent form for parents/guardians to sign

- Obtain assent from children either through an assent form or a conversation with them

- Support participants on the specific techniques of various visual methods

- Foster a safe environment that is conducive to dialogue

- Take into consideration cultural sensitivities, norms, and attitudes

- Establish a mutually respectful relationship with participants and their community members

- Resolve any communication issues between researchers and participants

- Remind participants of their right to withdraw from the study at any point

- Respect the meaning-making process of the participant

Don't

- Jeopardize the safety and security of your participants

- Impose your worldview on participants and/or their communities

- Assume your participants have given their informed consent without verifying

- Presume that children's perspectives are less valuable and insightful than adult's

- Conduct research where participants are unable to convey their meaning for fear of negative consequences

- Disregard your own critical reflections

- Be insensitive to the difficulties participants face in discussing controversial issues

- Ignore the potential power differentials that exist between you as a researcher and your participants

- Focus heavily on the aesthetics of the products – keep the focus on the message that participants want to convey

- Omit or manipulate information that participants provide

- Make unrealistic promises or expectations for the outcome of the study

*Adapted from Akesson et al. (2014). *"Stepping back" as researchers: Addressing ethics in arts-based approaches to working with war-affected children in school and community*

Children and Drawing in Relation to Housing, Safety, and Security

WHAT IS DRAWING AS A RESEARCH TOOL?

- A simple, low-tech approach based on having the participant produce a drawing
- Inexpensive and available visual methods for children, youth, and adults to use
- Forms of knowledge production and sharing through illustrations and captions
- Involves the use of prompts (verbal/written) to assist participants in their process of reflection

OBJECTIVES & RATIONALE

- Essential visual tools in understanding participant's thoughts, emotions, and feelings in regards to their safety and security
- Can be more powerful than text through a combination of layers, meanings, and illustrations
- Collaboration between researchers and participants in analyzing and exhibiting drawings provides rich sources of information and communal dialogue

MATERIALS REQUIRED

- Pencils (graphite, coloured), crayons, chalk, markers, pastels, paper, sticks (for sand and/or ground)
- Paper (variety in texture and size), cardboard, chalkboards, blank walls
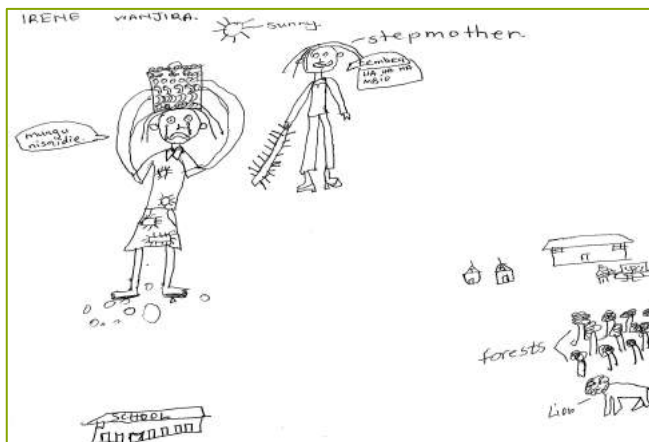
"My picture is talking about the stepmother who beats the child everyday with a stick with thorns. She does not give her water for bathing and she tells her to do everything."

BASIC STEPS

1 Recruit & brainstorm

- Recruit interested school boys and girls (ages 8-13), facilitators, and volunteers
- Brainstorm ideas on safety and security for children inside and outside their homes

2 Provide a prompt

- Provide children with either a verbal or written prompt regarding their views on safety and security
  - What do you think is safe?
  - What is unsafe?
  - What do you like/dislike about your neighbourhood?

3 Conduct drawing workshop

- Distribute drawing materials and allow children at least 15 minutes for creative work
- Ask children either to write about or discuss the meaning of their drawings with you

4 Present and display

- Present the drawings to the rest of the group
- Select and categorize the drawings in collaboration with the children
- Create a visual display of the drawings – with permission – and reflect on the entire process with the children

Key points to remember when drawing*

1 ### Reassurance to draw

When inviting participants to draw, it is necessary to put them at ease by stressing your focus on the content of their drawing rather than its quality.

2 ### Choice of tools

Drawing tools should take into consideration culture and setting. What may work in an urban context may not necessarily resonate in remote and rural locations.

3 ### Leisurely pace

A healthy process of reflection is vital to enable participants to visualize what they want to draw. Verbal and written prompts are encouraged to provide comfort and structure.

4 ### Shared analysis

The analysis of the drawing is a collaborative process between researcher and participant either through 'verbal interpretive description' and/or written explanations.

5 ### Civic dissemination

Drawings can be essential in facilitating knowledge sharing within the community and can be a driving force behind crucial social change.

*Adapted from: Mitchell, C., Theron, L., Stuart, J., Smith, A., & Campbell, Z. (2011). *Drawings as research method.*

Discussion Questions

- What did you draw and why?
- What are you telling us about the neighbourhood that you live in?
- What are some of the positive and negative aspects that your drawing represents?
- Who would you like to show this drawing to and why?
- What do you hope people will learn from your drawing?
- What would you have added to the drawing if you had more time?

Children engaged in the drawing process

Exhibition of Drawings

- Determine who your audience is (parents, teachers, community leaders, policymakers) in agreement with the children
- Discuss, in collaboration with them, how they would like to present and display their drawings
- The curatorial statement should provide the title of the exhibition, its purpose, and the prompt that was given to the children to assist their drawings
    - It is usually between 150-300 words
    - It should represent what your group thinks about the drawings they have created

Children and Photovoice in Relation to Housing and Safety and Security

WHAT IS PHOTOVOICE?

- Photovoice refers to having participants take photographs of critical issues such as 'feeling safe and unsafe'. It allows people to identify, represent, and enhance their community through photography

- Marginalized people use cameras to capture images of issues that are meaningful from their point-of-view

  "…Images teach, pictures can influence policy, and community people ought to participate in creating and defining the images that shape healthful public policy" (Wang, 2006, p.148).

Photo of a crowded slum settlement

OBJECTIVES & RATIONALE*

- Participation & Documentation
  - Photovoice enables people to document the strengths and weaknesses (safety and security) of their community
  - In doing so, it enables people to become active participants in their everyday realities

- Critical Consciousness
  - Photovoice promotes grassroots knowledge construction and critical dialogue
  - It encourages community members to think critically and raise awareness about issues that affect them on a day-to-day basis
  - For children and youth in particular, photovoice gives them a voice that is often ignored and/or undervalued

- Reach Policymakers
  - Photovoice strives to impact policymakers through dissemination of photographs to affect social change
  - People's artistic and creative expression of their experiences and perspectives produce powerful images that can move key decision-makers to action

*Adapted from Wang & Burris (1997). *Photovoice: Concept, Methodology, and Use for Participatory Needs Assessment.*

MATERIALS REQUIRED	
Workshops to Prepare and Follow-up	Fieldwork
- Paper for brainstorming ideas - Pens, markers, crayons - Index cards and poster boards - Tape, glue, clips, pins for attachment - Printer, photograph paper, and ink - Computers, screen and projector	- Camera (disposable, digital, cellphone, simple point and shoot) - Pens and notebooks - Photovoice consent forms - Permission slips

PHOTOVOICE: KEY STRATEGIES*

*Adapted from Wang, C. (2006). *Youth Participation in Photovoice as a Strategy for Community Change.*

1 Determine the purpose of your project

- The focus of your photovoice project will address significant issues regarding children's safety, security, and housing
- Recruit interested school children (about 8-10), facilitators, and volunteers
- Explore and discuss diverse issues in safety and security in an open and inclusive environment
- Establish what your project aims to achieve through photovoice and create a time frame (taking photos, discussions)

2 Introduce the photovoice methodology

- Explain the purpose and objectives of photovoice to the children
- Teach them basic functions of the camera equipment and train them on the techniques of photography
- Answer any questions or concerns they may have about the methodology

Questions to Consider

- What do you hope to achieve?
- What is your unifying message?
- Who do you want to send this message to and why?
- How will your message impact your community and address children's safety and security?

Children taking pictures in their neighbourhood

Photography Techniques

- Ensure your photographs have a point of interest
- Keep photographs simple and direct – eliminate clutter and/or distractions
- Experiment with different camera viewpoints and angles
- Be creative by taking diverse photographs – avoid focusing on one idea and explore others
- Don't restrict your colour choices: coloured, black and white, and sepia photographs each have their strengths
- Make sure there is lots of light and your subject is not in dark shadows

Picture of a mosque as a safe place

3 Discuss visual ethics with all members

There are a number of ethical issues to address when conducting photovoice projects with young children and youth (see also p.12). In an effort to do most good and least harm, take the following into consideration:

- Obtain consent forms from parents or guardians for their children to participate
- Do not take someone's photograph without their permission (see Appendix D)
- Determine what is appropriate or inappropriate to photograph
- Respect the community's local, cultural, and religious sensitivities
- Consider the "no faces" approach
- Ensure the anonymity of the person/people being photographed

4 Take pictures

- In order to take meaningful and focused photographs, provide your participants with a prompt related to children's safety, security, and housing
- Do not compromise their creative potential by making the prompt too specific or insignificant to them
- Each child in a group (no more than 4 children per group) should take 4-6 photographs
  - Taking too few may limit discussions while too many may overwhelm them
- The safety and security of your participants is paramount – do not put them in vulnerable situations and accompany them during the process
- It is as important to capture images of the photovoice project itself – take photographs of your participants in each stage (brainstorming, discussions, taking photographs)

Child's photo of a slum in Nairobi

The "No Faces" Approach*

- Try to take photographs that do not focus primarily on people's faces, but rather on objects, places, buildings, and scenes
- Protect the anonymity of people by taking unidentifiable photographs of parts of their body, at a distance, or in the shadow/back

* Mitchell, C. (2011). *Doing visual research.*

Prompt Suggestions

- Take photographs of "Feeling safe/Feeling not so safe"
- What are some of the challenges you face in your community today?
- What would you like to see improved in your neighbourhood?

Safety of Participants

Minimize potential risks to well-being by discussing:
- Whether you should take a picture of someone without their knowledge
- When you would not want to take a photo
- What is a reasonable way to ask someone to take his or her photo
- Who you will give your photos to and what might be the implications of that

5   Work with photographs

Select

Contextualize

Codify

Print out the photographs or project them onto a screen in order to generate critical and meaningful discussions.

- Give each participant time in small groups to talk about a few of their images that are significant to them or ones they like best
- Encourage participants to tell stories about what the photographs mean using the SHOWeD method:
  - What do you See here?
  - What's really Happening here?
  - How does this relate to Our lives?
  - Why does this situation, concern exist?
  - What can we Do about it?
- Work with participants to identify issues and themes that emerge from the photographs (e.g. environmental issues, child labour, toilets, safe spaces etc.)

6   Exhibit photographs

- After the discussion sessions, ask participants to choose photographs that effectively represent issues of safety and security in the community
- Choose a method of displaying the images, such as on posters, directly on the wall, according to a particular theme/group, on a table, using a projector to play a slide show, PowerPoint presentation or video etc.
- Give participants a choice to include captions on their photographs
- Respect the wishes of participants who choose to remain anonymous
- Determine how the photographs will be presented to your audience
  - Are you collectively telling a story?
  - How will you engage with them?
- Explain the purpose of your project and the prompts you used through a curatorial statement

Discussion Questions

- Why did you take these pictures?
- What does this photograph represent about the neighbourhood you live in?
- What is your reaction to the images?
- Who would you like to show these photographs to and why?
- Are there photographs that you would like to have taken but couldn't?
- What were some of the challenges you faced during this activity?
- What do you like/dislike about this photograph?
- What do you think these images say about the lives of the people in your community?

Notes for Facilitators

- Provide participants opportunities for critical and meaningful reflection
- Ensure all participants have had a chance to talk, but do not be intimidated by silence
- Avoid influencing participant's analysis by indicating they are right or wrong
- Discuss the purpose of the images and how they are meant to bring about change
- Do not focus solely on the aesthetics of the image – the content is critical

"My picture is about not being safe because it is polluted by people."

Children and Mapping in Relation to Housing and Safety and Security

WHAT IS MAPPING?

- Appealing visual method that allows participants to 'map out' their environment spatially
- Child-oriented exercise that depicts the spaces and places children experience every day from their perspectives
- Revealing process that illustrates children's sense of local belonging and understanding of their environment

OBJECTIVES & RATIONALE

- To gain insight and analysis into how children and youth experience particular areas, neighbourhoods, communities
- To avoid adult interpretations of children's geographies
- To allow children to freely express their views on places that are significant to them

MATERIALS REQUIRED

- Pencils (graphite, coloured), crayons, chalk, markers, pastels
- Paper (variety in texture and size)
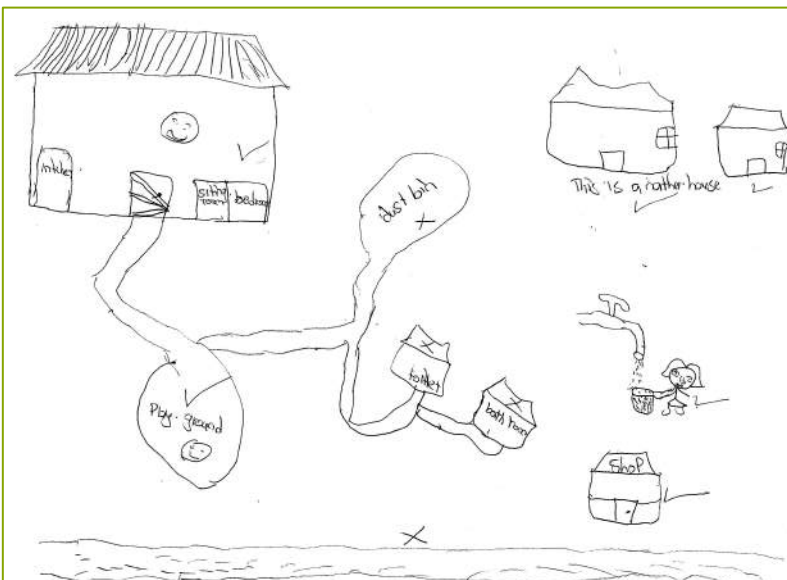
A child's map showing safe and unsafe spaces in his neighbourhood

BASIC STEPS

1. Discuss issues of safety, security, and housing with children

2. Ask children to draw maps of their neighbourhoods, where they walk most, and where they like to play. Give them 10-15 minutes to brainstorm.

3. Distribute drawing materials and allow children at least 15 minutes for creative work

4. Ask the following while they are drawing their maps:
   - Put a check mark on your favourite place
   - Put a check mark on places where you feel safe
   - Put an X on places where you don't feel safe

5. Encourage children to explain their maps
   - "I put an X here because…"
   - "I put a check mark here because…"

6. As a group, discuss some of the themes that emerge from the maps, for example, common safe and unsafe spaces (see next page)

A map indicating a mosque as a safe place

> *In my map the safe places are the mosque- because it is the house of God and you - nothing can be harmful to me there. The safe places are the schools because the security there is tight.*
>
> *Girl, 13*

Discussion Questions

- What places did you mark as safe and unsafe?
- What are you telling us about the neighbourhood that you live in?
- What are some of the positive and negative aspects that your maps represent?
- Who would you like to show these maps to and what will people learn from them?
- What places were you unable to draw and why?
- What are some of the themes that are emerging from everyone's maps?
- What places are shown most as safe/unsafe?

> *My mapping is about our neighbourhood. As you can see here it's where we are right now – Labour Group. And usually Labour Group is safe because there are some men who sit here so that if some thieves come here, they can catch them and take them to the police station. And another thing is that Labour Group is close to the chief's camp (the chief is a local administrative and security officer).*
>
> *Girl, 12*
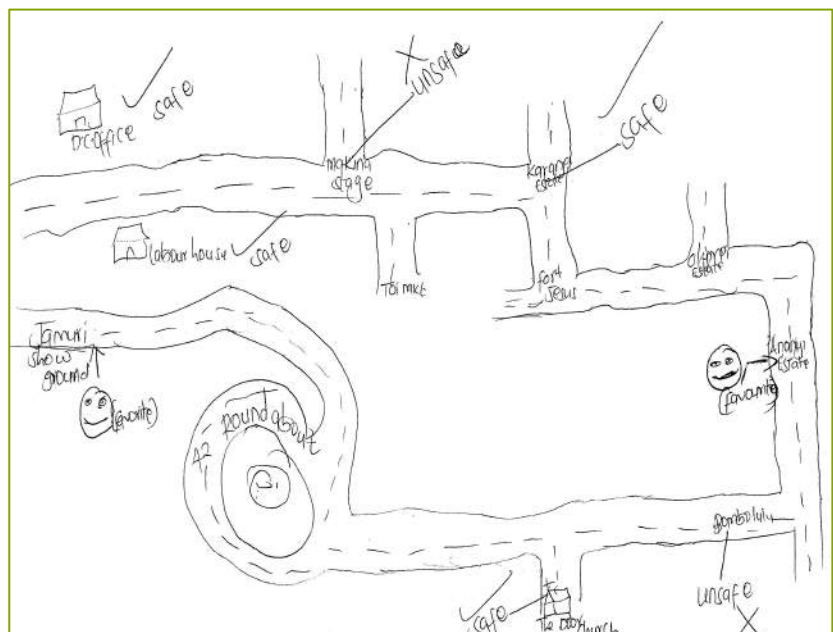
Map of a neighbourhood showing safe and unsafe places

Part II — Conducting Focus Groups on Housing, Safety, and Security

WHAT ARE FOCUS GROUPS? *

A focus group discussion (FGD) is an effective research tool to engage people in a critical dialogue. A facilitator/moderator introduces special topics of interest and guides the group of participants through a dynamic discussion or series of discussions. Its purpose is to:

"Elicit a wide range of opinions, attitudes, feelings or perceptions from a group of individuals who share some common experience relative to the dimension under study" (Anderson, 1998, p. 200).

PLANNING THE FOCUS GROUP

- Outline the specific purpose of your group: *To discuss diverse issues concerning children's safety in their neighbourhood*
- Select suitable categories of people to be included (you do not have to limit yourself to only one): *Parents, youth, other stakeholders*
- Invite participants – by telephone, letters, posters, flyers, text messages – to attend group discussions on children's safety, security, and housing
- Disclose all relevant information to interested volunteers including the purpose of your study, duration of the discussions, number of discussions, and when/where you will be meeting

DEVELOPING THE FOCUS GROUP GUIDE

- Ensure a good quality of (open-ended) questions in order to acquire good responses
- Brainstorm a large list of questions, refine them until you are confident that they will provoke critical thinking, and sequence them to establish a natural flow of conversation
- Avoid too many questions as some participants may feel overwhelmed and rushed; others may not have an opportunity to speak

*Adapted from Anderson, G. (1998). *Fundamentals of Educational Research*.

Advantages of Focus Groups

- Participants provide a range of ideas and opinions and are free to agree or disagree with other group members
- Highlights diversity in community beliefs, experiences, and practices
- Inexpensive, adaptable, and resourceful
- Group dynamics elicits deeper and more insightful discussions than individual questionnaires or interviews
- Both positive and negative aspects of the topic of interest are heard

Group Composition

- A focus group should range from 6-12 similar-type participants
- Consider whether groups should be separated by age, gender, or other factors
- Ideally, participants should be relative strangers as they will feel more comfortable expressing their views without judgment from family or friends
- There should be positive interactions between participants, including giving everyone an opportunity to have their say
- Protect the confidentiality of participants through consent forms and assigning them code names for writing up the report

Materials Required

- Writing utensils, notepads, flip charts
- Name tags or badges
- Recording equipment: Tape recorder, batteries, cameras etc.
- Consent forms for participants
- Focus group guide
- Note taking forms

Moderator Skills

- Be knowledgeable about issues regarding children's safety, security, and housing
- Be empathetic and sensitive to different viewpoints and opinions
- Communicate effectively and respectfully
- Listen actively and paraphrase responses
- Keep the discussion flowing
- Use silences and pauses effectively
- Be adaptive and flexible
- Remain neutral and in the background
- Be aware of dominant participants and those who have contributed minimally
- Keep track of time – know when to wrap up discussions

Techniques for Effective Dialogue

- **Direct phrases:**
  - "What are your thoughts, Sophie?"
- **Draw-out participants:**
  - Ask broad questions to elicit diverse opinions and perspectives.
  - "What do you think of…?"
- **Verify:**
  - Paraphrase responses and restate
- **Use silence:**
  - Give participants time to answer
- **Use probes:**
  - Expand on your initial question for clearer responses
  - "Could you please explain what you mean by…?"

Facilitator conducting a focus group

CONDUCTING FOCUS GROUPS

Begin the focus group session by building rapport with the participants. This can be done beforehand while providing refreshments and identifying which people are in the group. You can adapt the following into a script that can be read/spoken to the group:

- Thank the participants for coming
- Introduce yourself and the purpose of the discussion group
- Inform participants as to why they were selected
- Notify participants that this session is being tape/video recorded and obtain their permission
- Assure participants that their confidentiality will be respected and that their contributions are completely voluntary
- Let participants know how long discussion sessions will last
- Provide insight into how their responses and information will be used
- Answer any questions participants may have prior to beginning the discussion

If you are conducting multiple sessions, then let participants know when/where they will take place.

ANALYZING THE DATA

Compile

- Work from the notes taken during the discussion and refer to the audio/video recordings as needed
- Assign participants a particular code name alongside their comments

Analyze

- Look for common categories or themes from each question and arrange in order of frequency
- Within each theme, order the comments according to subthemes
- Create an accurate representation of what was discussed in the groups
- Eliminate redundancy

Synthesize

- Write a summary statement or short paragraph for each theme and subtheme
- Select powerful quotes to highlight each theme

Conducting Focus Groups with Youth

In many communities, youth are powerful reminders that they have experienced and are currently experiencing many of the issues that today's young children face. This implies that the dangers that exist (sexual violence, child labour, domestic violence, environmental concerns etc.) are being passed onto the next generations.

In order to curb this disturbing trend and to generate solutions to these problems, youth participation is vital.

Their voices, which highlight their experiences, can be powerful in influencing policy dialogue related to housing in communities.

- Recruit youth volunteers who are interested and available to discuss factors influencing the safety and security of children
- While youth perspectives are different from adults, they are more clearly articulated than children

Parental and Participant Consent

- Secure parental consent for youth under 18 years of age
- Inform parents of the nature of the group, when and where it will be held, how long it will last, and the ethical standards being implemented
- Provide assent forms to participants under 18 years of age

Key Strategies

- Avoid conducting discussions with youth who are familiar with each other
- Ask age-appropriate questions that will encourage youth to start talking to each other rather than the moderator
- Employ a suitable moderator who is accustomed to speaking with youth
- Use a friendly location and food/beverages as an incentive for participation
- Maintain their interest throughout
- Shorten the duration of the discussions so as not to overwhelm youth participants

" *This is a very stressful place for our parents. There are lots of insults inside the home. Then in the neighbours' house we hear the same sort of fighting, insults. The environment is abusive so it contributes to problems for the child as he grows up.* "

Youth, Kinyago

SAMPLE FOCUS GROUP QUESTIONS (SEE PAGE 45)*

1. What was it like to be a child growing up in this neighbourhood? What was good? What was not good?
2. What do you think are the biggest risks to children when they are <u>outside</u> their homes in this neighbourhood?
   - Risks for girls/boys
   - At what age is the most dangerous for girls and boys in this neighbourhood?
3. What do you think are the biggest risks to children's safety and security when they are <u>inside</u> their homes?
4. Has the level of safety and security changed over the last five years? For girls? For boys? If so, has it gotten better or worse? Why?
5. Has the nature and frequency of violence against children changed over the last five years in your community?
6. In you view, what are the most important things to do to improve children's safety and security in the home and in this neighbourhood?

*Derived from the study,
"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya".

Conducting Focus Groups with Parents

During the study conducted in Nairobi Kenya, many parents openly discussed threats to their children's safety and security in the home and neighbourhood. They expressed considerable concern for their children's daily exposure to sexual violence, domestic violence, gang-affiliated violence, environmental threats, child labour, and lack of sanitary toilets (see page 7).

Focus group discussions enable parents to address and critically examine what is taking place within their homes and neighbourhoods in regards to the safety and security of their children. Additionally, it encourages them to provide their own perspectives on the underlying causes of these problems and encourages them to pose solutions for them.

Facilitator/Moderator Guide for Parents

- Be empathetic, sensitive, and non-judgmental to the parent's responses
- Use a friendly location (such as a school) and provide food/beverages as an incentive for their participation
- Create an environment where parents feel comfortable discussing delicate issues
- Avoid focus groups where parents are familiar with each other as this may stifle honest discussions
- Refrain from questions that will reveal the identities of children and those associated with them

" As parents we have to compete with all the bad role models outside the home in trying to educate our children. The risks are enormous for our children – dangerous weapons, pornography, drugs, rape. How can we protect them from that when it is everywhere outside? "

Parent

SAMPLE FOCUS GROUP QUESTIONS (SEE PAGE 46)*

1. What are the causes/sources of violence towards children?
2. How important is housing in ensuring the safety and security of children?
3. Are there other important things, which help to keep children safe from violence?
4. How safe is your community for children? Are safety and security different for girls/boys? Of different ages?
5. What factors contribute most to lack of safety and security of girls – at home? In the immediate community?
6. What factors contribute most to lack of safety and security of boys – at home? In the immediate community?
7. Has the nature and frequency of violence against children changed over the last five years in your community? If so, why?
8. What changes would you like to see that could make your house more secure for your children?
9. What changes would you like to see that would make your community more secure for your children?

*Adapted from the project,
"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya".

Conducting Focus Groups with Other Stakeholders

Community members (e.g. teachers, police, healthcare workers, child protection officers) and non-governmental organizations are key stakeholders in implementing many of the solutions suggested by children, youth, and parents. They can significantly contribute to improving the lives of children if they are aware of how children and youth experience issues of safety and security in their slum neighbourhoods. Focus group discussions provide opportunities to examine diverse perspectives into the current situation in settlements and have the potential to generate rich dialogue amongst stakeholders. Focus groups, in this context, can help:

- Delve deeper into issues raised by children and youth through visual methods
- Suggest actions that can be taken by actors
- Generate problem solutions that can be communicated to key policy makers
- Develop strategies to ensure the security and well-being of children in housing
- Disseminate important issues and information to a wider circle of stakeholders
- Reach out to and support child/youth-led initiatives striving towards the same goals

Facilitator Guidelines

- Employ a suitable moderator who is accustomed to speaking with adults
- Ensure all stakeholders have their say
- Do not undermine or dismiss proposed solutions
- Stay in the background – do not influence participants' responses
- Listen actively and paraphrase

> " *Girls of 14-15 years are the most vulnerable, after Class 8. When they leave primary, after one year they are all pregnant. They have no opportunity for high school so they just hang around and see where the boys are, waiting for somebody to give them something.* "
>
> Community member

SAMPLE FOCUS GROUP QUESTIONS (SEE PAGE 47)*

1. This study is really about children's safety. Can you please tell me what you believe to be the biggest risks to children's safety outside of the home, around this neighbourhood?

2. Can you please tell me what you think are the biggest risks to children's safety inside the home? How does the type of housing effect children's safety in this area?

3. How do you choose where you live – how did you make the decision to live where you live right now? What considerations influenced your choice of neighbourhood and home?

4. If you had to choose between an impermanent house in a safe neighbourhood or a bigger, newer house in an unsafe neighbourhood, which would you choose and why?

5. In your view, what are the most important things to do here to improve children's safety and security in the home? In the neighbourhood?

*Derived from the project,
"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya".

Part III | Survey Tool and Analysis

WHAT ARE SURVEYS? *

A survey is a research tool that allows you to collect information about a population by asking respondents the same questions in the same way. They can be used to measure ideas, opinions, behaviours, and needs concerning children's safety inside and outside homes.

Face-to-Face Surveys

While there are different types of surveys that highlight quantitative data on a larger scale, face-to-face surveys can be used for populations that are unable to read or write. Researchers sit with respondents, ask them questions, and record their answers. Face-to-face surveys ensure a 100% return rate and allow researchers to clarify sensitive issues and ensure that participants understand the questions. Such surveys provide important corroborative data when conducted in the participant's home, but in instances where this is not possible, they can be administered in a community centre or other more public venue.

TO SURVEY OR NOT TO SURVEY?

Based on the experience of the "Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya" project, qualitative data using visual methodologies (drawing, photovoice, and mapping) and focus groups discussions seemed to yield the richest information for working with policy makers, community-based researchers, and engaging with the community itself. Nonetheless, the project found that face-to-face surveys (see Appendix E) are still effective in terms of getting at the issues pertinent to children's safety and security within local communities.

*Adapted from *The Community Tool Box:* http://ctb.ku.edu/en and Anderson, G. (1998). *Fundamentals of Educational Research.*

PREPARE YOUR FACE-TO-FACE SURVEY

- Determine your questions
  - o Once you have outlined the purpose of your study, decide what type of information you need and who will best supply it
  - o A clear goal and outline will limit your questions
  - o Each broad question you ask should be accompanied by a number of subquestions
  - o Be careful not to include too many as some respondents may not answer competently

- Draft your items
  - o Determine the format of your questions
  - o You may choose to use more than one format
    - ▪ E.g. Yes/No questions, Likert scale questions

- Sequence your questions
  - o Try to divide your survey into subsections with similar questions placed together
  - o Begin with easier questions
  - o Place questions in a logical order
  - o Eliminate redundant or unnecessary questions

CONDUCT YOUR FACE-TO-FACE SURVEY

- Recruit participants and determine a time and place to meet them
- Adhere to a specific schedule for the entire process (in the Kenyan project, face-to-face surveys took approximately 45 minutes)
- Do not rush your respondents
- Develop a standardized script to be read to your participants
  - o Introduce yourself and state your purpose
  - o Explain why the respondent was selected
  - o Provide names of people that respondents can contact if they have questions
  - o Assure confidentiality and anonymity
  - o Describe how the results will be shared
- Refrain from influencing the respondent with your bias – remain neutral
- Thank respondents for their time

QUESTION FORMATS

1 Fill-in-the-blank

Ask a question and leave a blank space for a response

2 Multiple Choice

Give respondents a choice of 4-8 defined response choices

3 Comment-on

Ask a question that requires an in-depth response, usually a short paragraph

4 List

Ask respondents to list a number of specific views (3-5) in order of importance

5 Rank

Ask respondents to rank a list of given items in order of importance

6 Likert Scale

Provide a clear statement and ask respondents to indicate whether they agree or disagree on a three, five, or seven-point scale. Offer a neutral choice to avoid participants leaving a blank

ANALYZING THE DATA

- Once you start working with the responses, begin entering data into your database (preferably a spreadsheet)
- Put each question as a column heading and use one row for each respondent's answer
- Use code numbers for each survey response in case you have included spaces for written comments
- Check the accuracy of data entry
  - Ensure that data is not missing, entered incorrectly, or re-entered mistakenly
- Look for patterns in your survey
  - Are there particular issues that most respondents agree/disagree with?
- Calculate how many people selected each response and display this in the form of a table or graph
- For an in-depth analysis, examine how different groups of respondents answered their questions
  - For example, what are the variations between female and male respondents?
- Write a brief report that summarizes the findings of your survey
- Discuss, with colleagues, what the data is showing you in terms of the overall purpose of your study and your research questions

Brainstorming questions

RESPONDENT SAFETY

Given the sensitivity of asking questions about details of violence (especially sexual violence), respect the respondent's decision not to answer questions they feel uncomfortable with. Be aware of risks to conducting your survey in vulnerable neighbourhoods and populations. Do not compromise the safety of either your respondents or your volunteers under the threat of physical violence.

Validation Sessions with Children

Validation workshops are crucial opportunities for children to "speak back" to the issues they highlight in their drawings, photographs, and maps. Children are encouraged, without intimidation or force, to talk freely about their visual work and discussion activities and to express their ideas and solutions to problems affecting their day-to-day lives.

CONDUCTING THE VALIDATION SESSION

- Validation workshops are conducted to give you an "insider's view of the situation and clarifies value patterns, concepts, and beliefs which cannot be directly observed" (Anderson, 1998, p.128)
- The validation session typically takes place some time after the initial workshop and other data collecting so that the research team has a chance to organize the data
- Samples of the children's visual work should be on display
- Drawings, photos and maps could be mounted on poster board or exhibited in some way that the children can look at the work
- Allow time for the children to 'walk about' in order to look again
- Then facilitate a discussion with the children about what they see

COLLECTIVELY DEVELOP RECOMMENDATIONS

- Once the children have had a chance to look at their images and talk about them, introduce the following questions:
  - What can we do about these issues?
  - How can we make this neighbourhood safe for children?
- If you have chart paper, then write them down so everyone can see
- Participants' recommendations can be a unifying factor amongst community members and can lead to influencing key policy and decision makers
- You might also ask children to draw what they think the solutions should be
- See Part IV: 'Taking Action'

Notes for Facilitators

- An alternative to having the hard copies of the visuals is to create a PowerPoint exhibition so that the children might look at their work on a big screen or wall
- Another possibility is to create a short video as a digital dialogue tool
- See *"More than Bricks and Mortar"* DVD and notes about the DVD in Appendix A

Validation session with children

Ensure Validity

Make an effort to gather the same children who participate in your drawing, photovoice, and mapping activities. Their original work is used in workshops to generate discussions.

Integrate Children's Voices

It is important not to focus primarily on an adult interpretation of their work, but to encourage children themselves to speak about the changes they wish to see. Their powerful voices can express innovative ideas about housing and safety, which can be used in discussions with government officials, NGOs, and other agencies.

Validation Sessions with Community Members

It is critical to take the findings back to community members – especially the visual work of the children. As a research team you have been talking with their children and asking them to visually represent and talk about the issues so it is important for the adults (especially parents and community leaders) to know what the children have been saying. You can also report back on the findings from focus group discussions and other data collection tools such as surveys. It is important that communities hear back and that they then have a chance to come up with solutions.

Community members should have a chance to see for themselves the visual work with captions. Create an exhibition and give participants time to 'walk about' and look at the images. You might also use the same PowerPoint presentation used in the children's workshop sessions, or the digital dialogue tool created from the work of the children. You could also screen *More than Bricks and Mortar* as a tool for animating the session.

The communities represented visually in the video are of course different, but that could also be an advantage and could lead to questions such as the following:

- How do the drawings, photos, and maps produced in your community compare?
- How are they the same?
- How are they different?

In addition to sharing images from the children, report back on the preliminary findings from the focus group and survey data. It is important for leaders, parents and various stakeholders to know that the data that has been collected is coming back to the community.

Collectively Develop Recommendations

Invite participants to work in small groups. Questions such as "What are the key issues that you see in relation to children's safety and security?" and "What can we do address children's safety and security?" are useful.

Encourage groups to generate written lists of ideas through brainstorming and to prioritize these questions:

- What is/are the most urgent issue/s?
- What can be done immediately and without additional resources?
- What resources already exist but are not used (e.g. support from the police)?
- What else needs to happen (e.g. support from an NGO, police, social services, childcare for working mothers)?
- What time frames can we set for accomplishing this work?

Recommendations should lead to actions (see Taking Action).

A walk-about to look at the images

Photo exhibition of children's visual work

Part IV Taking Action

This toolkit has been designed to inform you of the numerous ways that significant issues affecting children's safety, security, and housing can be discussed. Whether it is through children's drawings, photovoice workshops, mapping activities or focus group discussions with parents, youth, and community stakeholders, the next essential step to take is towards action.

We will only be able to implement sustainable social change through consultation with the very people whose lives are affected by poor housing, environmental threats, continual domestic and sexual violence. Their ideas, critical discussions, and suggested solutions to the myriad problems they face are vital in helping community members engage in 'from the ground up' policy dialogue. The following section highlights concrete actions that can be taken to address a number of issues based on consultations with children, youth, and other community members.

RECOMMENDATIONS

The following is a list of recommendations that have been adapted from the project, "Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya". Each group, through extensive discussions and reflections, provided suggestions for what can be done to enhance children's safety and security in their homes and neighbourhoods through collective action.

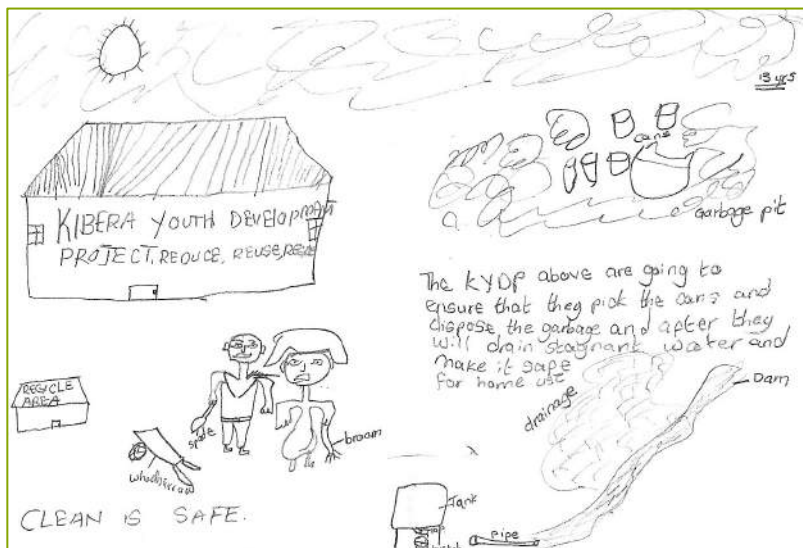| CHILDREN & YOUTH	PARENTS & OTHER STAKEHOLDERS	DEVELOPMENT WORKERS & RESEARCHERS
Cleaning up the environment	Working with the police	Disseminate research results
Reducing gang/community violence	Developing skills and training	Develop new models and approaches to childcare
Educating parents about child labour	Enhancing existing infrastructure	Develop and refine age-/gender-based analysis
Encouraging community education and staying informed	Relocating or comprehensive settlement upgrading	Build partnerships with community organizations and NGOs

CLEANING UP THE ENVIRONMENT

> " Not safe because if
> the train comes, it
> will fall. And people
> in school may get sick
> because of the dirty
> place. "

Environmental threats to health

> " The KYDP above are
> going to ensure that they
> pick the cans and dispose
> the garbage and after
> they will drain stagnant
> water and make is safe
> for home use. "

Collective action in the Kibera Youth Development Project (KYDP)

The picture above was taken by a child who showed one of the many health and environmental threats in his or her neighbourhood. The next drawing is an example of a child calling for collective action to address the dangerous environmental threats that exist in his or her neighbourhood. Although they proposed a logical solution, they will need the support of adults and key community members in order to implement change.
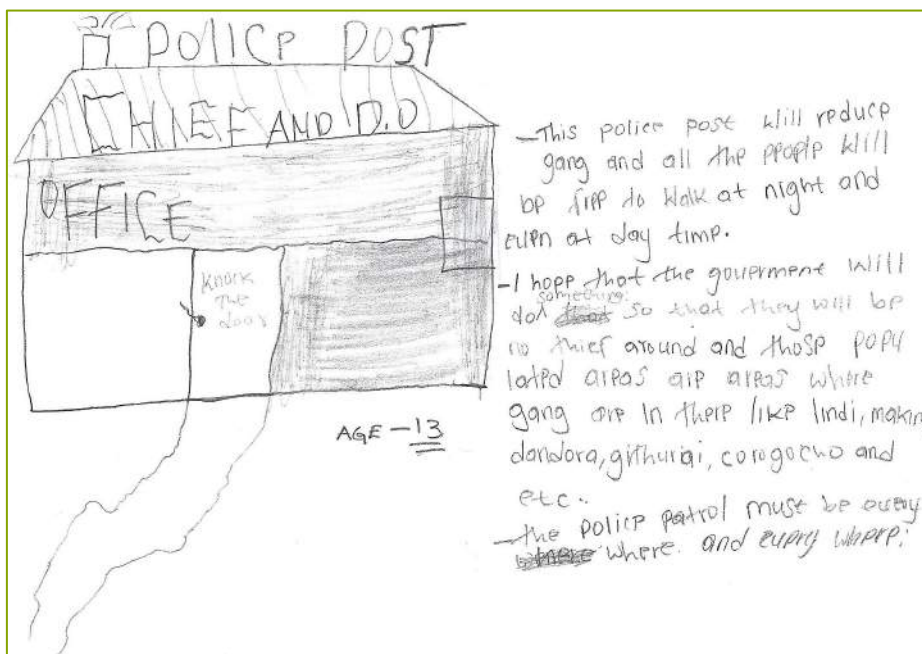
REDUCING COMMUNITY/GANG VIOLENCE

Threats of gang violence in unsafe spaces

> *I feel uncomfortable passing through this place very early in the morning or at night. A gang of thieves stay there. At times, we hear gun shots from that place. That makes me scared.*

Solution to threats of gang violence

> *This police post will reduce gang and all the people will be free to walk at night and even at day time.*

This picture and drawing indicates that children perceive threats of physical violence from gang-affiliated individuals. He or she calls on government bodies, such as the police, to take action by increasing their presence in his or her community. A larger police appearance will allay many of the fears children face in stepping outside of their homes.

3 EDUCATING PARENTS ABOUT CHILD LABOUR
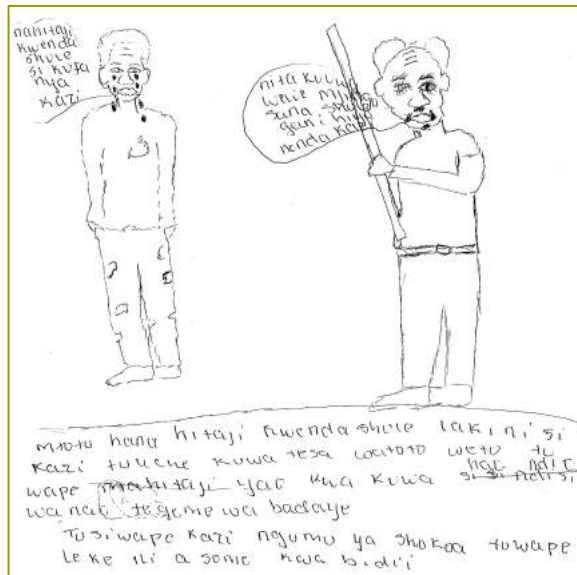
> " **Boy: I need to go to school, not to work.**
>
> **Father: I will kill you, you fool! What school? Go to work!** "

"A child should go to school; not to work. Let's not mistreat our children. Let's give them what they need because they are the future. Let us not give them hard work. Let us give them encouragement to study hard."

> " *We can control child labour and abuse by educating parents the importance of children in a family because they are the future of this nation.* "
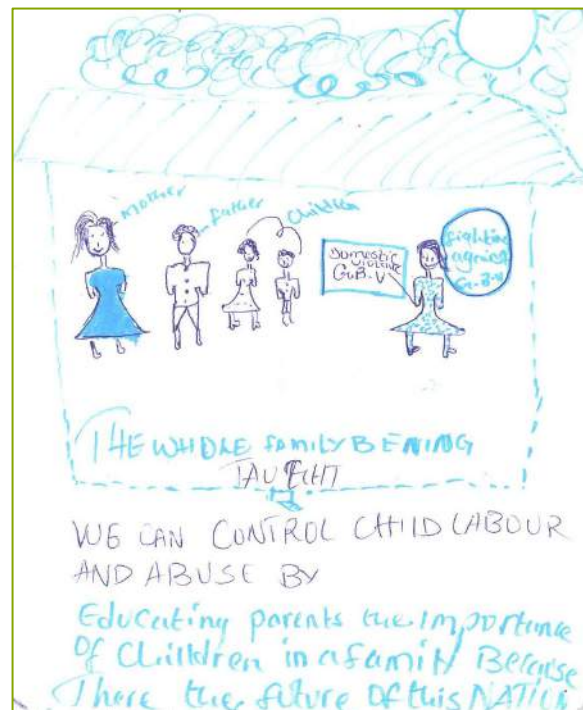
Domestic abuse and child labour

The two drawings depict scenes of child labour and abuse. They also show the negative impact child labour has on children's mental and physical health. These drawings highlight the need to educate parents about the importance of sending children to formal schooling rather than relying on them as sources of income. As one child wrote as part of her drawing, *"The whole family is being taught. We can control labour and abuse by education parents."*

4 **ENCOURAGING COMMUNITY EDUCATION & STAYING INFORMED**
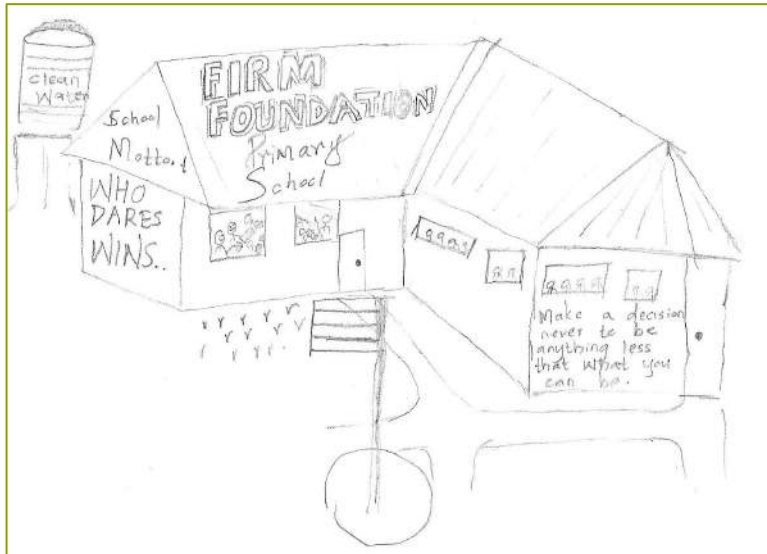
Communities as "firm foundations"

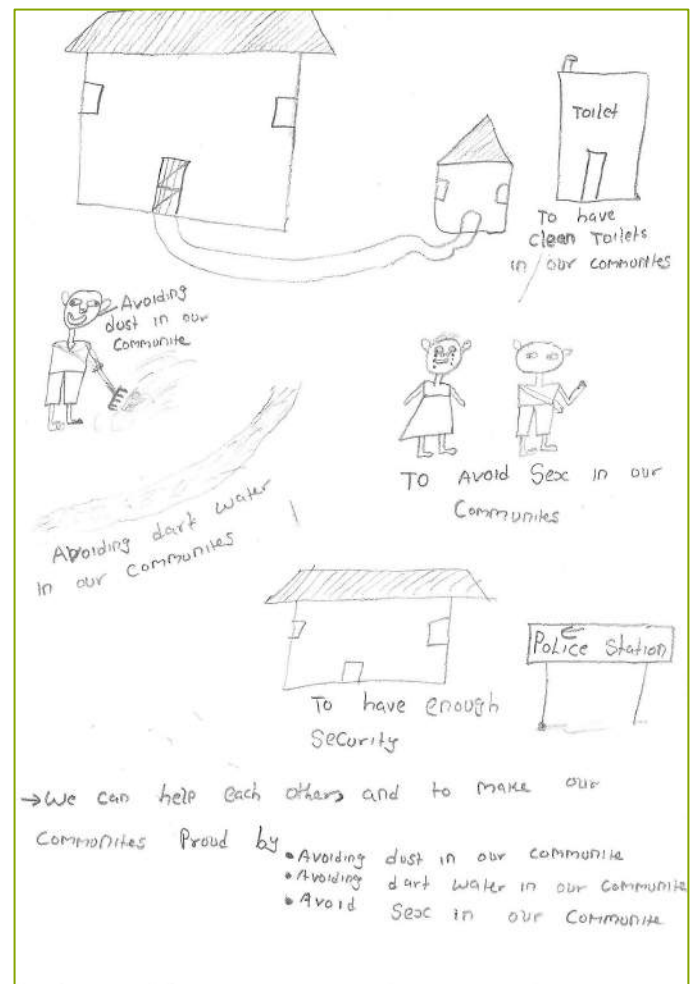> " *We as children from the slums long for the good education which other privilaged children get just because their parent can afford. To us due to our parents financial status are just forced by circumstances to go to public schools where there is no good quality types of education. It will be good if you build us schools which will help us lay firm foundations for our lives. The schools will also help us become prosperous in life.* "

These drawings indicate that children are aware of the issues that are affecting their safety and security. They have hopes for their future ("good education") and suggest ways to "help each other and to make our communities proud."

In order to affect social change, it is necessary to implement effective education and awareness programs for children about their own safety and security. Children should have knowledge of secure/insecure places, what to do when a stranger approaches them, and should start learning at a young age important information such as their parent's/family member's cellphone number in case of an emergency.

The lack of awareness and education perpetuates many ills of society. Through consultations with children, youth, and parents, there can be a collective effort to inform community members on a regular basis.

Suggestions for improving communities

5

WORKING WITH THE POLICE

Building a good rapport with the police is an effective community-based strategy that can help monitor children at risk of physical harm, through domestic violence, gang-affiliated violence, child labour and so forth. This involves establishing collaboration and open and honest communication between police, teachers, health workers, youth, and parents to support children who are victims. In certain circumstances, it can also help identify perpetrators of violence or kidnapping. Local initiatives such as community policing and neighbourhood watch programs can be conducted as part of the wider efforts of working alongside the police, being vigilant, and identifying threats to children's safety and security.

6

DEVELOPING SKILLS AND TRAINING

Skills development and training workshops need to be held regularly for all community members to bring about meaningful and sustainable social change. Such skills may include successful parenting, conflict resolution, understanding and implementing child rights, identifying risks to safety and security, effective communication and many more. These training sessions will gradually reduce and hopefully eliminate threats to children's safety.

7

ENHANCING EXISTING INFRASTRUCTURE

It is important to clean up and properly maintain the physical environment that children grow up in. This includes improving infrastructure that already exist (schools, playgrounds, houses of worship) and investing in new ones, such as community halls, toilets, fences, and shops. Children, in particular, should be consulted on how and where some of these facilities should be built. They should be easily accessible for girls and boys, have plenty of lighting, ensure adequate spacing, provide reasonable privacy, and built on strong foundations. In doing so, communities can improve the safety and security of children.

8

RELOCATING OR COMPREHENSIVE SETTLEMENT UPGRADING

Many participants in the original project indicated their preference for relocation. They would choose temporary housing in a safer neighbourhood over investing in a house in a dangerous area. This strategy requires the support of an experienced housing organization that can help communities save, buy land, secure loans and incrementally build housing and community facilities. Careful attention also needs to be paid to livelihoods and affordability. An alternative might be comprehensive upgrading of existing communities, which in very dense areas would still require some relocation. In either case, children's safety is not automatic – it will still require attention to most of the other recommendations in this section.

Community workers building new homes

9 — **DISSEMINATE RESEARCH RESULTS**

Development workers should use the tools, such as surveys and participatory visual methods, which have been provided in this guide. Through collaborative efforts, utilize the results and materials to build on educational and awareness programs and/or campaigns that will shed light on improving children's safety and security. By disseminating the research, there will be greater opportunities to reach and influence policy makers and key decision makers as well as build networks.

10 — **DEVELOP NEW MODELS AND APPROACHES TO CHILDCARE**

Childcare is an essential area that requires more research in ensuring the well-being and safety of young children. In poor settlements, dangers such as fires, unsanitary toilets, poorly constructed pathways and open sewage systems pose serious and often long-lasting threats to this vulnerable population. A problem such as child labour is another glaring concern, particularly when the educational opportunities and mental health of children are compromised as a result of economic hardships. Devising new, affordable, and locally relevant childcare models, in collaboration with parents, can address these critical issues and reverse their damaging effects.

11 — **DEVELOP AND REFINE AGE-/GENDER-BASED ANALYSIS**

Girls and boys often experience critical issues differently. Along the same lines, children of varying ages may not highlight the same issues that are of relevance to them. Development workers and researchers need to ensure that the independent and diverse voices of both girls and boys are noted and differentiated. Furthermore, new strategies should be developed to work effectively with very young children (under eight years old) in relation to issues of safety and security. Age and gender-based analysis is vital in determining the next steps that need to be taken.

12 — **BUILD PARTNERSHIPS WITH COMMUNITY ORGANIZATIONS AND NGOS**

It is beneficial for the safety and security of your neighbourbood to strengthen ties with other community organizations and non-governmental organizations (NGOs). Meaningful dialogue and exchange of critical ideas can yield sustainable social change. Additionally, such collaboration will encourage more communities to take collective action.

Community members and researchers working together

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Appendices

Appendix A: Using the DVD *"More than Bricks and Mortar"*

About the Video

More than Bricks and Mortar[1] is a seven minute video (in DVD format) attached to this toolkit* that comes out of the "Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya" study. It was initially produced to facilitate the validation workshop sessions as a digital dialogue tool to be used with children in the various slum settlements who participated in the study. It is a 'stand-alone' tool in both English and Swahili which presents the children's visual representations (drawings, maps and photos), organized according to a number of key themes in response to 'feeling safe and not so safe", 'where I feel safe and unsafe" and "what violence looks like?" These themes included: child labour, domestic violence, sexual violence, environmental issues, unsafe toilets, and gang violence. It also presents safe issues related to the home and church/mosque and sometimes the school and other government institutions.

While the initial data set of more than 100 drawings, 100 maps and several hundred photos included very moving images of the situation for children, there were few opportunities in the data collection phase for children to consider solutions, or to see how their own visual images fit into the bigger picture. At the same time, it was difficult to imagine how to get the community members to actually view and take seriously the children's productions.

More than Bricks and Mortar as a digital dialogue tool served both purposes. It was screened in five of the participating communities in validation workshops, with more than 500 children viewing the video. The video was also viewed by adults in the communities. Viewing *More than Bricks and Mortar* led many of the children to draw images of solutions and to talk about what they could do as children. The result of the screenings was a collection of another 200 or more drawings on "what can we do". Some of the adults also considered what they should be doing and talked about the need to build a fence around the community, and especially to consult with children.

* If you do not have the attached DVD or have downloaded this report from the Internet, please contact info@rooftops.ca to get access to the DVD. It has not been posted to a public website due to privacy and copyright concerns. It is available for limited research and education purposes only.

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[1] *More than Bricks and Mortar*, produced by Noushin Noori, Claudia Mitchell & Dorian Mitchell. Montreal: Participatory Cultures Lab, 2013.

Ways of Using *More than Bricks and Mortar*

1. <u>Professional training</u>

   More than Bricks and Mortar would be very useful to view as a type of training tool for researchers beginning a study on children and violence in housing as seen through the eyes of children. Viewers have a chance to see the children 'in action' in the video, and also they have a chance to see examples of the images, some of which are very shocking. Those about to embark upon this type of work have a good opportunity to ask the question "What will we do when or if…?" The video is also useful for framing the types of analysis that might be carried out.

2. <u>Creating new locally relevant digital dialogue tools</u>

   More than Bricks and Mortar may inspire the research team to think of producing a similar tool for engaging children in validating their work. An alternative would be to produce a highlight visual PowerPoint presentation made up of the visual representations as a way to spark discussion.

3. <u>Conducting validation workshops with community leaders</u>

   In the toolkit we also suggest that *More than Bricks and Mortar* would serve as a useful tool to be used in the validation workshops with parents and other community members. It could spark discussion, especially after community members have had a chance to view the visual representations produced by children in their communities. It could also serve this purpose in follow-up work with children or youth, organized around the question: "How are these images the same or different from the images in your community? Why?"

Appendix B: Sample Informed Consent Form

*Adapted from the femSTEP guide, *"Participatory Visual Methodologies: Photovoice and Drawing"*

Title of Research: _____

Researchers: _____

Contact Information: _____

Principal Investigator's Name: _____

Yes, I want to take part in this study.

I have read the facts abut the study and I understand what the study is about and my rights as a study member.

While I am taking part in this study, I will follow the safety and privacy rules. I will not discuss things said in the workshop outside the group. I promise to respect the privacy of everyone in the study. It will be a matter of personal honour for me to keep my word.

If I am between the ages of 13-17, then I will also get my parent/guardian to sign the Consent Form for Caregivers. If I am above 18 years of age, then I will sign below.

Participant's Name: _____   Signature: _____   Date: _____

Staff Person's Name: _____   Signature: _____   Date: _____

Consent: I give permission to be audio-taped during the focus group discussion session(s)   YES_____

NO _____

If you have any questions or concerns about your rights as a participant in this research study, please contact:

_____

Appendix C: Sample Consent Form for Using Photographs

*Adapted from the femSTEP guide, *"Participatory Visual Methodologies: Photovoice and Drawing"*

I agree that the study (provide name) can use the photos I have taken. You can only use the photos I have listed below. You can use it in any ways that helps to educate about this study and its message. For instance, you can put it in a report; in book chapters; on a website; in journals; use it at a conference presentation; use it at photo exhibitions to be held with the community, not for profit donors, government, academic, civil society groups etc.; use it at meetings with the community, not for profit, donors, government, academic, civil society groups etc. You can give it to the media to publish.

At least one person involved with the study and I have looked at my photos very carefully. We both feel that there is nothing that might cause me or anyone I know harm or embarrassment.

These are the photos you can publish:

1. Title & Description: _____

2. Title & Description: _____

3. Title & Description: _____

4. Title & Description: _____

5. Title & Description: _____

If I am between the ages of 13-17, then I will also get my parent/guardian to sign the Consent Form for Caregivers. If I am above 18 years of age, then I will sign below.

Participant's Name: _____ Signature: _____ Date: _____

Caregiver's Name: _____ Signature: _____ Date: _____

Appendix D: Photovoice Permission Slips*

*Adapted from the guide, *"Wake Up and Smell the Coffee! Youth Taking Pictures and Taking Action"*

PERMISSION TO TAKE MY PICTURE

Name: _____

I give _____ permission to take my photograph for educational purposes. I understand that my photograph might be used or shown in classroom discussions or at an exhibition in my school. I understand that my photograph will not be used for any other purpose, unless I give my consent.

Signed: _____   Date: _____

PERMISSION TO TAKE MY PICTURE

Name: _____

I give _____ permission to take my photograph for educational purposes. I understand that my photograph might be used or shown in classroom discussions or at an exhibition in my school. I understand that my photograph will not be used for any other purpose, unless I give my consent.

Signed: _____   Date: _____

PERMISSION TO TAKE MY PICTURE

Name: _____

I give _____ permission to take my photograph for educational purposes. I understand that my photograph might be used or shown in classroom discussions or at an exhibition in my school. I understand that my photograph will not be used for any other purpose, unless I give my consent.

Signed: _____   Date: _____

Appendix E: Focus Group Discussion Questions

The following section provides a list of discussion questions that you can ask participants (youth, parents, and other stakeholders) during your focus group sessions. They have been derived from the project, *"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya"*.

Discussion Questions for Youth

- What was it like to be a child growing up in this neighbourhood?
    - o What was good?
    - o What was not good?
- How safe is your community for children?
- What do you think are the biggest risks to children when they are <u>outside</u> their homes in this neighbourhood?
    - o Risks for girls/boys
    - o At what age is the most dangerous for girls and boys in this neighbourhood?
- What do you think are the biggest risks to children's safety and security when they are <u>inside</u> their homes here?
- Has the level of safety and security changed over the last five years?
    - o For girls? For boys?
    - o If so, has it gotten better or worse? Why?
- Has the nature and frequency of violence against children changed over the last five years in your community?
    - o If so, why?
- In your view, what are the most important things to do to improve children's safety and security in the home and in this neighbourhood?
- What factors contribute most to lack of safety and security of girls:
    - o At home?
    - o In the immediate community?
- What factors contribute most to lack of safety and security of boys:
    - o At home?
    - o In the immediate community?
- Some people think that the safety and security of children improves when housing conditions improve.
    - o Do you agree? Why or why not?
    - o Do you have examples from your own life to share?
- What changes do you think could make homes here more secure for children?

Discussion Questions for Parents

- How safe is your community for children?
- Are safety and security different for girls?
    - For boys?
    - Of different ages?
- What factors contribute most to lack of safety and security of girls:
    - At home?
    - In the immediate community?
- What factors contribute most to lack of safety and security of boys:
    - At home?
    - In the immediate community?
- What do you do right now to protect the safety and security of your girls?
    - Your boys?
- Has the nature and frequency of violence against children changed over the last five years in your community?
    - If so, why?
- Some people think that the safety and security of children improves when housing conditions improve.
    - Do you agree?
    - Why or why not?
    - Do you have examples that support your views?
- What changes would you like to see that could make your house more secure for your children?
- What changes would you like to see that would make your community more secure?
    - Your children?
- What are the causes/sources of violence towards children?
- How important is housing in ensuring the safety and security of children?
- Are there other important things, which help to keep children safe from violence?
- What changes would you like to see that could make your house more secure for your children?

Discussion Questions for Other Stakeholders:
(Teachers, police, child protection workers, health care workers)

- What is the current level of violence against children, in the family and in the community?
- What are the major factors contributing to violence against children in the home, and in the community?
    - o How does this affect boys?
    - o Girls?
- Has the level of safety and security changed over the last five years?
    - o For girls?
    - o For boys?
    - o If so, has it gotten better or worse? Why?
- To what extent has violence against children changed as housing conditions have improved?
- To what extent has violence against children changed as a result of improved community organization, including investment in community development?
- What are some of the key stressors that families are dealing with?
    - o How might they affect issues of safety and security for children?
- What changes would you like to see that could make homes here more secure for children?
- What changes would you like to see that would make this community more secure for children?
- Can you please tell me what you believe to be the biggest risks to children's safety outside of the home, around this neighbourhood?
- Can you please tell me what you think are the biggest risks to children's safety inside the home?
    - o How does the type of housing effect children's safety in this area?
- How do you choose where you live?
    - o How did you make the decision to live where you live right now?
    - o What considerations influenced your choice of neighbourhood and home?
- If you had to choose between an impermanent house in a safe neighbourhood or a bigger, newer house in an unsafe neighbourhood, which would you choose and why?
- How important a consideration is your children's safety when you make decisions about where to live?
- In your view, what are the most important things to do here to improve children's safety and security in the home?
    - o In the neighbourhood?

Appendix F: Kenya Housing Cooperative Survey*

PHC Membership (need to list names of PHCs)	
	1 ☐
	2 ☐
	3 ☐
	4 ☐
	5 ☐
	6 ☐
	7 ☐
	8 ☐

SURVEY QUESTIONNAIRE INTERVIEWER CODE	
DATE (MM/DD/YY)	
SURVEY QUESTIONNAIRE RESPONDENT CODE	
RESPONDENT'S PELATIONSHIP TO PHC MEMBER	

N. B. Please specify in the introduction to the study that when we speak of children, we mean girls and boys up to 18 years of age. Youth are 18-25 years of age.

*Note:
The following is an example of the face-to-face survey conducted in the project, *"Evaluating the potential for improving child safety and security through housing and human settlements programming in Kenya".* If you are going to use surveys, then ensure that you adapt it to the local context you are working in.

SURVEY QUESTIONNAIRE

I. General Respondent Information

1. Is the respondent…?	
Male	0 ☐
Female	1 ☐

2. Age of Respondent Umri wa yule anayejibu	
18 – 25	1 ☐
26 - 40	2 ☐
41 - 54	3 ☐
55 +	4 ☐

3. How many years have you been a PHC member? Umekuwa mwanachama wa PHC kwa muda gani?	
One Year Mwaka mmoja	1 ☐
1 – 5 years Miaka 1-5	2 ☐
Five or more years Zaidi ya miaka 5	3 ☐
Preferred not to answer (Amekataa) declined to answer	33 ☐

4. As a PHC member, please indicate the type of activities in which you have been involved in your housing cooperative? Ikiwa wewe ni mwanachama, tafadhali eleza vile ambavyo umekuwa ukijihusisha na chama chako?	
Savings Kuweka akiba	1 ☐
Loans Mikopo	2 ☐
Training	3 ☐
PHC executive office holder Niko na cheo cha juu afisini ya PHC	4 ☐
Other (Specify): Uhusiano mwingine [eleza].	

II. Respondent's Housing Situation

Preferred not to answer Amekataa kujibu	33 ☐

5. How many people live in your dwelling? (Indicate number for each category. If zero, enter "0") Nitakuuliza maswali kushusu watu wanaoishi katika nyumaba hii	
Total number of people living in dwelling Ni watu wangapi huishi nymbani kwako?	
Adults 18 years and over Watu wazima walio na miaka 18 zaidi	
Children under 18 years Watoto walio na chini ya miaka 18	
Non-family members Wangapi wasio wa jamii hii	
Girl child/ren with a disability	
Boy child/ren with a disability	

6. How long have you lived in your current home? Je, umeishi katika makaazi haya kwa muda gani?	
I moved here in the last year Nimehamia hapa mwaka uliopita	1 ☐
I have lived in this home 1-5 years Nimeishi hapa kwa miaka 1-5	2 ☐
I have lived in this home more than 5 years Nimeishi katika makaazi haya kwa zaidi ya miaka mitano	3 ☐
Preferred not to answer Amekataa***	33 ☐

7. Characteristics of People living in your home (check all that apply) Sifa za wakaazi [chagua zile zote zinazoambatana na wakaazi hawa]	
Since the children living with me were born I have been renting my home Tangu kuzaliwa kwa watoto wangu, nimekuwa nikiishi katika nyumba ya kukodisha	7A ☐
Since the children living with me were born I have used a loan to build a new house Tangu kuzaliwa kwa watoto wangu, nimetumia mkopo kujenga nyumba mpya	7B ☐
Since the children living with me were born I have used a loan to upgrade the house Tangu kuzaliwa kwa watoto wangu, nimetumia	7C ☐

mkopo kuboresha nyumba yangu	
Since the children living with me were born I have become part of a group resettlement Tangu kuzaliwa kwa watoto wangu, nimekuwa mmoja wa wale walio kwenye kikundi kilichohamia makaazi mengine	7D ☐
Since the children living with me were born I have contributed to a group loan to improve our community Tangu kuzaliwa kwa watoto wangu, nimeweza kutoa mchango wangu kwa mkopo wa kikundi ili kuboresha jamii	7E ☐

8. What type of dwelling is this? (Please check one) Ni makaazi ya aina gani haya? (Tafadhali chagua moja).	
Single story house, unattached Makaazi ya mpangaji mmoja na yaliyojitenga	1 ☐
Single story house, attached to other houses Makaazi ya mpangaji mmoja yaliyoshikana na nyumba nyingine	2 ☐
Doubledecker house	3 ☐
Tripledecker house	4 ☐
Flat or rooms in multi-dwelling building Aina ya flati, apartmenti au vyumba kwenye jengo lenye makaazi ya wapangaji wengi	5 ☐
Combined business/dwelling Nyumba ya kufanyia biashara na kuishi pia	6 ☐
Other (Please specify) Aina nyingine ya makaazi (Tafadhali eleza)	33 ☐

9. What materials is your home made from (Please choose only one category that best describes your home)	
Brick, stone, concrete block, corrugated iron or tile roof	1 ☐
Traditional or mud wall construction, corrugated iron roof	2 ☐
Timber, plastic, cardboard walls, corrugated iron roof	3 ☐

10. Characteristics of Dwelling (Please check all that apply)	
Single entrance for family only Kiingilio kimoja kwa familia moja	10 A ☐
Shared entrance for several families Lango moja linalotumiwa na familia kadhaa	10 B ☐
Separate sleeping rooms for adults/children Vyumba vya malazi vya watu wazima vimetenganishwa na vile vya watoto	10 C ☐

Separate sleeping rooms for older/younger children Vyumba vya malazi vya watoto wakubwa vimetenganishwa na vile vya watoto wadogo	10 D ☐
Shared sleeping/living area Chumba cha kulala na kupumzikia ni kimoja	10 E ☐
Toilets inside the dwelling Vyoo viko ndani ya nyumba	10 F ☐
Toilets outside the dwelling Vyoo viko nje ya nyumba	10 G ☐
Toilets shared with other residents/families Vyoo vya jumla/vyatumika na jamii nyingine	10 H ☐
Electricity in home Nyumba ina umeme/stima	10 I ☐
Running water in dwelling Maji ya mfereji yamo ndani ya nyumba	10 J ☐

III. Characteristics of Neighbourhood around Dwelling

11. Do you agree or disagree with the following statements? Je unakubaliana au hukubaliani hoja zifuatazo? **1** Disagree [Sikubali] **2** Agree [Nakubali]	
There is adequate lighting in the streets of my neighbourhood at night Usiku kuna mwangaza wa kutosha mtaani mwetu	11 A ☐
There is adequate sewage/waste disposal in my neighbourhood Maji ya taka/takataka huondolewa mtaani mwetu	11 B ☐
There is adequate clean piped and safe water in my neighbourhood Kuna maji safi ya mfereji ya kutosha	11 C ☐
Efforts are made to keep my neighbourhood clean Kuna juhudi za kuweka usafi mtaani mwetu	11 D ☐
Most of my neighbours own their own homes Wengi wa majirani zangu wanamiliki nyumba zao	11 E ☐

12. Do you agree or disagree with the following statements? Je unakubaliana au hukubaliani hoja zifuatazo? **1** Disagree [Sikubali] **2** Agree [Nakubali]	
I know my neighbours well Nawafahamu majirani wangu vyema/barabara	12 A ☐
Many of my fellow PHC members live close by Wengi wa wanachama wa PHC wenzangu wanaishi karibu karibu	12 B ☐

I trust my neighbours Nina imani na/ninawaamini majirani wangu	12 C ☐
I feel safe in this neighbourhood Ninajihisi nikiwa na usalama katika maeneo haya tunamoishi	12 D ☐
People in my neighbourhood/community/ are willing to help their neighbours Majirani katika mtaa wangu wako tayari kuwasaidia majirani wao	12 E ☐
My neighbours make efforts to improve the neighbourhood Majirani wangu hufanya bidii/juhudi ili kuboresha maeneo ya makaazi	12 F ☐
This neighbourhood is too crowded Mtaa wetu umejazana watu sana	12 G ☐
My neighbours are always moving/changing Majirani wangu daima huhama-hama/hubadilisha makaazi	12 H ☐

IV. Perceptions on Children's Safety in the Neighbourhood

13. These questions gauge how safe you think children are in this neighbourhood. Maswali haya yanakadiria usalama walio nao watoto wako katika mtaa wako Do you agree or disagree with the following statements? Je unakubaliana au hukubaliani hoja zifuatazo? **1** Disagree [Sikubali] **2** Agree [Nakubali]	
Girls are safe living in this neighbourhood Watoto wa kike wako salama kuishi katika mtaa huu	13 A ☐
Boys are safe living in this neighbourhood Watoto wa kiume wana usalama kuishi katika mtaa huu	13 B ☐
I worry about the safety of neighbourhood children when they are playing outside Huwa ninahofia usalama wa watoto wanapokuwa wakicheza huko nje mtaani	13 C ☐
In the last year, I have witnessed violence in my neighbourhood towards adults Kwa mwaka mmoja uliopita, nimewahi kushuhudia dhuluma dhidi ya watu wengine mtaani	13 D ☐
In the last year, I have witnessed violence in my neighbourhood towards children	13 E ☐
My neighbours help to ensure the safety and security of children in the neighbourhood Majirani wangu husaidia kuhakikisha usalama wa watoto wa mtaa huu	13 F ☐
My neighbourhood is becoming a safer place for children to live Mtaa wetu mnanaendelea kuwa salama kwa	13 G ☐

watoto kuishi	
Youth drug and alcohol abuse in the neighbourhood puts children's safety at risk	13 H ☐
I am aware of organisations/services in my community that deal with violence against children	13 I ☐
I know what to do if there is violence against children in my community	13 J ☐

14. What factors are important to improving the safety of children in the neighbourhood?

Ni mambo gani yanayofaa kuzingatiwa katika kuboresha usalama wa watoto katika maeneo ya makaazi

Do you agree or disagree with the following statements concerning their importance to children's safety in the neighbourhood?

Je unakubaliana au hukubaliani hoja zifuatazo juu umuhimu wake kuhusiana na usalama wa watoto mtaani?

1 Disagree [Sikubali] **2** Agree [Nakubali]

Having neighbours who own their homes Kuwa na majirani wanaomiliki miji wanamoishi	14 A ☐
Having neighbours who know each other Kuwa na majirani wanaojuana	14 B ☐
Having a housing cooperative which is active in the community Kuwa na shirika linalo kushughulikia wakaazi	14 C ☐
Having a caring and close community Kuwa na jamii inayoyajali masilahi ya jamaa	14 D ☐
Having adequate sewage/sanitation Kuwa na mabomba ya kuondoa takataka na usafi katika maeneo ya makaazi	14 E ☐
Having adequate street lighting Kuwa na mwangaza wa taa za umeme katika barabara zilizoko mtaani	14 F ☐
Having public play spaces for children Kuwa na sehemu za uma za watoto kuchezea	14 G ☐
Improving police involvement and presence in the neighbourhood Kuboresha ushirikishano wa polisi	14 H ☐
Having engaged and responsive local authorities Kuwa na viongozi wa mitaani wanaojihusisha na kuwajibika	14 I ☐

V. Perceptions on Children's Safety in the Home (this section is for respondents who have children living in their home – for those PHC members with no children at home, go to question 23)

15. These questions gauge how safe children are in your home.

Maswali haya yanakadiria usalama walio nao watoto wako katika maeneo haya ya makaazi

Do you agree or disagree with the following statements? Je unakubaliana au hukubaliani hoja zifuatazo?

1 Disagree [Sikubali] **2** Agree [Nakubali]

Boys living in my home are safe Mwanangu/wanangu wa kiume yuko/wako salama kuishi nyumbani mwangu	15 A ☐
Girls living in my home are safe Binti wangu yuko/wako salama kuishi kwangu/nyumbani mwangu	15 B ☐
My home is too crowded to ensure the safety of the children living in it Mjazano katika nyumba yangu hauhakikishii usalama wa wanangu	15 C ☐
My neighbours live too close in proximity to ensure the safety of the children who live with me Majirani wangu wanaishi karibu karibu sana na kwangu hadi haiwezekani kuwahakikishia wanangu usalama	15 D ☐
Lack of privacy for sleeping at home compromises the safety of the children living in my home Ukosefu wa nafasi za kibinafsi hutatiza usalama wa watoto wangu	15 E ☐
Lack of privacy for bathing/ toiletry at home compromises the safety of children living in my home Ukosefu wa choo na bafu za kibinafsi nyumbani hutatiza usalama wa watoto wangu	15 F ☐
Having lodgers compromises the safety of the children living in my home Kuwa na wapangaji wengine nyumbani kwangu hutatiza usalama wa watoto wangu	15 G ☐
Sharing my dwelling with other families/non-family members compromises the safety of children living in my home [Kuishi na jamii nyingine katika nyumba yangu hutatiza usalama wa watoto wangu].	15 H ☐
Lack of privacy/space at home has caused the children living with me to become violent toward one another Ukosefu wa nafasi za kibinafsi nyumbani kwangu umewafanya watoto wangu kudhulumiana wenyewe kwa wenyewe	15 I ☐
Lack of privacy/space has caused adults to become angry and stressed towards children living in my home Ukosefu wa nafasi ya kibinafsi imewafanya watu wazima kuwa na usumbufu wa kimawazo na hasira dhidi ya watoto nyumbani kwangu	15 J ☐
Lack of privacy/space increases tension in my home	15 K ☐

Ukosefu wa nafasi za kibinafsi umezidisha kutoelewana/mvutano nyumbani kwangu	
The quality of construction of my house compromises the safety of the children living with me Hali ya ujenzi wa nyumba yangu imetatiza usalama wa watoto wangu	15 L ☐
Lack of safe or adequate lighting in my home compromises the safety of children living with me Ukosefu wa mwangaza wa kutosha nyumbani kwangu umetatiza usalama wa watoto wangu	15 M ☐
There is no one at home to supervise the children living in my home Hamna yeyote nyumbani kuwatunza watoto wangu ninapokuwa kazini	15 N ☐
The children living in my home must work for money instead of going to school	15 O ☐

16. I worry that the girls living with me face risk of the following in my home

    Please indicate whether you agree or disagree with the following statements?

    Je unakubaliana au hukubaliani hoja zifuatazo?

    1 Disagree [Sikubali] **2** Agree [Nakubali]

Verbal abuse	16 A ☐
Physical abuse	16 B ☐
Sexual abuse	16 C ☐

17. I worry that the boys living with me face risk of the following in my home

    Please indicate whether you agree or disagree with the following statements?

    Je unakubaliana au hukubaliani hoja zifuatazo?

    1 Disagree [Sikubali] **2** Agree [Nakubali]

Verbal abuse	17 A ☐
Physical abuse	17 B ☐
Sexual abuse	17 C ☐

Notes (if enumerator wants to add comments related to questions 16 and 17 above):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

18. I worry that the girls living with me face risk of the following in the neighbourhood.

    Please indicate whether you agree or disagree with the following statements?

    Je unakubaliana au hukubaliani hoja zifuatazo?

    1 Disagree [Sikubali] **2** Agree [Nakubali]

Rape	18 A ☐
Beatings	18 B ☐
Abduction	18 C ☐
Disease	18 D ☐
Gang-related incidents	18 E ☐
Other (please specify)	18 F ☐

19. I worry that the boys living with me face risk of the following in the neighbourhood
Please indicate whether you agree or disagree with the following statements?

    Je unakubaliana au hukubaliani hoja zifuatazo?

    1 Disagree [Sikubali] **2** Agree [Nakubali]

Rape	19 A ☐
Beatings	19 B ☐
Abduction	19 C ☐
Disease	19 D ☐
Gang-related incidents	19 E ☐
Other (please specify)	19 F ☐

20. The safety of the children living with me has improved since I secured a loan from NACHU to upgrade my housing.

    Usalama wa watoto wangu nyumbani umeboreka/umeimarika tangu nichukue mkopo kutoka NACHU

Yes Ndiyo	20 A ☐
No La	20 B ☐
If yes, please specify why: Ikiwa ndiyo, tafadhali eleza mbona hivyo?	
If no, please specify why not: Ikiwa la, tafadhali eleza mbona sivyo?	
Preferred not to answer	33 ☐

Amekataa***	

Sehemu mbalimbali za malazi katika nyumba		
Private toilet in the home Vyoo vya kibinafsi nyumbani	22 F ☐
Separate cooking area in home Sehemu ya kupikia iliyojitenga huko nyumbani	22 G ☐
Electricity in home Umeme/stima nyumbani	22 H ☐
Running water in home Maji ya mfereji nyumbani	22 I ☐
Space to operate business from home Nafasi ya kuweka biashara nyumbani	22 J ☐
Adequate family revenue Mapato ya familia ya kutosha	22 K ☐
Peaceful relations between husband/wife Uhusiano bora kati ya mume na mke	22 L ☐

21. The emotional well-being and behaviour of the children living with me has improved since I secured a loan from NACHU to upgrade my housing.

Uzima wa kihisia wa watoto wangu umeboreka/umeimarika tangu nichukue mkopo kutoka NACHU

(If required, give examples of emotional well-being and behaviour such as "the child is enthusiastic about playing with friends, attending classes; the child is generally happy / is not withdrawn fearful or sad).

Kwa mfano; mtoto huwa anatazamia kucheza na marafiki zake, kuhudhuria masomo darasani,mtoto kuwa na furaha na wala sio kuwa mwoga au kuhuzunika

Yes Ndiyo	21 A ☐
No La	21 B ☐

If yes, please specify why:
Ikiwa ndiyo, tafadhali eleza mbona hivyo?

If no, please specify why not:
Ikiwa la, tafadhali eleza mbona sivyo?

Preferred not to answer Amekataa***	33 ☐

VI. Perceptions on PHC Membership

23. These questions are meant to gauge your impressions on the effects of PHC membership.

Maswali yafuatayo yanakusudia/ kukadiria athari/faida za shiriak la NACHU kwa usalama wa watoto wako

Do you agree or disagree with the following statements?

Je unakubaliana au hukubaliani hoja zifuatazo?

1 Disagree [Sikubali] **2** Agree [Nakubali]

I have been able to provide a safer dwelling for my family because of my membership in the PHC Nimeweza kuipa familia yangu makaazi yaliyo na usalama kwa sababu ya uanachama wangu katika PHC	23 A ☐
I have increased my revenues because of my membership in my PHC Nimeboresha/nimezidisha mapato yangu kwa sababu ya uanachama wangu katika PHC	23 B ☐
Family tension has decreased since my membership in the PHC as my savings have improved Mvutano katika familia yangu umepungua huku akiba yangu ikiboreka/ikiimarika	23 C ☐
Family tension has decreased since my membership in the PHC as my housing situation has improved Mvutano wa kifamilia umepungua kufuatana na kuboreka kwa hali ya makaazi yangu	23 D ☐
I feel safer and more supported now that I am a member in my PHC Nahisi kuwa na usalama na kuungwa mkono zaidi kwa sababu ya kuwa mwanachama wa PHC	23 E ☐
Membership in my PHC has not changed anything for me	23 F ☐

22. Please identify the factors that would contribute most directly to improving the safety of children in your home. Please rate the following factors according to their level of importance in ensuring the safety of your children in your home according to the scale:

Tafadhali eleza kama una kubaliana na umuhimu wa maoni yafuatayo

1 (most important)   2 (important)   3 (less important) [Muhimu] Sio muhimu] [Sijui] **99** (Refused) [Amekataa]***

Home ownership vs. renting Umiliki wa nyumba na Kukodisha	22 A ☐
Bigger size of home Ukubwa wa makaazi	22 B ☐
Distance of home from nearest neighbours Umbali wa makaazi kutoka kwa majirani walio karibu sana	22 C ☐
Type of building materials used for home Aina ya vitu vilivyotumika kujenga makaazi/nyumba	22 D ☐
Separate sleeping areas in the home	22 E ☐

Uanachama wangu katika shirika la PHC haujabadilisha chochote kwangu	
I am more engaged in community development because of my membership in the PHC Ninajihusisha zaidi katika maendeleo kijijini kwa sababu ya uanachama wangu katika PHC	23 H ☐
The PHC has improved community cohesion and solidarity in my neighbourhood Shirika la PHC limeboresha uwiiano na umoja katika eneo langu la makaazi	23 I ☐
The PHC has contributed to improved community infrastructure Shirika la PHC limechangia kuboresha mabarabara, stima, hali ya kuondoa maji-taka na kadhalika mtaani	23 J ☐
There are many community development initiatives undertaken by the PHC Kuna majukumu mengi ya kimaendeleo ambayo yametekelezwa na shirika la PHC	23 K ☐
The PHC has made no noticeable difference in my community Shirika la PHC halijaleta tofauti yoyote inayodhihirika kijijini mwangu	23 L ☐

Thank you very much for your assistance
!Asante sana kwa usaidizi wako!

TO BE ANSWERED ONLY BY THE ENUMERATOR

D1. Were there any areas of the survey where the respondent appeared uncomfortable?	
Yes	1 ☐
No	0 ☐
Unclear	.5 ☐

D2. In which sections of the survey did the respondent appear most uncomfortable?	
Respondent's Housing Situation	1 ☐
Characteristics of Neighbourhood	2 ☐
Perceptions of Children's Safety in the Neighbourhood	3 ☐
Perceptions of Children's Safety in the Home	4 ☐
Role of the Housing Co-Operative	5 ☐
None	0 ☐

D3. Do you have any comments about the interview? If so, please specify below.