

Child Friendly Spaces in Emergencies: Research and Learning Project

Briefing Note #2



Child Friendly Spaces (CFSs) are a widely used tool to help support basic child protection and psychosocial well-being as part of humanitarian response. However, little robust evidence of the impact of such interventions is currently available. In recognizing this dearth of research, World Vision International and Columbia University are partnering to evaluate

the protective and restorative effectiveness of a selection of CFS in different regions, identify good practice in design and implementation, and contribute to the development of further monitoring and evaluation tools for CFS. The outputs of this study will help agencies improve CFS effectiveness and make a significant contribution to improving practice in protecting children in crises.

Briefing Note #1 summarized sampling and preliminary findings primarily related to the first intervention site located in Buramino refugee camp along the southern Somali-Ethiopia border. This note elaborates upon the methodological approach used in the study and presents the early stages of work with a second neighboring intervention site.

Methodology

World Vision Ethiopia is using CFS as a tool within their Education in Emergencies program. The CFS M&E framework adopted is summarized in Figure 1. The tools have been selected to assess the impact of CFS with respect to three key areas of impact: (a) the protection of children from risk, (b) the promotion of children’s psychosocial well-being, and (c) supporting parents and communities in strengthening systems of child protection. Baseline data were collected with a sample of parents and children age 12-17 using these tools, with a view to repeating these assessments after several months of operation of the CFS. To help determine the specific contribution of CFS to the changes noted, attempts

are being made to also collect information from children, and their parents, who do not attend the CFS.

Figure 1: Preliminary CFS M&E Framework

Key Tools	Group(s) Targeted	Anticipated Impact Areas
1. Literacy & Numeracy Assessment	Children age 6-11& 12-17	Functional literacy and numeracy Skills
2. Parent Interviews	Parents of children aged 6-11	Child social and emotional well-being; protection concerns; coping resources
3. Child Interviews	Children age 12-17	Children social and emotional well-being; protections concerns; coping resources
4. Pre-/Post-Survey of Animators and Teachers	Animators and Teachers of CFS program	Knowledge and attitudes re: child development & protection
5. Participatory Focus Group Discussions (PRM)	Children age 6-11& 12-17 Parents of children aged 6-17 Community Leaders	Children, parent and community leader child protection and psychosocial concerns

Sampling

Random sampling of households with children age 6-17 in advance of the opening of the second intervention site provided a robust and representative sample for the purposes of impact evaluation. 130 parents completed interviews for children age 6-11, while 112 children between the ages of 12 and 17 were interviewed. In line with good practice, the CFS program staff made efforts to assess literacy and numeracy of all children attending the second intervention site. In total, 787 children were assessed - of which, questionnaire data was available for 33 children age 6-11 and 41 children age 12-17. Participatory focus group discussions were completed with 14 groups of children age 6-11, 9 groups of children age 12-17, 8 groups of parents, and 1 group of community leaders.

Preliminary Findings

Data collected from the second intervention site has highlighted a number of themes.

Basic literacy and numeracy activities were flagged as key structured activities within the CFSs, with

anticipated impacts related to improved cognitive development and analytical skills. World Vision's Functional Literacy Assessment Tool (FLAT) was shortened and adapted for use in the emergency context after discussion with national and field office staff. Figure 2 shows the mean and range of literacy scores from "cannot read at all" (0) to "can read a story and answer 2 comprehension questions" (4). Figure 3 shows the mean and range of numeracy scores from "cannot recognize numbers" (0) to has skills in "division" (6).

Figure 2: Literacy Scores for the 2nd Intervention Site

	# of Children Assessed	Average Literacy Score (0-4)	Range Low	Range High
Children Age 6-11	33	.15	0	2
Girls	18	.28	0	2
Boys	15	0	0	0
Children Age 12-17	41	.39	0	4
Girls	17	.29	0	2
Boys	24	.46	0	4

Figure 3: Numeracy Scores for the 2nd Intervention Site

	# of Children Assessed	Average Numeracy Score (0-6)	Range Low	Range High
Children Age 6-11	33	.24	0	4
Girls	18	.44	0	4
Boys	15	0	0	0
Children Age 12-17	41	.66	0	6
Girls	17	.35	0	2
Boys	24	.88	0	6

In fall 2011, the Search Institute and World Vision International collaborated in the preliminary development of a brief 10-item version of the institute's Developmental Assets Profile. This abridged version was translated into Somali, back translated to English, and administered by the Columbia field team in spring 2012 with Search Institute support. The results indicate that this 10-item version of the DAP has good reliability, with scores among both parents of children ages 6-11 and children ages 12-17 indicating that it may prove a suitable measure of the impacts on CFS on children attending activities.

Summer 2012

Follow-up data collection for both the first and second intervention site is scheduled for August 2012, the time when the CFS intervention is due to finish

(to be replaced by regular schooling). Baseline findings were shared with an inter-agency audience (including members of the Child Protection Working Group) in Geneva in June. A draft version of a structured review of evaluations of CFSs in humanitarian response was presented for discussion. The review is scheduled to be finalized by early August 2012, and will be widely circulated after this date.



Emerging Partnership

Recognizing the value of complementary roles and capacities in building the evidence-base for humanitarian practice, World Vision and Columbia University are planning to extend their current partnership through a three-year program involving CFS evaluations across a broad range of contexts. Development of effective and efficient monitoring and evaluation tools and strengthening WVI field capacity for evaluation will be key goals of the work.

The outputs of the work – field-friendly tools and methodologies, documented evidence of impacts, etc. - are planned to be shared not only within World Vision International but, through the Child Protection in Crisis Learning Network, with other agencies working on the protection and support of children in emergencies settings. Other agencies may also partner in field evaluations in due course. An inter-agency consultation meeting is planned for the Spring 2013 to explore engagement of other agencies in this program.

For further information on the work please contact:

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