

**CHILD FRIENDLY SPACES AND EARLY CHILDHOOD
LEARNING OUTCOMES IN REFUGEE SETTLEMENTS.
A CASE OF ADJUMANI REFUGEE SETTLEMENTS**

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**A DISSERTATION SUBMITTED TO KYAMBOGO UNIVERSITY
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Declaration

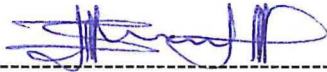
I, **Kinyera Maxwell**, declare that this research dissertation titled "*Child Friendly Spaces and Early Childhood Learning Outcomes in Refugee Settlements: A case of Adjumani Refugee Settlements*" is my original work which has never been submitted to any institution for any award.

I am now submitting it to the Faculty of Education Graduate Board of Kyambogo University with the approval of my supervisors.

Signed:  Date: 15/11/2029 (Candidate)

Approval

This research dissertation titled "*Child Friendly Spaces and Early Childhood Learning in Refugee Settlements: A case of Adjumani Refugee Settlements*" completed by Kinyera Maxwell has been developed with our guidance and it is now submitted for examination with our consent as supervisors.

Signature:  Date: 15-11-2019

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Dedication

This work is dedicated to my late grand mum Mrs. Catherine Obwoya, whose love, devotion and advice made me who I am. May her soul rest in peace!

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List of Acronyms and Abbreviations

ACRWC	African Charter on the Rights and Welfare of Children
CCS	Christian Children’s Society
CFS	Child Friendly Space
CPiE	Child Protection in Emergencies
CPWG	Child Protection Working Group
CRC	Convention on the Rights of the Child
CWS	Church World Service
DEO	District Education Officer
ECD	Early Childhood Development
ECEiE	Early Childhood Education in Emergency.
EFA	Education for All
FGD	Focus Group Discussion
IASC	Inter-agency Standing Committee
IDI	In-depth Interview
INEiE	Inter-agency Network for Education in Emergencies
IQ	Intelligence Quotient
KII	Key Informant Interview
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
NGO	Non-Governmental Organization
OECD	The Organization for Economic Co-operation and Development
OPM	Office of the Prime Minister
PRM	Participative Ranking Methodology
RWC	Refugee Welfare Council
RWC	Refugee Welfare Council
UNESCO	United Nations Educational, Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund
WCEFA	World Conference on Education for All
WEF	World Education Forum

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Abstract

Uganda has a long history of hosting refugee and asylum seekers from the neighboring countries. The country is currently hosting 1.5 million refugees in different settlements with children comprising 64% of the refugee population (OPM 2019). The refugee children experience a number of protection issues like trauma, anxiety, adverse stress and struggle for survival. These negatively affects their ability to understand the world around them, with devastating effects on their physical, socioemotional, cognitive development, and overall learning outcomes (Save the Children 2008, INEE & Education cluster, 2011). Providing Safe Spaces where refugee children can be protected and nurtured are very vital for their learning (UNICEF 2017). This is in line with the UN Resolution on the Right to Education in Emergencies (2010) and Convention relating to the Status of Refugees (1951) among others. Since its use in the 1999 Kosovo crisis, CFS programs has been adopted by many humanitarian organizations as one way providing refugee children with a protected environment in which they can play (UNICEF, 2009). This study therefore sought to establish the contribution of child friendly spaces on early childhood learning outcomes among refugee children in Adjumani Settlements. The researcher used a mixed method. The qualitative and quantitative research methods complemented each other and allowed for a more complete analysis of the research problem. Descriptive Survey design was used and the research methods used were interview, questionnaire, focused group discussions and observation. The study established that there are fun activities, such as games, sports, singing, drama and puppet-making which gives refugee children a chance to express their feelings of fear and loss through creative play, stories and group interactions. The study also established that the activities at child friendly spaces promote the development of cognitive skills such as recollection and memory, counting and number concepts, colour recognition, critical thinking, language and literacy development among the children. Under socio-emotional development, the study established that child friendly spaces contribute to the development of self-esteem, resiliency, promotes peer relationships, emotional self-regulation, empathy, sharing, taking turns, and using nice words when playing with other children. While under physical development, the study found out that child friend spaces contributes to the development of sensory and fine motor skills of children in their early years of growth and development. The study then concludes that providing child friendly spaces interventions in refugee settlements contributes to the improvement of early childhood learning outcomes among refugee children. The study recommends standardization activities provided at the child friendly spaces, strengthening supervision of children at the CFSs and inclusion of parenting sessions at the child friendly spaces.

Chapter One

Background to the Study

1.0 Introduction

This chapter introduces the background to the study, statement of the problem and objectives of the study. It further presents the research questions, significance of the study, limitations and delimitations of the study, theoretical and conceptual framework as well as the operational definitions of research terms.

1.1 Background to the Study

Uganda has a long history of hosting refugee from the neighboring countries. Refugee settlement in the country date back to 1954 when the British colonial administration moved Kenyan refugees fleeing the Mau Mau Uprising to Kigumba in what was then Masindi District. Wars, violence and persecution in the Horn of Africa and Great Lakes Region were the main drivers of forced displacement into Uganda, led by South Sudan's conflict, insecurity and ethnic violence in the Democratic Republic of the Congo (DRC) and political instability and human rights violations in Burundi (UNHCR Annual Report 2017). The refugee settlements and internal displacement has happened in many countries like during LRA war in Uganda (1987 – 2006), the mulita-sided armed conflict in Syria (March 2011 to date), the war in Afghanistan (2001 - date) and South Sudan civil war that broke out between the rebel leader Riek Machar and President Salva Kiir, which has forced over 1.3 million South Sudanese to flee and seek refuge in Uganda (OPM 2018).

Since its use in the 1999 Kosovo crisis, Child Friendly Space (CFS) programming to provide children in emergency with protected environments in which they participate in organized activities to play, socialize, learn, and express themselves as they rebuild

their lives has been adopted by many humanitarian organizations (UNICEF, 2009). There is growing interest and adoption of CFSs as a prime intervention strategy as evidenced by its reference in a number of agency and inter-agency documents guiding humanitarian response (Global Protection Cluster, 2011). This has seen CFSs being implemented in many countries like Uganda, South Sudan, Iraq, Syria, and many others.

Theoretically, this study was guided by Social Learning theory of Lev Vygotsky (1962). According to Vygotsky's theory, the social environment of the child has great influence on the learning outcome. Safety strengthens participation, increases attention to the learning tasks, mental effort and benefits and to perseverance in the face of difficulty (Petty, 1998). This situation is however contrary in emergencies and refugee settlements where children suffers from trauma, anxiety, and limited access to basic social services. According to Inter-Agency Network for Education in Emergencies' report of 2011, witnessing violence, death, destruction of social fibre and disruption of daily routine negatively affects early childhood learning outcomes and robs children of their childhood.

The refugee children are faced with additional challenges such as physical deprivation, psychological trauma, toxic stress and inadequate cognitive and socioemotional development services. Many of them have witnessed emotionally distressing events like loss of their family members and friends, injury, and physical damage to their homes and community. They are left with the feelings of anxiety, sadness and fear. According to Vygotsky, learning always occurs and cannot be separated from a social context.

In terms of concepts, this study has been guided by the concept of child friendly spaces in emergencies and how it contributes to early childhood learning outcomes. Child

Friendly Spaces (CFS) are used by humanitarian agencies to support and protect children in emergencies. Children are the most vulnerable group during conflict and in the aftermath of a disaster, both emotionally and physically. It provides young people with a safe place to play, participate in activities, learn about their rights to health and protection, and experience healing from trauma they have experienced. The child-friendly space approach integrates health services, childcare, nutrition, psychosocial development, environmental education and structured recreation in a protective environment. The centres have programmes for preschool children, primary-school-age children, youth and parents. Early childhood learning outcomes are what the children know, able to do or demonstrate. This study measured in terms of cognitive, physical and socioemotional development of the children.

Regarding context, over one million refugees have currently fled to Uganda in the last two and a half years, making the country the third largest refugee-hosting country in the world after Turkey and Pakistan¹, with 1.5 million refugees by August 2018 (UNHCR Refugee Response Report 2018).

According to Department of Refugees in the Office of the Prime Minister (OPM) and UNHCR interagency reports 2018, there are 1.5 million refugees and asylum seekers in Uganda as of August 2018, with children comprising 64% of the refugee population. Adjumani is one of the districts hosting the largest number of refugees, with 19 refugee Settlements and 222,966 refugees as of 31st March 2018 (OPM 2018). This increase in population has created a huge challenge in service delivery with education and early childhood education in particular being the worst affected, yet only a small proportion of the resources devoted to humanitarian aid is spent on education. Education is often very

low on the list of priorities in humanitarian crises, where food, water and health are often viewed as the most essential life-saving assistance.

In Adjumani refugee settlements, a number of child focused agencies have employed the use of child friendly spaces as one of their main intervention to the refugee influx from South Sudan. UNICEF, in collaboration with the local government and development partners such as Save the Children, Plan International, TPO, ADRA, War Child, World Vision and War Child have recently adopted the concept within a broader approach to emergency response.

Global Education Cluster, Interagency Standing Committee (IASC), and Interagency Network for Education in emergencies (INEE) have developed CFSs' policy guidelines that stipulates among others the minimum standard, the design and construction of CFSs in the refugee settlements differ from one organization to the other (UNICEF 2011). This has created gaps in terms of uniformity of CFSs' services provided by the different humanitarian agencies. It is against this background that the study seeks to establish the contribution of child friendly spaces on early childhood learning outcomes among refugee children in Adjumani Refugee Settlements.

1.2 Problem Statement

Providing Safe Spaces to refugee children enables them develop resilience and coping mechanism as they experience healing from trauma, anxiety and fear they went through during the emergency. According to UNICEF (2017), having access to child friendly spaces that meets the physical, socioemotional and cognitive needs enables refugee children gain self-confident and recovers from psychological trauma and learn better. This is in line with UN Resolution on the Right to Education in Emergencies

(2010), Convention relating to the Status of Refugees (1951), African Charter on the Rights and Welfare of the Child (1990), and Uganda Constitution among others.

However, in Adjumani refugee settlements, there are limited interventions on activities aimed at mitigating the negative consequences of war on early childhood learning and the overall development of the child. According to UNHCR & INEE 2018 report 2018, 75% of the children continue to show signs of trauma, distress, stress and anxiety, indication that they do not have adequate access to child friendly spaces. This situation has presented particular threats to their cognitive, socioemotional, physical, and overall development. According to UNHCR South Sudan Refugee Situation Report 2018, 70% of these children aged 3-7 are enrolled in different early childhood education centers within the settlements, however achievement of early childhood learning outcomes remains at 55% among these children (UNHCR annual report 2018).

A number of humanitarian organizations in the district have adopted Child Friendly Spaces as a mechanism of protecting and promoting children's psychosocial well-being, the understanding of how CFSs and Early Childhood Learning Outcomes are related is not straightforward to many especially the parents. According to Savage, 2013; Global Protection Cluster, Global Education Cluster, INEE, & IASC, 2011), there is little robust evidence exists related to impacts of CFSs even though it is one of the most widely used interventions in emergencies for child protection and psychosocial support. This study therefore seeks to establish the contribution of child friendly spaces on early childhood learning outcomes among refugee children in Adjumani settlements.

1.3 Purpose of the Study

The purpose of the study was to examine the contribution of child friendly spaces on early childhood learning outcomes among refugee children.

1.4 Objectives of the Study

1. To establish the kind of activities provided to refugee children at the child friendly spaces in Adjumani refugee settlements.
2. To establish the contribution of child friendly spaces on cognitive development of refugee children in Adjumani settlements.
3. To establish the contribution of child friendly spaces on socio-emotional development of children in Adjumani refugee Settlements.
4. To establish the contribution of child Friendly spaces on the physical development of refugee children in Adjumani Refugee Settlements.

1.5 Research Questions

1. What are the kind of activities provided to refugee children at the child friendly spaces in Adjumani refugee settlements?
2. How do the child friendly spaces contribute to cognitive development of refugee children in Adjumani refugee settlements?
3. How do child friendly spaces contribute to socioemotional development of refugee children in Adjumani refugee settlements?
4. How do child friendly spaces contribute to physical development of refugee children in Adjumani refugee settlements?

1.6 Significance of the Study

This study will establish the influence of child friendly spaces on early childhood learning outcomes in emergencies. Results from the study will be disseminated to

relevant stakeholders like government, parents and humanitarian organizations. The finding is expected to benefit them in the following ways;

The study findings will be significant to the Ministry of Education and Sports (MoES) and the Ministry of Gender Labour and Social Development, which are responsible for policy formulation to plan programmes that integrate CFSs into their emergency response interventions. This is because the study will provide evidence that can be used by the Ministry to make policies and implement activities relating to child friendly environment that boost early childhood learning outcomes in emergencies.

The finding is also going to be significance to the humanitarian agencies, academia and researchers in that it will greatly contribute to the existing knowledge on CFSs that can be used in development of inclusive strategies and policies that promote, protect and enhance the participation of refugee children and their parents in CFS activities.

Findings from the study is expected to help humanitarian organizations to review their existing CFSs guidelines and come up with policy that govern operationalization of child friendly spaces not only in emergency but also in development context.

The results of the study are also expected to help government and humanitarian agencies to improve on the design and implementation of child friendly spaces in emergencies by offering information on the opinion from the different stakeholders.

The findings of this study can be of significant benefit to early childhood development and education (ECDE) teachers, administrators, school managers, CFS facilitators, concerned parents and child-care organizations to give them a better

understanding on how Child Friendly Spaces can be used to improve early childhood learning outcomes in refugee settlements.

1.7 Limitations of the Study

According to Mugenda and Mugenda (1999) limitations are an aspect of research that may negatively affect the results of a study but which the researcher has no control. The following are some of the anticipated limitations and how the researcher will minimize their effects;

Some respondents were somehow not willing to avail the necessary information. However, the researcher tried to explain the purpose and important of them participating in the study. The researcher also convinced them to open up by assuring them of keeping the information secret and explaining thoroughly the purpose of the research.

Since the study involved high financial expenditures in terms of hiring research assistants transport, typing and printing, meals and the general upkeep during the study, the researcher was somehow limited financially. However, the researcher used the available resources sparingly so that all the associated logistical needs are met. The researcher also prioritized his expenditure and made sure that the most important things are first attended to before the money could get over.

The time available for the study was limited for the researcher to exhaust the study objectives and to collect relevant data. The researcher hired two research assistants who helped him during the data collection in order to speed up the process and beat the time.

1.8 Delimitations of the Study

The study was conducted in four Refugee Settlement camps of Maaji, Pagirinya, Ayilo and Nyumanzi in Adjumani district. The district is chosen because it one of the districts currently hosting the largest number of refugees in Uganda. Adjumani District is found in West Nile sub region in Northern Uganda bordered by Moyo District to the north, South Sudan to the northeast, Amuru District to the east and south, Arua District to the southwest and Yumbe District to the northwest.

In term of contend, the study basically focused on the assessment of the contribution of child friendly spaces on early childhood learning outcomes in refugee settlement context. It aims to provide insights into the perspectives of ECD teachers, parents, and development partners' staff on the impact of child friendly spaces on early childhood learning outcomes within refugee settlements contexts. It will focus primarily on the educational aspect of ECCD, while recognizing the importance of the integrated elements of nutrition, health and child protection support.

The research study covered a period of 5 years (2014 - 2018). This is because from 2014 to 2016 the district has experience a high number of refugees mainly those fleeing South Sudanese's crisis. There has also been a number of humanitarian interventions including construction of Child Friendly Spaces within the said period.

1.9 Theoretical Framework

This study is anchored on Lev Vygotsky (1962) theory of social learning. According to this theory children's learning occurs in a social context (they learn from each other). Lev Vygotsky stated that children learn through interactions and communications with others. The theory explains the role of social environments in influencing the learning process. He suggested that learning takes place through the

interactions students have with their peers, teachers, and other caregivers in an environment which is friendly and culturally relevant. This means that child friendly spaces in refugee settlements should be constructed in a manner that reflect need, culture and belief of the beneficiaries for it to be relevant to the learners and enhance learning outcomes.

Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky and some other educators believe that the role of ECD caregivers is to give children experiences that are within their zones of proximal development, thereby encouraging and advancing their individual learning such as skills and strategies. Child friendly spaces provided to refugee children is therefore seen as perfect avenue for them to engage in different activities that promotes development of self-esteem, critical thinking and physical development.

Child friendly spaces enhance regularity and gives children freedom from fear and anxiety (Seifert, 1983). Safety strengthens participation, increases attention to the learning tasks, mental effort and benefits and to perseverance in the face of difficulty (Petty, 1998). Vygotsky's theory means that when child friendly spaces with appropriate and variety of equipment are provided to children, they feel motivated to interact among themselves and with the environment. Failure to provide CFSs with appropriate and culturally relevant play environments for children result to lack of confidence, fear and anxiety.

1.10 Conceptual Framework

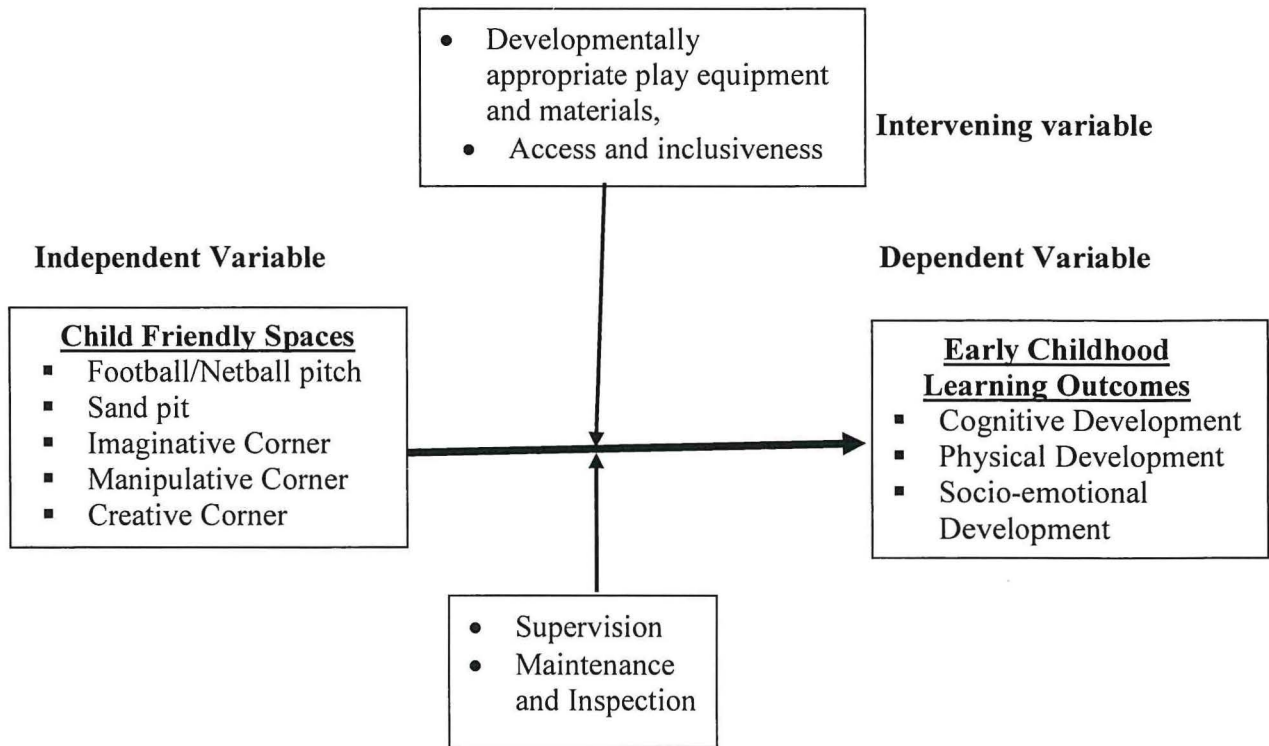


Figure 1: Conceptual Framework

The conceptual framework for this study above provides an insight into the influence of child friendly spaces on early childhood learning among children in refugee settlements. It diagrammatically presents the relationship between factors of Child Friendly Spaces provided to refugee children as an Independent Variables (IV) and Early Childhood Learning Outcomes as Dependent Variables (DV) in the study. The friendliness will depend on the amount of maintenance inspection and supervision carried out during children’s outdoor activities. It shows that the contribution of child friendly spaces is maximized when inclusiveness, maintenance and supervision of Child Friendly Spaces are spaces combined with provision of developmentally appropriate play equipment and materials are put in place. The ultimate result is acquisition of cognitive skills, social emotional and physical development of the refugee child.

1.11 Operational definition of the key terms

A child: in this study a child refers to anyone below the age of 9 years.

Camp: a settlement with temporary accommodation of huts, tents, or other structures where refugees live.

Child Friendly Space: is a safe place set up in a disaster-affected community where children's unique needs can be met.

Separated Children: Children who have lost track of their parents and families while fleeing from conflict.

Emergencies: Situations such as violent conflict or disaster that generate a serious disruption of the functioning of a community or society involving widespread human, material, economic, or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.

Contribution The effect child friendly spaces has on children that promote cognitive and socio emotional development in a child.

Learning outcomes: the cognitive and socio-emotional development of the child.

Refugee: A person who has been forced to leave their country in order to escape war or natural disaster.

Unaccompanied minor: is a child who is travelled alone to the refugee camp without a parent, guardian or responsible adult.

Chapter Two Literature Review

2.0 Introduction

This chapter examined and analyzed documents, textbooks, research monographs, online journals, world wide web extracts, news articles, public speeches, institutional publications and any other material that may have been written in relation to this study. They are works of various distinguished scholars who have researched, taught, explored and published texts about the subject of study. It is intended to give a review of the information that already exists and identify some of the gaps that have been left by the previous researchers and scholars. The forenamed gap was the main basis of this study as it is mainly intended to fill them. This chapter therefore intends to link this study to other studies that have been carried out in relation to this topic. It should be noted however that not much literature exists about this topic in the context of the area of the study hence necessity has been attached to this study in relation to the study area.

2.1. The Kind of Activities Provided to Refugee Children at Child Friendly Spaces

Guidance on CFSs generally suggests that the kind of activities provided to children should be geared towards three major objectives. First, CFSs are seen to serve as a protective mechanism, protecting children from abuse, exploitation or violence. Second, CFSs activities are considered as a means to provide psychosocial support to children, strengthening their emotional wellbeing, social wellbeing, and/or skills and knowledge (Ager, 2011). However, according to Metzler, 2013 humanitarian agencies are providing different kind of services in different settlements depending on funding and budget available. This has denied children opportunity to have equal access to activities that would boost their learning outcomes and the overall holistic development.

Evidence of the impact of trauma and crisis on cognitive ability is less abundant in countries affected by such atrocities. However, evidence does exist which shows that lasting impact on mental health, which, as we have established above, has strong links to memory, clear thinking, and attention. Attanyake et al. (2013) conducted a meta-analysis, examining evidence from 17 countries where children were exposed to war. Their findings showed that children exposed to conflict were more likely to suffer from depression and anxiety disorders which in turn affects their learning outcomes. A study conducted in Sri Lanka with 420 school children (Elbert et al., 2010: 238) showed similar findings and that those children who had been traumatized experienced 'lasting interference' in their daily lives. Children had lower school performance and did not perform as well on memory tests.

Further, we need to consider, especially in emergency settings, that learning outcomes may not be the most important objective. Childhood is a critical time for cognitive, emotional and physical development (Attanyake, et al., 2009). Therefore, we must consider the most appropriate interventions to long term wellbeing when we consider using Education Technology in emergencies.

A review of nineteen evaluations of ECD programs in developing countries confirms that when children have access to child friendly spaces with quality care that includes nutrition, health care, and stimulation, they gain improved critical thinking skills, self-confidence, problem-solving abilities, and the capacity to cooperate with others. These skills will determine children's overall performance in school, and possibly alter their developmental trajectory (Ramsey et al. 2010). These factors underscore the central importance of providing early childhood care and education programmes in

achievement, can also have a detrimental impact on teacher and student morale and engagement, and impact negatively on aggregate student outcomes (Filardo 2017). Collectively, these factors impact on teachers' work, attitudes and behaviors, and have flow on effects on

A child who develops well physically, mentally, socially, emotionally and intellectually during the early years is more likely to be a happy and productive member of the society than one who does not. Mustard (2012) posit that poor development during early childhood years affects key aspects of brain development. For example, it affects all body tissues during life including the immune system, and the brain development influences the cognition, imagination, behavior and skills. Children can get all these skills when they have a friendly environment in their school and only the teachers can create this environment if they are competent and knowledgeable. Therefore, the role of the practitioners and teachers in early childhood education is complex and teachers have to keep pace with the current knowledge and teaching strategies on an ongoing basis. Bath (1990, p. 49) postulates that, 'probably nothing in the school has more impact on students in terms of skills development, self-confidence or classroom behavior than the personal and professional growth of their teachers.

In a child friendly environment, the most important thing for teachers is viewing children as competent and strong rather than needy and weak. In such a situation teachers avoid corporal punishment because they believe that it is very dangerous for children. Similarly, Jamal (2017) believes that physical punishment hinders learning and causes irreparable psychological damage, including confidence and self-esteem. (Kaplan, 2016) adds that corporal punishment has negative emotional effects. It can cause depression, anxiety, and other emotional problems.

Fulcher and Garfat (2013) define developmental outcomes as, 'outcomes associated with enhanced wellbeing along with personal and social capabilities, and not reports about what service providers tried to do'. A childcare worker's use of life events to understand a child's development level and subsequently their development needs is often necessary to support that child's developmental outcomes. Developmental outcomes are specific indicators based on broad areas such as behavior, emotions, relationships and education. These may be used over time to assess the child's developmental progress.

While an improvement in documentation and measurement of processes and outputs is important, arguably the most critical requirement is an appropriate focus on relevant outcomes and impacts. The collection of output data alone cannot reasonably validate program impact or effectiveness. Focus group discussions and self-reports can contribute to the documentation of CFS outcomes, providing useful insight into local perceptions and encouraging participation throughout the evaluation (Kostelny, 2014). However, self-reports are limited in their ability to relay accurate information on wellbeing as they rely on the individual's ability to remit sensitive information, usually related to feelings or attitudes (Duncan, 2014).

Child friendly spaces provide a space where children can receive psychosocial support amid the chaos that can ensue following a disaster. Children's perceptions about events are influenced by adults and peers, and by what they see and hear around them. Children are aware of problems that their parents face and they often modify their behavior to decrease strain on their families (McDermott & Palmer 2012). However, despite the benefits for children, child friendly spaces are not currently a standard inclusion in Australian emergency management plans.

Simple interventions can alleviate stress and anxiety for young children (Williams et al. 2010, Madrid et al. 2013). Staff who operate child friendly spaces provide a safe environment where children can engage and express themselves in a variety of ways. This can be through play, art, and interaction with calm adults. Implementing child friendly spaces in evacuation centers ensures that mental health interventions are available immediately after a disaster. This is a practical way to address the needs of children by creating opportunities for them to express their feelings and concerns and to feel safe while establishing a sense of normality and improve learning outcomes.

The kind of activities provided to children at child friendly spaces in emergencies helps to protect children from physical harm and psychosocial distress (Save the Children 2011). Similarly, Anger (2012) posit that activities at Child friendly spaces are inclusive of all children and help to reduce a range of distressing effects of emergencies by providing a protected environment in which children can participate in age- appropriate activities under the supervision of trained staff and volunteers.

In order to further understand the kind of child friendly environment Click (2010) argues that in a developmentally appropriate child care environment, children can enhance their cognitive abilities as they are active participants in the development of their own intelligence. In order to do that, the environment must invite participation and offer a wide variety of choices. Children must be free to explore and discover, to hypothesize and experiment to increase their knowledge about the world around them. Each area in the classroom must include space for children to work comfortably and to have their materials close at hand (Sadu, 2012).

Activities implemented in a child friendly space in an emergency mainly aim at building children and young people's resilience and guaranteeing continued learning and

development (Child Protection Working Group, 2012). Most child protection agencies use play as a conduit through which children and young people's psychosocial needs are addressed. Ager & Metzler (2012) assert that play stimulates cognitive and social development. In an emergency context where war or natural disaster has destroyed life and property, play may evoke feelings of normalcy, contribute to developing social skills and strengthen community resilience (IASC, et al 2011). Daily routines and events in a child friendly space in an emergency therefore provide an opportunity for care workers to accompany survivors towards recovery.

2.3. Child Friendly Spaces and Socio-emotional Development in Refugee Settlements.

Child friendly spaces provide a space where children can receive psychosocial support amid the chaos that can ensue following a disaster. Children's perceptions about events are influenced by adults and peers, and by what they see and hear around them. Children are aware of problems that their parents face and they often modify their behavior to decrease strain on their families (McDermott & Palmer 2013).

Simple interventions can alleviate stress and anxiety for young children in refugee settlements (Williams *et al.* 2011, Madrid *et al.* (2016). Staff who operate child friendly spaces provide a safe environment where children can engage and express themselves in a variety of ways. This can be through play, art, and interaction with calm adults. Implementing child friendly spaces in evacuation centers ensures that mental health interventions are available immediately after a disaster. This is a practical way to address the needs of children by creating opportunities for them to express their feelings and concerns and to feel safe while establishing a sense of normality as soon as possible.

Focusing on providing support using a psychological first aid model for children ensures that appropriate activities and support can be delivered in a child friendly space. Psychological first aid is an evidence-based approach for assisting children, young people and families. It involves brief supportive interventions for children and families in the aftermath of emergencies (ANU, 2012). Employing this model in a child friendly space has the advantage of improving transition into early recovery activities for those children who may be more significantly affected by an emergency.

Child friendly spaces are also an avenue to provide support to parents, not only by giving them the space to address immediate needs, but also by providing relevant information with regard to caring for children in the aftermath of disaster. As part of the psychosocial support provided by staff in the child friendly space, general advice can be given to parents about the behavioral responses of children and young people, enabling parents to be prepared and to better understand the responses of their child or children to the emergency.

According to Prinsloo (2015) this is an environment where there is no physiological and psychological harm to encourage children to participate fully in physical activities. Participation in outdoor activities involves how children are engaged in or interacts with inputs in their outdoor environments to indicate acquisition of physical (motor), intellectual and social skills as the observable outcomes.

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

seen as a key vehicle for mobilizing communities around the protection and well-being of children, and strengthening community protection mechanisms (Global Protection Cluster et al., 2011).

The child friendly space model is designed to identify possible risks to children, put in place mitigation strategies, and provide a much-needed link to early recovery services (The Sphere Project 2011, Metzler *et al.* 2013). Child friendly spaces provide places for integrated play, informal education, and psychosocial support. Staff can also provide information and referral to more formal help services for children and families.

Gharabaghi and Stuart (2013) define a child friendly space intervention as a means of conceptualizing work with children and youth in the spaces where their lives unfold. In a life-space approach, care workers get alongside children, guiding them, allowing them to explore and learn on their own, and intervening to support when children take a new path towards learning a new skill (Vygotsky, 1978). They use daily events and routine to achieve this goal, and the relationship is the foundation and means by which it is all done.

Delaney-Black et al. (2013) on the other hand, show that children regardless of Post-Traumatic Stress Disorder, if having faced trauma, 'may actually inhibit intellectual and academic functioning'. Findings from the study, again conducted in the US, showed that 'self-reported violence exposure in children was negatively correlated with IQ scores and standardized reading achievement test performance' (Delaney-Black et al., 2013). Enlow et al. (2012) similarly find that children exposed to trauma in the first 5 years of age, even after adjusting for a number of factors – including gender, socioeconomic status, maternal IQ, and others, suffer long term consequences. Children demonstrated

decreased cognitive scores at least until the age of eight, and children who experienced violence in the first 24 months showed even worse outcomes.

Conflict-related violence and trauma have a significant negative impact on the psychological and physical health and well-being of children which can result in long-term cognitive and physical disabilities, (Tomashiro, 2011) trauma and significant delayed or arrested development (Boothby, Strang, and Wessells, 2016; Blattman and Annan, 2010; Ager et al., 2010). Conflict affected children are significantly more likely to suffer from poor psychological health, including depression, anxiety and Post Traumatic Stress Disorder (PTSD) than adults (Wolmer et al., 2015).

2.4. Child Friendly Spaces and Physical Development among Refugee Children

Barbour (2013) found that Child Friendly Spaces design influenced elementary children's physical skill development by facilitating or constraining the strategies they used to manage their play with peers. She also noted that children's engagement with materials and equipment in the physical environment affected their motor skill development and their physical competence.

Perceptual-motor development results from the interaction between sensory perception and motor actions in increasingly complex and skillful behaviors.... More specifically, visual, auditory, and tactile sensory abilities are combined with emerging motor skills to develop perceptual-motor abilities. (Frost, Wortham, and Reifel, 2011).

Physical activity in childhood is important for many reasons and a variety of sources indicate a direct relationship between physical activity and children's health (Hope and others 2017). In early childhood physical exercise helps build strong bones, muscle strength and lung capacity (Lindon, 2017). It may also increase cognitive function, improve academic achievement and accelerate neurocognitive processing. In

addition, it appears that active children are also less likely to smoke, to abuse alcohol or take illegal drugs as they grow up (BHF 2009). There is also evidence that exercise breeds exercise, and children in the east of England who cycle to school have been found to be much more active at other times and are aerobically fitter. There is also a suggestion that across England, children in rural areas may be more active than other children (Pretty, 2010).

Several studies have shown that playing is good for developing motor functioning, and most infants and toddlers acquire fundamental movement skills through unstructured physical activity and play. Children who lack proficient motor skills often choose not to participate in physical activities as they get older, and as games become more competitive (Graham and others 2012 cited in Low Deiner and Qiu 2014). Better motor function has also been found to lead to fewer accidents (HC Netherlands 2013).

Fun and enjoyment are the greatest motivators for physical activity and, whilst children see health reasons as important, they are more attracted by ‘unhealthy’ activities if they are more fun than ‘healthier’ activities (Hemmings 2017). Young children are innately active, but this natural tendency is easily overridden by external constraints, including adult supervision (Jebb, 2012).

A recent study (Brockman and others 2011a) found that children’s primary motive for engaging in physically active play was for social and enjoyment reasons, to prevent boredom and because they were aware of the physical and emotional benefits of being active. They also valued the freedom from adult control and the unstructured nature of physically active play. However, children felt that their active play was restricted by poor weather conditions, fears and a lack of suitable play spaces. From these findings, the authors suggest that more encouragement should be given by schools to allow children

outside at break times when it is raining, perhaps also providing them with waterproof clothing. Brockman and others believe that more safe places to play are required to reduce children's and parents' fears, which can prevent children from being active in their neighbourhoods. The study also found that children who owned mobile phones had more independence to play actively around their neighbourhood, as parents felt happier letting them play outside unsupervised if they could reach them by phone.

Opportunities for play, throughout childhood, contribute to children's life chances and development and active toddlers who grow up enjoying physically active play, especially in natural environments, may be laying the foundations for better health and a longer life than sedentary children (Pretty and others 2010). Active play is the most common type of physical activity children take part in outside of school, and outdoor and unstructured play may be one of the best forms of physical activity for children (BHF 2009). Brady and others (2012) found that physical activity in early years' settings was influenced by a number of factors, including the layout of the setting, ethos of play staff, encouragement from staff, opportunities for free flow play and access to outdoor space and suitable equipment. This not only influenced the time children spend playing actively, but also the quality of the play.

Article 31 of the United Nations Convention on the Rights of the Child recognizes a children's right to play and play related issues emerge as a key theme within research on children's use of space. Research has looked at how children play, their differing play needs and the role of the outdoors in their play experiences (e.g. Cole-Hamilton, 2012; Fjortoft, 2011). Engaging in 'play' activities constitutes a large proportion of children's time and is a key aspect of their physical activity levels (Dietz, 2011). Research has

shown that encouraging children to play may be a key way of increasing their levels of physical activity (Burdette, et. al., 2015).

Encouraging active play and walking as a routine in the daily lives of young children may be important in preventing obesity. Children who sleep fewer hours a day are more at risk of obesity and active children tend to sleep longer (Taheri 2006 cited in Milano 2017). However, research into effective interventions for obesity is complex and although individually each factor may make only a small contribution to weight gain, the potential synergies may underestimate the overall impact of playing. For the role of physical activity in controlling a child's weight may be more complex than its contribution to energy expenditure (Jebb 2010). For older children and teenagers, the outdoors is perceived as the most important environment for physically active play (Open Space 2006), and that children who go out without adult supervision are likely to be more physically active than those who are with adults (Mackett and others 2012). As Dietz points out: 'Opportunities for spontaneous play may be the only requirement that young children need to increase their physical activity' (Dietz 2011: 314).

Children's activity levels are related to gender, family patterns and outdoor play. Boys are more active than girls, children whose parents participate in physical activity with them are more active and children who spend more time in outdoor play spaces are more active (BHF 2009). Brockman and others (2011b) note how boys tend to play further away from home with friends, while girls tend to play closer to home, often with family members. Both genders preferred unmanaged spaces for engaging in active play, rather than structured activities. Parents also have a strong influence on their children's activity levels. If parents understand the importance of physical activity to their children's health and are involved with their children in some physical activity, this not

only encourages their children to be more active but can also enhance parent–child communication and social interactions among family members (Thompson 2010).

Guidelines set out by the Department of Health (2011) call for interventions to increase children’s physical activity levels, starting from birth. Early years children should be given ample opportunities for unrestricted movement (such as crawling and water-based play) to increase their physiological development and encourage bonding with others. Drawing on robust research, the report argued that levels of physical activity required in childhood to help achieve healthy weight, bone and cardio-metabolic health and psychological well-being are higher than previously estimated. Unstructured play is perceived as vital to achieving this, as young children ‘need the freedom to create their own opportunities for active play, lead their own activities, direct their own play and engage in imaginary play’ (DH 2011: 22). The report calls for more play spaces and parental support to help foster this.

For the benefits of play to be used to their full advantage, support must come from everyone. The NICE report on promoting physical activity for children and young people, carried out on behalf of the Department of Health, states that responsibility for increasing physical activity levels in childhood should involve a range of professional bodies (NICE 2009). This includes community and voluntary groups, government departments, local authorities, early years, play and youth service providers, the police, health service providers, the private sector, schools and colleges. It provides numerous recommendations to increase physical activity in childhood, such as a national campaign that consults with children and families about the importance of physical activities; a high-level policy and strategy to increase opportunities to be safe and active outdoors; local strategic planning that identifies children who have low exposure to physical

activity; planning play spaces and facilities (such as parks, out of hours car parks and school grounds); and local transport planning that encourages active travel.

NICE (2015) also provide guidance about creating environments for physical activity. The recommendations include strategies and policies that involve the local community and prioritize children, particularly when planning and developing roads (such as providing safe routes plans and guidance), ensuring public open spaces are accessible by bike or foot and designing playgrounds to encourage high levels of active play.

Child Friendly Spaces in refugee settlements has wide variety of play materials that can be crucial in the development of children (Goldstein, 2012). In early childhood education, play is particularly valued and embedded in the curriculum. The importance of play is stemmed from the contribution it makes towards the physical, cognitive, social and emotional well-being of children and youth (Ginsburg, 2015).

The unique features of the outdoors as compared to indoors includes the potentially greater space and freedom of movement available to children and the availability of equipment and materials that enable children to engage in large muscle activities as well as enhance fine motor development (Davies, 1996).

Chapter Three

Research Methodology

3.0 Introduction

This chapter presented a background against which the data was gathered, it covered descriptions of the research design, sample size and sampling techniques that were employed, data collection and data analysis techniques that were used, validity and reliability as well as ethical considerations.

3.1 Research Design

In this study, the researcher used descriptive survey design that provided both qualitative and quantitative data to describe the contribution of child friendly spaces on early childhood learning outcomes among refugee children in Adjumani District. The descriptive survey attempted to establish the range and distribution of some CFS activities such singing, dancing, storytelling, modeling, drawing, footballs, jigsaw puzzles, sliders and skipping, and to discover how these activities may contribute to cognitive, socio-emotional and physical development of children. The descriptive survey was chosen because of its strength in defining opinion and attitude of early childhood education in emergency stakeholders in this study. Mugenda and Mugenda (2003) note that surveys can be used to explain or expose the existing status of two or more variables at given points in time.

3.2 Research Method

The researcher used a mixed method of quantitative and qualitative research involving questionnaire, interview, focused group discussion and observation study methods. The researcher chose a mixed method because of its ability in fostering scholarly interactions and giving a voice to study participants and ensuring

that study findings are grounded in participants' experiences. Choosing mixed methods research combines the strengths of each methodology and minimizes the weaknesses (Creswell & Plano Clark, 2011). The use of observation, interview and focused group discussion enabled the researcher to interact with the participants directly and get deeper insight about the feelings, perceptions, and views of respondents on the contribution of child friendly spaces on the learning outcomes among refugee children.

3.3 Location of the study

The study was conducted in Adjumani district in Northern Uganda. Adjumani was chosen because of its long history in hosting Refugee from different parts of the country and neighboring countries like South Sudan, Kenya, DRC and Rwanda among others.

3.4 Target population

According to Kasomo (2006), target population is the aggregate of all cases that conform to designated sets of specifications to which the study will generalize the results. The study targeted key early childhood education in emergency (ECEiE) stakeholders. In particular, a population of 492 people was targeted by the researcher during the study. These includes ECD caregivers, ECD children, CFS Facilitators, CMCs, RWCs Leaders, District Education Officers, RWCs, NGO's staff, and parents.

3.5 Sample size

A total of two hundred eighty-seven (337) participants comprising of 36 ECD caregivers, 24 CFS' Facilitators, 48 Center Management Committees, 50 children, 14 Refugee Welfare Council (RWCs) leaders, three (3) officials from the DEO's Office, 14 staff of NGOs implementing ECD/CFSs intervention and 148 parents/parents formed the

sample size. The researcher used Cresswell and Morgan’s table for determining the sample size for qualitative and quantitative data respondents respectively.

Table 2:

Sample Frame

Sample categories	Sample Population	Sample size	Sampling Method
CFSs facilitators	25	24	Purposive Sampling
Center Management Committees	56	48	Purposive Sampling
ECD caregivers	40	36	Purposive Sampling
ECD children	80	50	Simple random sampling
RWCs Leaders	19	14	Purposive Sampling
District Education Officers	3	3	Purposive Sampling
NGOs staff	15	14	Purposive Sampling
Parents	254	148	Snowball sampling
Total	492	337	

Source: Primary Data, 2019

3.6 Research Instruments

3.6.1 Interview Guide

In order to gain insights in to the contribution of CFSs on early childhood learning outcomes in the refugee settlements, the researcher used interview guide to collected data from CFS Facilitators, beneficiaries and program implementers. The CFS implementers included staff of organizations that provide CFSs in the refugee settlements. The beneficiary group included officials and staff of the local government and non-governmental organizations, ECD caregivers and parents whose children attend CFSs. According to Seidman (1998), the foundation of interviewing is the “interest in understanding the experience of other people and the meaning they make of that experience” (p.3). Seidman (1998) further discusses in-depth interviewing as a way for the researcher to understand the attitudes of the participants, thus giving context to their

behaviors and actions. When participants describe a behavior, the researcher can then put that behavior into context thus, creating an understanding of the participant's actions from the information gained through the interview (Seidman, 1998). For each group of respondents, the researcher designed separate sets of interview questions to enable him gather information from diverse perspectives on the influence of Child Friendly Spaces on early childhood learning outcomes. The researcher hired a translator who understand the main languages of the refugees in Adjumani.

3.6.2 Focus Groups Discussion Guide

The researcher used focus group discussion guide to conduct focus group discussions (FGDs) with the community/parents, ECD Centre Management Committee members and ECD caregivers in Adjumani Refugee Settlements. The FGDs being a participatory method helped the researcher to obtain information about opinions, beliefs, attitudes, and feelings about CFSs and early childhood learning outcomes. Understanding these issues informed the researcher of contextually-appropriate recommendations for improving the design and implementation of CFSs activities so that it more relevant to early childhood learning. The researcher designed FGDs to be appropriate to the demographic and responsibility of the group. This allowed him to gain both qualitative and quantitative data on different perspectives.

3.6.3 Observation Guide

In order to get information from some children at CFSs and ECD centers who are not capable of giving verbal information about their perceptions, experiences, feeling and activities simply for the reason that they cannot express themselves clearly, the researcher used observation method. In research, observation is the watching of behavioral patterns

of people in certain situations to obtain information about the phenomenon of interest Larry and Christensen (2004). The distinctive feature of observation as a research process is that it offered the researcher with the opportunity to gather live data from naturally occurring social situations. The researcher spent a whole day in each CFSs as he observes the kind of activities at the CFSs and children's interaction in their normal setting.

3.6.4 Questionnaire

The study employed two self-completion questionnaires to solicit data from CFS service providers. The questionnaire consisted of structured closed- and open-ended questions that were developed from the objectives of the study. According to Denzin and Lincoln (2002) an In-depth structured questionnaire leads to generations of insignificant facts rather statistical information and also permits a better understanding of the subject under study. The researcher chose questionnaire as one of the tools because questionnaires makes it possible to reach a large number of people relatively easily and cheaper economically. Secondly the tool was chosen because of its ability to provide quantifiable answers for a research topic. Also responses from the tool are relatively easy to analyse.

3.7 Measurements

The researcher measured research data using nominal scale. Nominal scale enabled the classification of responses based on a common shared characteristic (learning outcomes). These people and responses were divided into a number of common subgroups in such a way that each member of the subgroup has a common characteristic (Kumar 2010). The nominal scale allowed the researcher to assign subjects to certain categories or group. Thus nominal scale categorized individuals into mutually exclusive

and collectively exhaustive groups. The information generated from nominal scaling were used to calculate the percentage of male and female in our sample of respondents.

3.8.1 Validity and Reliability of Instruments

3.8.1 Validity

Validity is the degree to which the research instruments will appropriately and accurately measure what they are supposed to measure (Verma & Mallick, 1999; Orodho, 2005). In this study, the instruments were first piloted in 3 purposively sampled CFSs that were not be in the study to validate them and to determine their accuracy, clarity and suitability. Piloting of the instruments helped to check how far the measuring instruments are a representative of the full content of the concept being studied. Based on the analysis of the pilot, modification and removal of ambiguous or unclear items such as questions, inaccurate responses or indicated weaknesses was done to attract appropriate responses from the respondents. Content validity was ensured through consultations and discussions with my research supervisors. The researcher used nominal scales for testing. The nominal scale helped the researcher to put perceptions the respondents into categories based on a common perception about child friendly spaces and early childhood learning outcomes.

3.8.2 Reliability

Reliability is the degree of consistency to which a research instrument measures whatever it is that it measures or how it yields similar results over a number of repeated trials (Verma and Mallick, 1999; Orodho, 2005). The reliability of the interview guides and observation checklist were established through the test-retest procedure. Each of the instruments was first tested in three (2) randomly selected CFSs/ECD centers not in the study sample. A period of one week was given before

The researcher got introductory letter from the university and from the field, he then sought permission to carry out the research from the relevant authorities such as the DEO's Office and Refugee Welfare Council (RWC) office in Adjumani district.

Ensuring that the study remained original in content and design. Other peoples' data were credited with care to avoid plagiarism.

Informed consent to carry out the study in the Child Friendly Spaces were sought from the CFS' administrators.

During the data collection, respondents were guided with an aim of seeking their volunteerism in the study. Emphasizes was made on confidentiality of the information that the respondents will offer. The research tools did not require the names of the respondents or their CFSs to be indicated.

The researcher also took every precaution to ensure that the study participants are not subjected to undue harm or stress.

Results of research studies will be reported in an honest, accurate manner and user friendly manner. The researcher will report what he finds from the field even if the data does not support their initial hypotheses.

Chapter Four:
Data Presentation, Analysis and Interpretation

4.0 Introduction

This study sought to examine the contribution of Child Friendly Spaces on Early Childhood Learning Outcomes in Refugee Settlements in Adjumani District. The chapter presents and discusses the findings of the study. Data collected is interpreted in reflection to the research objectives which includes establishing the nature of activities and contribution of Child Friendly Spaces on cognitive, socio-emotional and physical development of refugee children in Adjumani Settlements.

4.1 Demographic Information

The study collected demographic information about the respondents. This was done to help understand the study participants better. Findings about the demographic information of the respondents involved in the study are summarized in table 3 below.

Table 3:

Demographic characteristics

Category	Male	Female	Total	Percentage
Parents	61	87	148	43.9%
ECD Center Management Committees	28	20	48	14.2%
ECD caregivers	4	32	36	10.6%
CFSs facilitators	13	11	24	7.1%
RWC Leaders	12	2	14	4.1%
NGOs staff	8	6	14	4.1%
District Education Department Officers	2	1	3	1%
ECD children	23	27	50	14.8%
	151	186	337	

Source: *Primary Data, 2019*

Table 3 above shows that 337 respondents (females 186, males 151) participated in the study. According to the table, majority (43.9%) of the respondents were parents followed by ECD Centre Management Committees (14.2%). While the least was the category district officials with 1%. This therefore means that most of the information in this study was collected from the parents.

4.2 Kind of Activities Provided to Children at Child Friendly Spaces in Adjumani Refugee Settlements.

All the categories of respondents were asked about the kind of activities that are provided to refugee children in Adjumani settlements. In this section of the presentation of findings, the community members/parents listed a number of fun activities, such as games, sports, singing, drama and puppet-making. Some of the respondents who are not part of the daily activities at the CFS also described what they have either observed, witnessed or practically participated in programming. The kind of activities that children engage in at the CFSs as given by the parents is shown in table 4 below.

Table 4:

Kind of activities provided to refugee children at the CFSs as given by parents

Activity Description	Frequency	Percentage
Ball games	142	96.5%
Music Dance and Drama	69	47%
Art and Craft	53	36%
Early Childhood Education	74	50.3%
Puzzles	37	25.1%
Sliders	109	74.1%
Sandpits	90	61.2%
Swings	127	86.3%
Story telling	49	33.3%
Beam balance	33	22.4%

Source: Primary Data, 2019

Table 4 above shows that ball games (96.5%) dominated parents' respond on the kind of activities provided to refugee children at the child friendly spaces. This is followed by swings with 86.3%. While among the activities that were least mentioned by the parents were beam balance and closely followed by puzzles with 22.4% and 25.1% respectively. This means that at the Child Friendly Spaces ball games engages more children. Other kind of activities provided at the child friendly spaces that were mentioned by the parents includes storytelling, sand pits, sliders, early childhood education, art and craft as well as music dance and drama among others.

In one of the FGDs conducted in one of the refugee settlements in Adjumani district settlement, parents affirmed the friendly nature of environment within the CFSs and the appealing kind of both structured and unstructured activities that children enjoy at the child friendly spaces.

“I always see children play tennis ball; I mean the balls look like that of football, they draw and sing at specific times. The school (CFS) has a range of activities. The school is conducive and welcoming to both children and their parents” –
FGD with Parents –February, 2019.

More importantly, parents are aware of the kind of activities that happen in the CFSs. Not only do parents appreciate these activities but they are able to describe the different modes in which they are presented to children including free play, group plays and individual learning exercises. One of the parents cited a list of activities that happen in the CFS and also stressed how enjoyable they are and only hoped parents and caregivers can take part in this activities too.

“Jumping, running, skipping, throwing balls around are some of activities I see in the CFS. I see children enjoy the artificial play materials and the center is always

lively. Sometimes I request the trainers to give parents a chance to join the children in the activities (smiles).” – Interview with a Parents in one of the refugee settlements – February, 2019.

While some parents are able to comprehend the activities that happen in the child friendly spaces, some simply can hardly describe their specifics but are able to list the different skits or specific games that the children participate in. One of the parents noted that she enjoys the activities at the CFS and attests that the activities are pleasing and welcoming to both children and their parents or caregivers. She had this to say: - “Some of the kind of activities may be hard to describe in words, they run, jump, sing, play in groups and also draw. All the activities are supportive in creating a peaceful environment for children. My joy comes when I see children play and are happy. I enjoy the activities too (*laughs*). – Interview with Parents in one of the settlements in Adjumani – February, 2019.

Parents (refugees) also noted that their children are now independent and play with ease; they (children) are able to associate with peers as they (parents) go about their daily chores and other routine. This is attributed to the nature of activities in the CFS that provides children with the skills and mindset towards peaceful associating with their peers and people living around them.

“You know children learn mostly by doing, the CFS sites we have here in the settlement are helpful in reintegrating children and ensuring that they have free moments to associate and learn from each other. The materials including toys and all other play materials makes us joyful. Our children even play much better than they used to.” – FGD with Parents, in one of the refugee settlement, Adjumani District - February, 2019.

Parents also listed outdoor and indoor activities that happen in the CFS. They also describe sessions geared towards improving children’s daily hygiene and wellbeing. This assertion is strengthened in the excerpt below.

“Children participate in indoor or outdoor games, storytelling, cultural songs and dances, sports and games. Other activities include hygiene sessions and gifting on birthdays organized periodically” – FGD with parents in one of the refugee settlements in Adjumani, February, 2019.

Apart from the parents, respondents in the category of CFSs’ service providers (ECD caregivers, CFS Facilitators and NGO staff) were also asked about the kind of activities provided to refugee children at the child friendly spaces within the settlements. Similar to what the parents mentioned above, art and craft, ball game, hygiene and sanitation, early childhood education, storytelling, jigsaw puzzles, swings, Mary go round, sliders, music dance and drama vividly came out from these group of respondents.

ECD Caregivers were for instance open to discuss the motivation of children in participation whenever activities are appealing and able to increase morale or joint participation. During an interview with caregivers in one of the settlements, one of them mentioned that: -

“Whenever we take children for swings and storytelling, their zeal and participation is uplifted. I even don’t mobilize them for activities whenever the activities are participatory and attention catching” – Interview with an ECD Caregiver from one of the refugee settlements in Adjumani.

The study also identified that activities were preferred based on objectives of certain sessions by the caregivers or instructors within the CFS. In one of the settlements

for instance, ECD caregivers were able to describe kind of activities and logically steps conducted in completing the activities. They described the activities as appealing and entertaining to children enrolled in the CFS.

“As caregivers, our work is simplified if children are able to like activities they are taken through. The more they are encountered in these activities, the more they like attending CFS activities. These activities are so encouraging and some even are nice to the parents who bring them to the CFS. Some parents even jump, skip and run with them (*laughs*). Children like it when they see their parents participate (...).” – FGD with ECD caregivers in one of the settlements in Adjumani district.

In one of the individual interviews conducted with NGO staff, the vivid explanation of the kind of activities in terms of imparting knowledge and skills to the refugee children were presented. The excerpts of the explanations inform this study that experiential learning, physical and other motivating activities are pertinent of the activities at child friendly spaces in Adjumani refugee Settlements. Below, is a response from one of the NGO staff implementing child friendly spaces and early childhood education in Adjumani refugee settlements.

“I can list you some of the activities but in terms of the kind of activities, we provide experiential learning activities, physical, emotional, socially and cognitively uplifting activities in the CFS and ECD sites” – IDI with an NGO staff, March, 2019.

From a CFS Facilitator’s point of view the kind of activities are more of outdoor activities. Besides the facilitator also notes that the activities are well aligned to the development needs of the children. While there are different

activities within the CFSs, there is need to have the interest of children in participating in CFS activities taken care of. Below are lines on the responses from a facilitator from one of the settlements.

“I still have ideas of how I can improve the CFS activities in the settlement. I’d include more outdoor activities than the indoors because, the physical development to children at this point may be more significant because some of the children have not had the opportunity to play and interact while they experienced the insurgency. While both indoors and outdoors are important, the CFS activities should be well aligned to the development needs of the children” – Interview with CFS Facilitator in one of the settlements in Adjumani – February, 2019.

In order to understand more about the kind of activities provided to refugee children at the child friendly spaces, the researcher also interacted with local leaders (RWCs) and officials from Adjumani district education department. Like the other categories of respondents above, swings, Mary go round, ball games, sanitation and hygiene, music dance and drama as well as early childhood learning were mentioned as the major activities provided at the child friendly spaces to the children.

One of the district officials in an interview noted that more of the activities within the CFS are centered on play and interaction with children. These activities bond children together and helps them to regain resilience and mental strength. In a KII, this is what the officer noted;

“The kind of activities at the CFS is centered on play and interaction, the more the children play, the more they associate and create social cohesion and bondage that reflects on their daily lives in their homes and in the community” – KII with a district official, Adjumani District, March, 2019.

The way child friendly spaces are established creates a society in which refugees, host community and their families live in peaceful coexistence. The welcoming nature, trusted employees and organized activities motivate parents and caregivers to send their children to the CFS. From the locals' point of view, a RWC from one of the settlements cited that children in the CFSs are able to learn about peace and social life since the environment is safe and secure. Below is what the RWC noted: -

“The CFSs are friendly environments where children learn about peace and social life. The physical environment is welcoming for children and parents trust the caregivers with their children because they (parents) know that the CFSs is where their children will firmly grow physically, emotionally, socially and intellectually.” – IDI with RWC from one of the settlements in Adjumani - March, 2019.

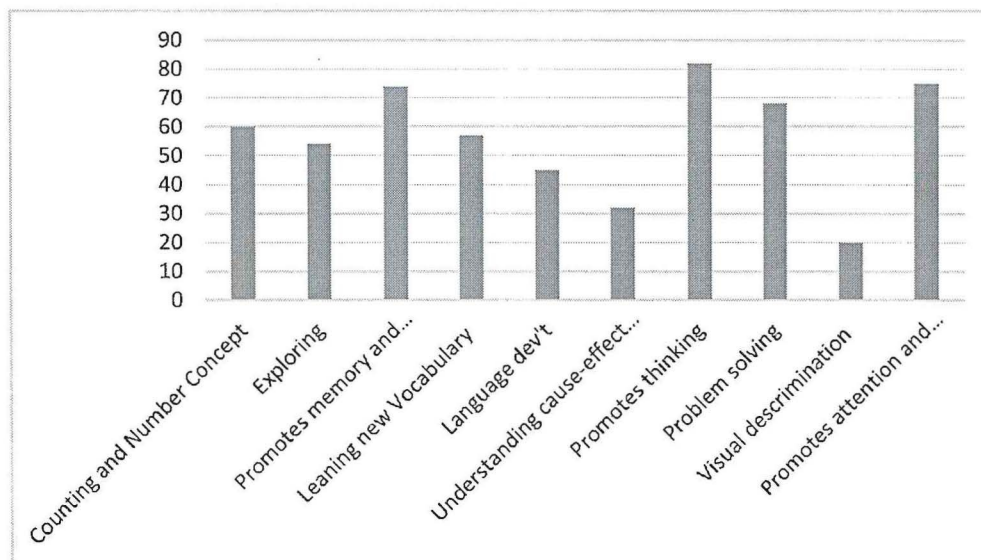
Summary:

Whereas responses from across the categories of respondents indicated ball games, music, dance and drama, early childhood education, art and craft, storytelling, puzzles and swings as the major activities provided to children at the CFSs, the parents and the local leaders were only able to mention the activities that take place, while the Service providers (NGO staff, caregivers were able to mention the activities and explain how they are implemented. The CFSs Facilitators and the parents are more knowledgeable and interested in outdoor activities than indoor ones. All the categories agree that the activities are designed to respond to the children's rights to protection, psychosocial support and education as they recover from the effect of the emergency by giving them a chance to express their feelings of fear and loss through creative play, stories and group interactions.

4.3 Contribution of Child Friendly Spaces on Cognitive development of Children in Adjumani Refugee Settlements.

Respondents in category of CFSs service providers were asked about the contribution of Child Friendly Spaces on cognitive development of children in Adjumani refugee settlements. Both the caregivers, CFSs Facilitators and NGO staff mentioned promotion of creative thinking, counting and number concept, exploring, memory and recollection, leaning new Vocabulary, language development, understanding cause-effect relationship, attention, memory and recollection, problem solving and visual discrimination.

In the quantitative representation of the study in line with this objective, the graph below describes the responses from staff of nongovernmental organizations implementing child friendly spaces and early childhood education refugee settlements in Adjumani district.



Source: Primary Data, 2019

Figure 2:
Contribution of Child Friendly Spaces on Cognitive Development as reported by staff of NGOs implementing CFSs in the settlements

Figure 2 above shows that creative thinking (82%), attention and concentration (75%) as well as memory and recollection (74%). While visual discrimination was least mentioned among the contributions of child friendly spaces on cognitive development with 20%. This imply has more contribution to the development of critical thinking than the other aspects of cognitive development among refugee children.

Like any other child, refugee children continue to advance their skills through observing and interacting with the world around them. Activities at the child friendly spaces enables them to make tremendous leaps in how they process, store, and use information which encourages their cognitive skills development and are uniquely integrated later in life.

This was affirmed by one of the ECD caregivers as postulated below: -

“Activities like storytelling, music, dance and drama at the Child Friendly Space activities are designed to build on children’s natural and evolving coping capacities.

However, these activities also promote their cognitive development by through developing listening skills, reasoning, memory and recollection among the children”. –

IDI with an ECD Caregivers from one of the settlements – February 2019.

More importantly, the study also hypothesized that CFSs provide opportunities for connection with peers in distressing situations and also promotes memory and listening skills. Child Friendly Spaces promotes the development of counting and number concept. This was strengthened by one of the responses by an ECD Caregiver from one of the settlements.

“Child-Friendly Spaces help to provide an opportunity for children to express themselves through art, play and also to connect with other children facing similar distressing experiences. In a similar way, telling riddles promotes the development of counting and number concept where children’s ability to reason is

broadened. Stationery, like pencils, colored paper, plastic envelopes, crayons, etc., all part of these spaces, are used as tools that enable children to write and draw what is on their mind and improve on their coping” – IDI with ECD Caregivers in one of the refugee settlements in Adjumani district - February, 2019.

Similarly, it was also noted that the interactions with different play materials puzzle games promotes the development of creative thinking among the children. It enables them to reason close to adult level that thus encourages intellectual competence in their day to day deliberations.

“In a collective manner, children develop moral behaviors and they reason at close to adult level and their social interaction encourages them to develop intellectually. They are also able to cope with the adverse situations whenever they play and learn together” – IDI with CFS Facilitator in one of the refugee settlements - February, 2019.

In an explorative fashion, parents were asked to state the contribution of child friendly spaces on cognitive development of refugee children. They were able to mention the development of critical thinking, improve memory and retention, exploring, as well development of mathematical concept. From the parents’ point of view, children are able to learn from the child friendly spaces basic skills that are instrumental in uplifting their cognitive reasoning. This was postulated by one of the parents as quoted below: -

“Okay, (uh) Child Friendly Spaces provide an opportunity for children to learn basic skills that supports them later in life. Since the spaces are protected and supervised, children can learn as we (parents) go on with other errands like collecting food and water or any kind of fending. In fact, the beam balance

enables children to understand their relationships with others and reason how weight is a factor in the game of beam balance. As parents, we encourage our children to attend CFSs activities so that they grow with ‘strong’ minds.” – FGD with Parents in one of the refugee settlements in Adjumani - March, 2019.

Besides, the peer relationships and the interactions children have enable them develop resiliency which is promotes attention and concentration in class, thus help get the concepts being delivered by the teacher. Parents cited that children become focused and are able to develop talents whenever they attend ECD and CFS activities.

“The friendly environment at the child friendly spaces relieve children from their bad experiences and anxiety, and start developing intellectually as they are able to concentrate and pay attention in class”. – FGD with Parents in one of the refugee settlements, Adjumani District, March, 2019.

Similarly, ECD center management committees, district and refugee leaders were also asked explain the contribution of child friendly spaces on cognitive development.

Promotion of reasoning, critical thinking, naming and listening skills vividly came out from their responses as the major contribution of child friendly spaces on cognitive development. From the CFSs according to them, children are also able to make reasonable decisions in drawing and naming pictures. To affirm this, a district official also mentioned that: -

“At the Child Friendly Spaces, learn modeling, drawing, storytelling and puzzles games which enables their knowledge and reasoning goes up. They become better than before”. – KII with one of the district officials, Adjumani District Local Government.

The ability to think and reason was cited by many of the leaders as a contribution of CFS's structured and unstructured activities. Children who attend CFS are able to think in concrete ways and also learn how to combine and separate objects and actions.

This is attested in this quotation: -

“Child Friendly Spaces provide refugee children with a protected environment in which they can participate in organized activities like snake and ladder promotes critical thinking and reasoning as they rebuild their lives. Even more, storytelling and singing promotes memory and recollection. Children are able to develop reasoning and remembering skills.” – KII with Centre Management Committee in one of the ECD centers – March 2019.

The importance of play and association was cited as an important factor in uplifting children's cognitive development. The intellectual games and the ability to understand fairly complex thinking processes including abstract or novice level reasoning is one of the main facets of an impact of engaging children in ECD and CFS activities.

This was mentioned below: -

“Children play physically and socially and this influences their cognitive development. The diversity of activities in the CFS helps in promoting listening and language development among children, their parents and their families as a whole. Children who attend the CFS are changing cognitively as they are able to learn new vocabularies.” –KII with CMC members in one of the ECD centers, Adjumani District –March 2019

Similarly, the ability to think and reason was cited by the district officials as a contribution of CFS's structured and unstructured activities. Children who attend CFS are

able to think in concrete ways and also learn how to combine and separate objects and actions. This is attested in this quotation: -

“Child Friendly Spaces provide refugee children with a protected environment in which they can participate in organized activities to play, socialize, learn, and express themselves as they rebuild their lives. Children are able to develop reasoning and remembering skills.” – KII with a district official, Adjumani District.

Summary:

As evidence from responses from the different categories of respondents above, all of them agrees that CFS has great contribution to the children’s cognitive development as it boosts the development of key cognitive skills such as attention, memory and thinking. It also builds skills such as pre-reading, language, vocabulary, and numeracy. It further promotes remembering, problem solving boost, exploration and understanding of cause – effect relationships and language development as well development of mathematical concepts among the children who attend CFS. The CFS’s structured and unstructured activities provides opportunity for children to think in concrete ways and also learn how to combine and separate objects and actions.

4.4 Contribution of Child Friendly Spaces on Socio-emotional Development of Children in Adjumani Refugee Settlements.

Using questionnaire, the researcher sought responses from staff of humanitarian organizations implementing child friendly spaces in the selected refugee settlements. Promotion of self-esteem, healing, sharing, empathy and resilience stood out from their responses about the contribution of child friendly spaces on socio-emotional development

of refugee children. A quantitative account of the responses from these category of respondents is depicted in the pie chart below.



Source: Primary Data, 2019

Figure 3:
Pie chart showing contribution of child friendly spaces on socio emotional development of refugee children as reported by staff of implementing NGOs.

Figure 3 above shows that self-esteem and empathy were cited as the major contribution of child friendly spaces on socio emotional development of refugee children with 20% and 18% respectively. While taking turns and resilience were mentioned least as contribution of child friendly spaces on socio emotional development of refugee children with 10% and 13% respectively. Other contribution of CFSs mentioned includes sharing (17%) and healing (14%) among others. This means that the contribution of child friendly spaces among refugee children is greater in developing self-esteem than any other aspect of socio emotional development.

To complement and blend the quantitative responses, the researcher also conducted focus group discussions and interviews with ECD caregivers and CFSs' Facilitators to get their view about the contribution of child friendly spaces on socio-

emotional development of children in Adjumani refugee settlements. Self-esteem, healing, resilience, cooperating with others, empathy, self-confidence and sharing were sighted by this group of respondents as the contribution of child friendly spaces on socio-emotional development of refugee children.

With history of untold suffering and endless mental challenges among children and their families, a caregiver from one of the settlements noted that CFSs help to regain resilience in children, create an ample space for learning, sharing and creating social bondages. She also noted that traumatized children gain a sense of belonging when they attend activities at the child friendly spaces.

“The traumatized children isolate themselves in class, stay very quiet, and don’t follow instructions (...) trauma brings a lot of changes. CFS help them to recover from such trauma and they begin to socialize well with others children” – Caregiver from one of the settlements.

The level of trauma including avoidance behavior, re-experiencing traumatic events that are synonymous of signs of PTSD are evident in the communities where children and their families live. Many of the children do cry a lot when attending CFS activities and the caregivers play a pivotal role in improving their emotional strengths. The coping strategies of children does not follow a specific trend and thus staying and playing with peers at the CFS provides a basis for countering socio-emotional challenges that affect their learning outcomes as affirmed below;

“Many of the younger children miss their mothers and cry very often. (...) We have to teach them at a slower pace while giving them time to catch up, I sometimes act as their mothers and follow them up to their homes to create a

socio-emotional bond with the children and their caregivers” – ECD Caregiver from one of the settlements in Adjumani (February, 2019).

“Some have seen their parents killed. They feel restless and out of place. They are not listening in class and look like they are absent-minded. They start crying for no reason at all. When you ask them in the right way, they tell you their story. We encourage them to talk and stay in school.” – FGD with ECD Caregivers, from one of the settlements, March, 2019.

In a bid to explore more on the aspect of socio-emotional development, CFSs facilitators within the settlements were also asked to provide insights on the contribution of child friendly spaces on socio-emotional development of children in specific Adjumani refugee settlements. One of the strong assertions was that Child-Friendly Spaces provide an opportunity for children to express themselves in different indoor and outdoor activities.

“Child-Friendly Spaces help to provide an opportunity for children to express themselves through art, play and also to connect with other children facing similar distressing experiences. Stationery, like pencils, colored paper, plastic envelopes, crayons, etc., all part of these spaces, are used as tools that enable children to write and draw what is on their mind and improve on their coping” – IDI with CFS Facilitator, February, 2019.

One of facilitators also affirmed that ECD and CFS activities instils a sense of self and belonging to children thus improving on their socio-emotional competence and strength. Children also empathize with their colleagues when they engage in these activities thus they can manage their emotions whenever they are in their learning environments. This is what was mentioned in one of the IDIs:

“I have personally witnessed that CFS activities encourage a sense of self, when children are asked about their preferences, they do compare that with other peers. I have noticed that they have developed empathy because they always share the little they have with their peers and friends” – IDI with CFS Facilitator in one of the settlements, Adjumani District.

Interestingly, program staffs also foster nurturing and care for children so as to improve their controlled emotional involvement while participating in CFS and ECD activities. The children are supported in maintaining social contacts and establishing strong bond among their peers and facilitators. This was mentioned by a program staff from one of the organizations.

“It is important to help children develop socially and emotionally. In the case of CFSs, we try as much to ensure that they form relationships that support their nurturing and talent development. We instill trust and ensure we do not miss their play dates. In this regard children are able to gain trust and associate with us and their colleagues (...). I find this task challenging but enjoyable” – IDI with CFSs’ Facilitator in one of the settlements, Adjumani District, March, 2019

Local leaders were open to share that CFSs provide an avenue for mental recovery for children. They adapt to new situations and are able to make intermediately informed decisions. The level of understanding and managing specific tasks is also improved and they adapt to the new environment with large number of other refugees and asylum seekers. One of the RWCs noted that;

“There is huge potential for refugee children’s recovery – they are very adaptable – but of course they need a conducive environment to overcome bad experiences. This environment should be created through Child Friendly Spaces where children can engage

in a number games, arts and psychosocial activities”–IDI with RWC leader in one of the settlements, March, 2019.

Parents have also been instrumental in ensuring that children attend CFS and this has impacted on children’s emotional resilience. Children learn in different ways and are happy to share what they learn with their parents or caregivers. This instills hope and aspirations that their children’s competence and emotional stability is uplifted.

“(....) Children do not hide their feelings and behaviors. When they attend CFS and ECD activities, they inform their parents what they learnt and how they have interacted and made friends. As leaders, we are assured that these centers are factually supporting our children to develop socially and emotionally” – IDI with RWC leader of Nyumanzi Refugee Settlement, March, 2019.

In a bid to explore more on the aspect of socio-emotional development, parents within the settlements were asked to provide insights on the contribution of child friendly spaces on socio-emotional development of children in specific Adjumani refugee Settlements. In exploring this, parents were descriptive of the activities and how they do promote social relations and promote emotional development and control in the family and among children. One peculiar assertion was during an FGD with parents where this was noted:

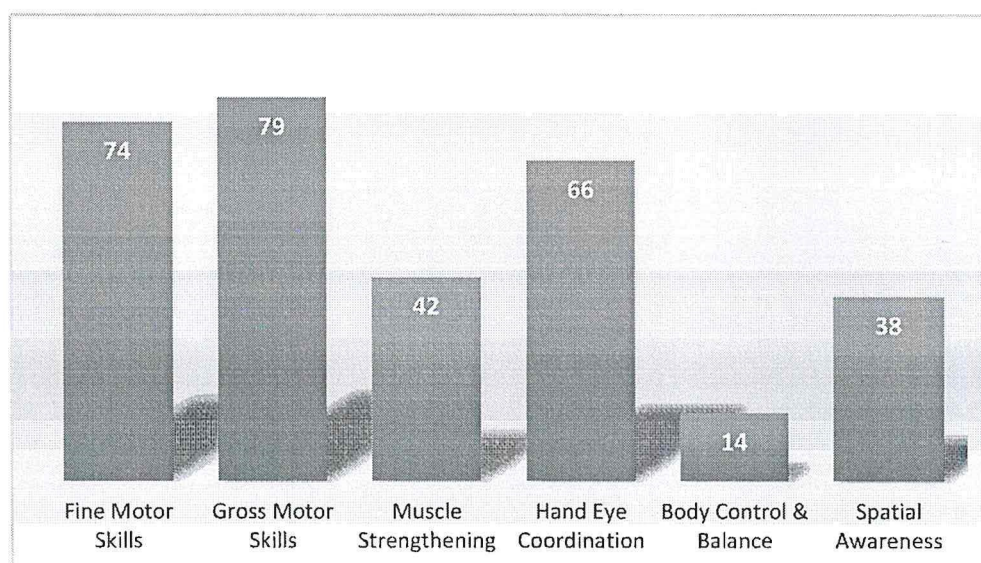
“Children are unable to control their emotions. I am even surprise that my child no longer cries like she used to. People always say girls cry often and can’t control their emotions but after attending CFS, my girl is able to relate well and control her emotions. She doesn’t throw tantrums anyhow” – FGD with Parents in one of the settlements, Adjumani - March, 2019

Summary

In line with this section of the study a decrease in psychosocial difficulties were reported by the parents of refugee children who attend activities at the child friendly spaces. Both the implementing staff, local leaders and the parents agrees that child friendly spaces contribute greatly on the socio-emotional development among refugee children. Promotion of self-esteem, empathy, sharing, cooperating with others, resilience and taking turns were reported by all the categories of respondents.

4.5 Contribution of Child Friendly Spaces on Physical Development of Children in Adjumani Cefugee Settlements.

Through questionnaire, staff from non-governmental organizations implementing child friendly spaces and early childhood education in emergency were asked to state the contribution of child friendly spaces on physical development of children in refugee settlements. Spatial awareness, development of fine motor skills, gross motor skills, hand eye coordination, muscle strengthening as well as body control and balance were reported as the major contribution of CFS on Physical development of refugee Children.



Source: Primary Data, 2019

Figure 4: Pie chart showing contribution of CFS on Physical development of refugee Children as reported by NGOs staff.

Figure 4 above shows that development of gross motor and fine motor skills top their responses with 79% and 74% respectively. While body control and balance as well as spatial awareness were least mention with 14% and 38% respectively. Other contributions of child friendly spaces on physical development mentioned were improving body control and balance, muscle strengthening, and hand eye coordination. This means that development of gross motor and fine motor skills are the major contribution of child friendly spaces on the physical development of children in refugee settlements.

In order to understand more about the contributions of child friendly spaces on physical development to children in refugee settlements, the researcher also interacted with ECD caregivers and CFS Facilitators through individual interviews and focused group discussions. Their views were not far from those of NGOs' staff as seen below;

CFS Facilitators and caregivers were able to list some of the CFSs' activities that contribute to the physical development of children. One of the CFS facilitators mentioned that: -

“There are quite a number of activities that children engage in like tennis ball, swaying, turning, pushing and jumping. As a facilitator, I know the efforts they put in developing their own physical development” – IDI with CFS Facilitator in one of the settlements, Adjumani – February, 2019.

Caregivers also mentioned CFSs has activities that highly promote physical growth and development among children. The time allocated for such activities and how they are managed was mentioned by one of the caregivers as

critical. She emphasized that these activities fine-tune skills and physical development of children when well managed.

“There are many activities at the child friendly spaces that promotes physical development. Modeling and drawing for instance promotes the development of gross and fine muscles in children”. – Interview with a caregiver from one of the settlements, Adjumani, February, 2019.

District officials also mentioned the importance of physical play on the development of the sensory and fine motor skills of children in their early years of growth and development and indication that the CFS activities do promote physical growth and development. One of the district officials mentioned that: -

“Among the activities at the child friendly spaces, children create things with their hands. They build towers out of wooden blocks, mold clay into rough 7 shapes, and scribble with a crayon or pen. These strengthen muscle development”. IDI with a district official – Adjumani – March 2019.

One of the district officials as well noted that body growth and dexterity is upheld if children are given the chance and opportunity to engage in physical play. He mentioned that Active play helps to develop gross motor skills, fine motor skills, agility, coordination, and balance. Below is an expression during an interview with him.

“Child Friendly Spaces in refugee settlements provides activity through which a child’s body gains strength and dexterity. Active play helps to develop gross motor skills, fine motor skills, agility, coordination, and balance.” – KII with a district official, Adjumani district, February, 2019.

The researcher also sought the views of the parents whose children attend CFSs’ activities about its contribution on physical development. Parents

mentioned that activities that involves using the hands and fingers promotes the development of fine motor skills in children. In the study, the narratives also reveal that children were more interested in joining activities that promote physical fitness and development.

“When the CFSs had just started, children were not so much interested in joining the activities but when physical exercises like running competitions, landing on the back, shaking and leg pumping were introduced, the children were highly interested. These activities support them in developing their muscles”. – FGD with parents in one of the settlements of Adjumani, March 2019.

Summary

The subsection summarizes that children and their caregivers alike were found to be more active in CFS activities that encourage physical play and development. More importantly, children often engage in activities like swaying, jumping, turning, pushing and jumping. These activities do encourage the development of the sensory and fine motor skills of children in their early years of growth and development and indication that the CFS activities do promote physical growth and development. In the end, the body growth and dexterity is upheld if children are given the chance and opportunity to engage in physical play.

Chapter Five: Discussions, Conclusion and Recommendations

5.0 Introduction

This chapter presents discussions of the research findings presented in the previous chapter, conclusions, recommendations and suggestions for further research. The section also discusses the kind of activities provided to children at the Child Friendly Spaces and the contribution of Child Friendly Spaces on early childhood learning outcomes in emergencies. The discussion, conclusions, and recommendations are based on the research objectives and questions.

5.1 Discussion of Findings

5.1.1 Kind of Activities Provided to Refugee Children at Child Friendly Spaces.

Refugee children need to be provided with a safe place to play to enable them return to healthy routines and experience a sense of normalcy and learn better. The child friendly spaces should have different kind of activities music, dance and drama, playing with puzzles, sports, games like football and netball, paintings and drawings that support them to develop resilience, learn about their rights to health and protection, and experience healing from trauma they have experienced during the war. Poole, et al. (2005) postulated that creative activities for traumatic children can have a healing and protective effect on mental well-being. Their therapeutic effects promote relaxation and provide a means of self-expression. However, the evidence to support these claims is weak and assumptions were made that lacked reliability and validity.

This research found out that refugee children enjoy rolling, catching, kicking, dribbling, and tossing balls at the child friendly spaces. Spodek, et al. (1991) asserted that children like playing with balls and as they grow, they graduate to collaborative and

competitive play. Ball games are a source of integral protection, educational and psychosocial support activities to restore sense of normality and continuity to children and young people in humanitarian context (Plan International 2017). Child friendly spaces should have a wide variety of choices for balls, with variations in size, texture, and firmness. Large balls will take two hands to throw, which is an entirely different skill than throwing a small tennis ball with one hand.

Art and Craft was another kind of activities that was reported during the study. Children at the child friendly spaces in the refugee settlements are provided with art and craft activities like drawing, painting and modelling among others. According to CFS facilitators, children enjoy art and craft activity as they use it to express their feelings and showcase their skills and talents. Watching art being produced and discussing the products can enhance personally meaningful dialogue and contribute to social well-being (Berg, 2014). Art making in itself has therapeutic effects, not only by providing a means of self-expression and reducing stress (Abbot, Shanahan & Neufeld, 2013). In addition, art therapy reduces anxiety and distress, increases coping and quality of life and aids in the expression and handling of previously unresolved emotions (Utteley et al., 2015). In refugee settlement context, the regulation of the physiological states is vital for recovery. Here, art and craft making can provide an embodied support to recovery by enhancing relaxation.

This study also found out that music dance and drama is one of the activities provided to refugee children at the child friendly spaces. This is in line with Wallerstedt, C. (2009) assertion that involvement of refugee children in music dance and drama often plays a powerful positive role in their ability to cope up with the situation and develops resilience. Music dance and drama provide a lot many benefits to the social, mental and

physical development in children. Incorporating music and movement in early childhood education helps young children with social interaction and language.

In this study, puzzles, sliders, swings, storytelling and beam balance were also found out to be among the kind of activities that are provided to the refugee children at the child friendly spaces in the settlements. Providing young refugee children at the child friendly spaces with, swings, beam balance, shapes, and puzzles inspires them to think foster the development of skills such as early creative thinking and problem solving (Sherman-LeVos, 2010). According to Drew et al. (2008), the kind of activities at the child friendly spaces should be linked with other types of play in the classroom, and should be connected to activities in the school's curriculum for it to be more educational. Puzzles, peg boards, bead to string, construction sets, art materials, dramatic play props, and sand and water items are all materials that promote fine motor development (Bredekamp, 1990). However, parents and teachers need to choose activities that do not tire or frustrate young children at the child friendly spaces. One solution is to provide materials for different skill levels. For example, parents and teachers can provide multiple types of balls, such as rubber, spongy, fluffy, or light (Poole, et al. 2005).

To sum it all, the kind of the activities such as traditional music, dance and drama, playing with puzzles, sports, games like football and netball, paintings and drawings among others that are provided to refugee children at the child friendly spaces are meant to help restore a sense of normality and continuity to children whose lives have been disrupted by war, natural disaster, or other emergencies. And also provide children with opportunities to develop, play, learn, and strengthen resiliency either after a crisis or during a protracted emergency in a safe environment.

5.1.2 Child Friendly Spaces and Cognitive Development among Refugee Children.

It was mentioned in this study that child friendly spaces enhance the development of critical thinking skills among refugee children. Similarly, Madrid et.al (2006) hypothesized that the importance of child friendly spaces promoting children's abilities to think should not be underestimated. They further noted that demonstrating empathy, validating feelings, and providing psychoeducation to parents is essential in the early stages of relief after an emergency. These interactions can have a significant positive impact on children (Madrid *et al.* 2006). They continued justify these findings of the study by placing that simple interventions can alleviate stress and anxiety for young children (Williams *et al.* 2008, Madrid *et al.* 2006). Staff who operate child friendly spaces provide a safe environment where children can engage and express themselves in a variety of ways.

This study in an explorative manner found out that children who attend CFSs develops problem solving skills and also learn how to combine and separate objects and actions. While this assertion is paramount for the growth and development of children. Ager and Metzler (2012) claim that there is very limited research evidence demonstrating the developmental outcomes for children frequenting Child Friendly Spaces. It is then important to address developmental outcomes for children and provide concrete indications of progress made towards addressing children's needs and evidence of change in their lives.

According to Save the Children (2013) annual report, child friendly spaces help to reduce a range of distressing effects of emergencies by providing a protected environment in which children can participate in age- appropriate activities under the supervision of trained staff and volunteers. This is in agreement with this study because

findings from the study also reveal that Child friendly spaces in refugee settlements promotes attention and memory among children according findings from this research. It enables them to forget their challenges and focus on learning. However, Ager and Metzler (2012) claim that there is very limited research evidence demonstrating the developmental outcomes for children frequenting child friendly spaces. Most organizations report on an output basis as opposed to the impact and outcome of services they provide to young people.

According to this study, activities at the child friendly spaces like sorting cards, doing puzzles, and ordering blocks, matching cards, taking nature walks, and picking out an image or object that is not like the others in a group promotes visual discrimination skills. It allows children to see the differences in shape and orientation of the letters and words so that their reading is more fluent. Children are able to see subtle differences in objects, including letters and numbers, to distinguish them from others. For example, when sorting coins one notices that nickels and dimes are the same colour, but dimes are always smaller. The visual discrimination skills allow children to see the differences in size and texture. According to Gwen Ellsworth (2016), weak visual discrimination often leads to reading, spelling, writing, and math struggles, as well as possible delays.

The study also found out that counting and number concepts is one of the knowledge and skills that refugee children acquire from the child friendly spaces. This is in line with the assertion of Ginsburg et al (2006) that young children are highly motivated to work with numbers and enjoy numeracy activities on their own. They are eager to imitate rote counting, make attempts at counting objects, make comparisons of more and less, and pay attention to patterns and shapes. However, the authors state that children will learn more about mathematics when they have opportunities to engage in

numeracy activities on a daily basis in a playful, natural way at home and in other settings.

The skill of exploring was also identified in this study as one of the contribution of child friendly spaces on cognitive development. Cognitive learning theories rooted in the work of Piaget (1969) and Vygotsky (1978) undergird developmentally appropriate practice. These learning theories are based on the premise that knowledge is constructed over time based on experiences and interactions the learner has with his/her environment. However, Howes and Matheson (1992) demonstrated that before children could actively take part in the pretend play by themselves, the older partner had a scaffolding role and supported children's play with guidance.

Language development is having be identified in this study as one of the contribution of child friendly on cognitive development of children in refugee situation. According to the study children use language to make meaning during pretend play, because the realistic and imaginative meanings of events and roles are different. They transform the meanings of real situations into imaginative situations by using verbal explications, such as "I am the mommy and you are the puppy. Weisberg (2013) agreed that language thrived in children's interactions with adults and peers in a playful context, stimulating children's learning. Similarly, Conner (2014) found that a play intervention was effective in increasing the amount of time spent engaged in pretend play and auditory comprehension, expressive communication, vocabulary comprehension and expression. They concluded that the play intervention helped children improve the complexity of their play skills, which was in turn related to higher levels of cognition and language skills. However, Vygotsky's theory (1978), emphasises the important of adults' guidance within social environment.

In this study, it was established that child friendly spaces in refugee settlements enables children to learn cause effect relationship through simple games. This in in agreement with the assertion of Morin. A (2017) that young children learn by engaging in activities that are real and meaningful to them. According to Morin, these activities encourages the development of skills, knowledge, and ways of thinking and learning. Child friendly spaces should provide opportunity for refugee children to learn the early skills for literacy as well as science and mathematics development by creating simple settings that encourage learning.

5.1.3 Child Friendly Spaces and Socio-emotional Development among Refugee Children in Adjumani Settlements.

This section summarizes aspects in line with Child Friendly Spaces and socio-emotional development in emergencies. In this study, the responses showed that healing, friendship and self-regulation are prominent in raising children's socio-emotional development. In fact, the respondents expressed how CFS activities create a feeling of togetherness among children and their peers. Similarly, Delaney-Black et al. (2002: 283) on the other hand, showed that children regardless of Post-Traumatic Stress Disorder, if having faced trauma, 'may actually inhibit intellectual and academic functioning' but involvement in CFS promotes socio-emotional competence in children. This study further strengthens findings from other studies attesting that CFSs build socioemotional competence.

According to the study, resiliency is one of the things that refugee children develops from the child friendly spaces as they begin to recover from their traumatic experiences. In an emergency context where war or natural disaster has destroyed life and

property, play may evoke feelings of normalcy, contribute to developing social skills and strengthen community resilience (IASC, et al 2011). Daily routines and events in a child friendly space in an emergency therefore provide an opportunity for care workers to accompany survivors towards recovery. A growing body of research has demonstrated that play-based therapeutic interventions are a good therapeutic fit for children with a variety of presenting psychological issues (Bratton et al., 2005). Play has been shown to be a protective factor for children in and of itself (Fromberg and Bergen, 2006) as well as a means of intervention for children who are experiencing stress, trauma, or other childhood problems (Kaduson et al., 1997).

According to this study, child friendly spaces enables refugee children to recover from bad experiences they had during the emergency. This is in line with McDermott & Palmer (1999) assertion that child friendly spaces provide a space where children can receive psychosocial support amid the chaos that can ensue following a disaster. Children's perceptions about events are influenced by adults and peers, and by what they see and hear around them. Children are aware of problems that their parents face and they often modify their behaviour to decrease strain on their families. Also According to Talbot (2013), If CFSs intervention is properly delivered, it can offer learners a safe, stable environment, and help restore a sense of normality, dignity, and hope by providing both some structure and supportive activities.

According to Alexander et al. (2010); Global Education Cluster, (2016); INEE, 2016; Reyes, 2013; Save the Children, 2008, 2015; Winthrop, 2011) Child friendly spaces can become a protective shield in times of emergency by offering physical and psychosocial protection for students and providing a safe space. The CFSs is particularly important for survivors of violence, exploitation, abuse, or neglect, as it helps these

children re-join their peer group, restores a sense of normalcy, and learn essential skills for coping with stress and anxiety. Educational activities provide opportunities for children, families, and community members to engage in the process of coming to terms with their life experience, and to acquire skills that will enable them to build a more peaceful future.

Promotion of self-esteem was also found out by the study as one of the contributions of child friendly spaces on cognitive development of children in refugee settlements. This confirms a review of nineteen evaluations of ECD programs in developing countries confirms that when children have access to child friendly spaces with quality care that includes nutrition, health care, and stimulation, they gain improved self-esteem, and the capacity to cooperate with others. These skills will determine children's overall performance in school, and possibly alter their developmental trajectory (Ramsey et al. 2000). According to Emmons (2006), self-esteem among children are lowered by abuse and exploitation that becomes a reality of school life in situations of displacement and armed conflict, where cycles of violence, abuse, and exploitation can easily be perpetuated within the learning environment.

In this research, it was found out that child friend spaces promote the development of appropriate social behaviours among children such as taking turns. This finding is in line with Burke (2010) view that Dramatic play allows children to develop appropriate social behaviour. Role-playing within a group helps a child to define social roles, practise turn taking, and be accepted by others; all important to successful group interaction needed later in life.

Sharing was found in this research as one of the skills that refugee children learn at the child friendly spaces. Both parents CFSs implementing staff agrees that the

activities at the CFSs promotes peer relations and sharing. This is in agreement with Stegelin, (2005) who in the same vein noted that, playing with the same building blocks with a group of children build social skills such as cooperation, sharing, and empathy for others.

In this research, it was established that empathy is one of the socioemotional development skills that refugee children learn from the child friendly spaces. According to the research, the children empathize with their colleagues when they engage in these activities thus they can manage their emotions whenever they are in their learning environments. This is in line with the assertion of Berk, Mann, & Ogan (2006); Fromberg, (2002); Shonkoff & Phillios, (2000) that through rough and tumble play children learn the give-and-take of appropriate social interactions and learn to signal and detect signals, a social skill needed through school and life. Sociodramatic play that entails verbal communication and interaction in small and large groups where children have to put themselves in another's place fosters empathy and consideration for the feelings of others. Stegelin (2005) also noted that playing with the same building blocks with a group of children build social skills such as sharing and empathy for others.

The study found out that ECD and CFS activities instils a sense of self and belonging to children thus improving on their socio-emotional competence and strength. Children also empathized with their colleagues when they engage in these activities thus they can manage their emotions whenever they are in their learning environments. Similarly, Attanyake, et al., (2009) also noted that learning outcomes may not be the most important objective of the CFS but to instill sense of belonging and self-esteem. They further noted that childhood is a critical time for cognitive, emotional and physical development.

Parents have been found to be instrumental in ensuring that children attend CFS and this has impacted on children's emotional resilience. The study postulated that children learn in different ways and are happy to share what they learn with their parents or caregivers. Hope and aspirations instilled in the CFS enables children to gain competence and emotional stability in their day to day deliberations. Metzler *et al.* (2013) found out that the Child Friendly Space model is designed to identify possible risks to children, put in place mitigation strategies, and provide a much-needed link to early recovery services (The Sphere Project 2011, Metzler *et al.* 2013). She also further noted that Child Friendly Spaces provide places for integrated play, informal education, and psychosocial support. Staff can also provide information and referral to more formal help services for children and families.

5.1.4 Child Friendly Spaces and Physical Development among Refugee Children.

The study found out that CFSs contribute to the physical development of children. Children and their caregivers alike were found to be more active in CFS activities that encourage physical play and development. In the study, the narratives also revealed that children are more interested in joining activities that promote physical fitness and development. In a similar study, Goldstein, (2012) noted that Child Friendly Spaces in refugee settlements has wide variety of play materials that can be crucial in the development of children. In early childhood education, play is particularly valued and embedded in the curriculum. The importance of play is stemmed from the contribution it makes towards the physical, cognitive, social and emotional well-being of children and youth (Ginsburg, 2005).

In this study, Fine motor skill development in children was found out to be one of the contribution of child friendly spaces on physical development. For instance, play with blocks assists with finger dexterity. According to Cantu (2004), for child friendly spaces to promote fine motor skills development, the activities need to be geared toward the children's' developmental levels not their age levels. Children attending CFSs benefit from modelling clay, models, paint projects, needlepoint, drama props, and costumes. Collecting stamps, shells, and any other little treasures can promote small muscle development (Cantu, 2004).

The research also found out that the development of gross motor skills is one of the contribution of child friendly spaces on physical development of refugee children. This agrees with the assertion of Stover and Rees (2009) that young children who are provided with opportunities to develop their fine and gross motor skills and balance skills are more likely to reach a higher level of success when they meet new physical challenges when they are older. Children begin to establish preferences for certain objects and manipulate these in more complex ways than less-preferred play materials. These playful manipulations of objects provide the building blocks for the development of later object control skills, such as throwing and catching (Trawick-Smith, 2014).

According to the study, child friendly spaces contribute to the development of spatial concepts such as a sense of distance which children learn through movement and exploration. Block play at the child friendly spaces offers unique opportunities for children to become aware of space through arrangement of objects and the positioning of one object next to another. It also supports children's access to child-friendly outdoor environments, which is positive for several aspects of sustainable development (Malone, 2001, Björklid & Nordström, 2012). Different forms of participation may be required,

including informal approaches initiated by young people themselves concerning their everyday lives and neighbourhoods (Clark and Percy-Smith 2006).

According to Prinsloo (2005) child friendly spaces offers refugee children with an environment where there is no physiological and psychological harm to encourage children to participate fully in physical activities. Participation in outdoor activities involves how children are engaged in or interacts with inputs in their outdoor environments to indicate acquisition of physical (motor), intellectual and social skills as the observable outcomes. In early childhood physical exercise helps build strong bones, muscle strength and lung capacity (Lindon 2007).

Hand eye coordination is found to be one of the contribution of child friendly spaces on physical development of children in emergencies. This confirms Suzanne (2005) view that the use of scissors and other materials at child friendly spaces have the power to improve fine motor skills and support hand-eye coordination. The most beneficial use of scissors is freehand cutting because it offers children a choice, allows their own ideas to evolve, and sets the atmosphere for flexible thinking. According to Spodek, et al (1991:198) children learn all sorts of things playing with blocks. They begin to use physical coordination and eye-hand coordination.

The study also identified that the importance of physical play on the development of the sensory and fine motor skills of children in their early years of growth and development is an indication that the CFS activities do promote physical growth and development. Similarly, Barbour (1999) found that Child Friendly Spaces design influenced elementary children's physical skill development by facilitating or constraining the strategies they used to manage their play with peers. She also noted that children's engagement with materials and equipment in the physical environment affected

their motor skill development and their physical competence. In similar findings, perceptual-motor development results from the interaction between sensory perception and motor actions in increasingly complex and skillful behavior. More specifically, visual, auditory, and tactile sensory abilities are combined with emerging motor skills to develop perceptual-motor abilities. (Frost, Wortham, and Reifel, 2001).

5.2 Conclusions

This study has come up with the following conclusions. First, the study established that CFS activities enable children to recover from trauma, gain confidence and self-belief thus concretely developing their cognitive reasoning skills that helps them in their earlier and later days of life. Based on this finding, we can conclude that proactively engaging in structured and unstructured activities of the CFS promotes the mental uplift of children in their earlier and later years of life. Also, the study established that morals instilled at the centers enable children to reason close to adult level that thus encourages intellectual prowess in their day to day deliberations. It is then important to systematically include moral upbringing as one of the facets of childhood development in the CFSs. Still, the study established that children not only grow physically during early childhood, but intellectually too. The CFS activities should be inclusive in embracing both physical and intellectual development by encouraging caregivers and animators in planning activities that promote both of these facets of development.

The study uncovered the importance of play and association as an important factor in uplifting children's cognitive development. The intellectual games and the ability to understand fairly complex thinking processes including abstract or novice level reasoning is one of the main facets of an impact of engaging children in ECD and CFS activities. Based on this finding, integrated play and intellectually upbringing activities

should be embraced in the CFS so as to improve learning outcomes of children. More importantly, the study also noted that CFS foster nurturing and care for children and thus it does improve children's controlled emotional involvement when they participate in CFS and ECD activities. Based on this finding, caregivers and animators should strengthen their approaches to supporting children by encouraging peaceful coexistence during not only plays but also during other associations within the CFS.

An important aspect that was also explored in this study included the fact that ECD and CFS activities instils a sense of self and belonging to children thus improving on their socio-emotional competence and strength. Children also empathized with their colleagues when they engage in these activities thus they can manage their emotions whenever they are in their learning environments. Based on this finding, it is important for program staffs, animators and caregivers to continually support children as they participate in CFS activities in order to improve on their learning outcomes and holistic development. Since parents have been found to be instrumental in ensuring that children attend CFS, it is important to include parents at all stages of programming so that children gain confidence that their caregivers and/or parents are part of their journey to holistic development. The study also noted that CFSs are open for children, their caregivers and parents to share ideas and concerns as an avenue for mental recovery for children. In this case, children are able to adapt to new situations and are able to make intermediately informed decisions.

5.3 Recommendations

In order to maximize the contribution of child friendly spaces on early childhood learning outcomes, the study makes the following recommendations.

The study found out that different humanitarian agencies like Save the Children, Plan International, Right to Play, ADRA and World Vision International among others are providing Child Friendly services to the refugee children in Adjumani. However, the kind of activities provided to these children are not standardized. Each organization provide what it can depending on the level of its funding and the donor. The study therefore recommends that the kind of activities provided to the refugee children at the different child friendly spaces be standardized to avoid children from other child friendly space missing out on some key activities.

It was observed during the study that both CFS Facilitators, ECD caregivers do pay close attention to children playing and participating in different activities at the child friendly spaces. This limitation in monitoring and supervision of children as they play or engage in different activities enables some children to side-track into less productive divert into on their Animators The study found out that Humanitarian responses should incorporate multisector, crosscutting ECD services in their plans, including in particular child care, psychosocial support and early learning programmes, and should call explicitly for Safe Spaces for these children. The needs of babies and the youngest children must be provided for across all relevant sectors, including education and protection. Multi-sectorial approaches and collaboration should encompass not merely physical needs such as nutrition, health and WASH, but should also incorporate protection and education responses to address cognitive and psychosocial needs. Effective collaboration and coordination across sectors is critical to providing a “whole child” approach and ensuring comprehensive ECD programming.

It is also important to develop trauma focussed curriculum and life skills manual to support children and their families so as to counter socio-emotional challenges and

also to help in supporting controlled-emotional involvement of children in widespread activities in Adjumani Refugee Settlements. It was found that children enjoy learning when their peers relate well with them and thus developing approaches geared towards holistic transformation of children is recommended in the settlements.

Besides, structured programs to benefit both parents and caregivers of children are paramount because these activities enable self-belief, confidence and boost self-esteem. Further, parental involvement in sending children to CFS and ECD Centres is paramount because through this, children learn that it is required for them to integrate with peers and learn new ideas while in the settlement. This as well is a form of preparedness to counter challenges during their concrete operational stages of growth and development. Child development agencies should enforce approaches that comprehensively support children and their families in the ECD and CFS centres.

5.4 Recommendations for further Research

The study identified gaps in supporting children in the CFS and ECD centers. It is important to conduct a number of studies on some of the themes and/or topics including:

Contribution of CFS on mental and psychosocial well-being of children – it is expected that efforts of supporting children suffering adverse effects of trauma and untold suffering can be uncovered in this study and also more vividly the contribution of CFSs in uplifting mental well-being of children and their families and be explored.

While this study focused on early learning outcomes, a study to measure children's wellbeing later in life would be beneficial focusing on the impact of CFS and ECD centers on later days of life of children and their families. The significant impact of the CFS is witnessed currently in children's lives. It is still important to evaluate these children in their later encounters in life.

Besides, this study focused on children in ECD and CFS sites, it is important to conduct an explorative study focusing on children out of these centers and identify coping mechanisms among these children and recommend accordingly. It is hopeful that if these children out of the centers are studied, they would inform programming and also guide the process of setting up these centers in refugee settlements.

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Appendices

Appendix I: Questionnaire for CFS Providers

Dear respondent, I am Kinyera Maxwell, a student pursuing a **Master of Education in Early Childhood Education of Kyambogo University**. I am conducting a study on *“Child Friendly Spaces and Early Childhood Learning Outcomes in Refugee Settlements. A Case of Adjumani Refugee Settlements*. I am humbly requesting you to support this engagement by filling this questionnaire as honest as possible so that I can produce tangible and quality work that can be used in understanding the impact of the CFSs in improving early learning outcomes of children affected by conflict and displacement. This is purely an academic research study; any information given herein will remain confidential, and will not serve any other purpose without your approval. Furthermore, no financial incentives shall be advanced to any of the respondents in form of pay or allowance for taking part in this study. Your participation is appreciated in advance.

Section I: Demographics (Bio Data)

1. Indicate (by a tick) the gender category you belong to:-

Female Male

2. Which of the following age category do you belong? (Tick most suitable)

20-25 26-30 31-35 35-40 41-45 Over 46

3. Which of the following suits your marital status?

Married Single Widowed Divorced/Separated
Others specify; ...

4. Which of the following suits your highest level of education?

Primary Ordinary level Advanced level Tertiary
Others

Specify.....

5. Number of years worked in a refugee settlement

0-5 6-10 11-15 Over 15

Section II: Nature of Activities at the Chi Friendly Spaces

Tick the kind of activities provided to refugee children at the child friendly spaces in Adjumani refugee settlements

Kinds of activities	Ticks (√)
Ball games	
Music Dance and Drama	
Art and Craft	
Early Childhood Education	
Puzzles	
Sliders	
Sandpit	
Swings	
Story telling	
Beam balance	
Jumping	
Singing	
Drawing	
Skipping	
Throwing balls around	

Section III: Child Friendly Spaces and Socioemotional Development of Refugee Children

How does CFS activities promote the socioemotional development of refugee children? (Tick options that apply)	Ticks (√)
Helps in regaining resilience in children	
Promotes sharing and creating social bondages	
Helps in improving children's emotional competencies	
Improves self-esteem	
Promotes resilience	
It encourages self-confidence and healing	
It fosters nurturing and care for children	
Improves children's controlled emotional involvement	
Helps in maintaining social contacts	

It is helpful in establishing strong bond among their peers and facilitators	
It instils a sense of self and belonging	
Helps children in making informed decisions.	

Section IV: Child Friendly Spaces and Physical Development of Refugee Children

How does CFS activities promote the physical development of refugee children? (Tick options that apply)	Ticks (√)
Physical exercises	
Swaying, turning, pushing and jumping activities	
Physical development of the sensory and fine motor skills	
Physical play	
Play encourages development of gross motor skills, fine motor skills, agility, coordination, and balance	
Physical exercises promote children's body strength and dexterity	
Physical exercises like running competitions, landing on the back, shaking and leg pumping	

6) Is there anything that you would like to contribute to this study that you think was not taken care of by this questionnaire

Yes No Not Sure

7) If yes, please suggest some of those.....

Your participation is highly appreciated.

Appendix II: Interview Guide for CMCS, RWCS.

Introduction:

Hello, my name is Maxwell Kinyera, a student of Kyambogo University doing a Master of Education in Early Childhood Education. I am doing research on the contribution of Child Friendly Spaces on Early Childhood Learning in Adjumani Refugee Settlements. In this research, I would like to learn from you about your views concerning the Influence of Child Friendly Spaces on Early Childhood Learning in emergency.

Your responses, name and contact information will be kept confidential.

You can skip questions that you don't want to answer."

Clarification; before we begin, do you have any questions for me?"

Part A

Sex of the respondent.....

Category of the respondent.....

Name of the settlement.....

Part B

1. Is your child/children attending CFSs in the Settlements camp?
2. Can you tell me about the categories of refugee children that go to your CFSs?
.....
3. Do these children have access to early childhood education?.....
4. What are the challenges affecting early childhood learning outcomes in Adjumani Refugee Settlements?
.....
5. What are the kind of activities provided to refugee children at the CFSs?
.....
6. In your view, are the CFSs activities helpful to the refugee children who are attending early childhood education?.....
7. If yes to question 8, how does the CFSs contribute to the following?
 - a) Cognitive development of children in refugee Settlements.....
 - b) Socioemotional development of children in refugee Settlements.....
 - c) Physical development of children in a refugee settlement?.....

Thank you for your time and responses!

**Appendix III: Focus Group Discussion Guide for Stakeholders (CFS Facilitators,
ECD Caregivers, and the Parents)**

Materials to be used: markers and flipchart.

Activity: The researcher will organize the participants in to a group of 10 -12 members comprising of CFS's Facilitators and ECD caregivers.

The researcher/facilitator will then ask the following questions:

Part A

Venue.....
Category of participants.....
Number of participants..... Male..... Female.....

Part B

- 1) Do we have CFS for children in this Settlements?
- 2) Do children like going to the CFSs?
- 3) What is the nature of CFSs that we have in the Settlements?
- 4) Are the designs of CFS in the Settlements appropriate to the need and age of the children?
- 5) What kind of services or activities do they participate in from the CFSs?
- 6) Are there changes in the lives of children who attend CFSs? What changes?
- 7) Do we have early childhood learning centers at the CFSs?
- 8) What are the challenges affecting early childhood learning outcomes among refugee children?
- 9) How do activities in the CFSs contribute to early childhood learning of the participating children in term of the following?
 - a) Cognitive development of children in refugee Settlements.
 - b) Socio-emotional development of children in refugee Settlements.
 - c) Physical development of children in refugee settlement
- 10) How do you think the learning outcomes in emergencies can be improved?

Thank you for your time and discussions

Appendix IV: Observation Guide

To occur at field site. Children will be observed at the CFS while an activity is taking place.

1) Walk-through – the researcher will ask the CFS facilitators to take him through a walk-through of the CFS. During the walk-through, he will note down the significant areas at the facility. Ask the facilitator the significance of each area, and why the facility was set-up the way it is.

.....

2) The researcher will observe the children and facilitators (for 3 hours) with the follow points in mind:

a) Are the children able to freely interact/play at the CFS?

b) Do activities seem age/gender appropriate?

.....

c) Are there children that are not participating?

.....

d) Are children being supervised/supported by the facilitators?

.....

e) What kind of equipment or materials do children like most?

.....

f) What are the kind of activities provided at the CFS?

.....

g) Is the CFS sufficient for both indoor and outdoor activities?

.....

h) How do the activities at CFS contribute to the following;

i) Cognitive and socio emotional development?

.....

ii) Socio emotional development?

.....

Thank you for hosting me at your site

Faculty of Education
Department of Early Childhood Education

INTERNAL MEMO

FROM: Chair, Department Graduate Board, 18th July 2019

TO: Mr. Kinyera Maxwell **REF:** 16/U/13378/GMEC/PE
C/o Early Childhood Education
Department

REF: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Faculty Graduate School Board at its meeting of 28th October 2018 approved your research proposal for the Master of Education (Early Childhood Education). You can now proceed to the field for data collection.

Thank you.

Yours sincerely,



Dr Ejoo Godfrey

FOR: CHAIR, FACULTY GRADUATE BOARD

CC Chair, Early Childhood Education Department Graduate Board

Supervisors

- 1 Rev. Dr. Iubaale Grace
Department of Development Studies
- 2 Dr. Ejoo Godfrey
Department of Early Childhood Education