

Making Cities Safer For Children

Children's Experience of Safety and Security in their Neighbourhood
Korogocho Slum, Nairobi, Kenya.

ABOUT WORLD VISION

Who We Are

World Vision Kenya is a Christian humanitarian development and advocacy organization dedicated to helping children, families and communities reach their full potential by tackling the causes of poverty and injustice. We work with the poor and the oppressed regardless of religion, race, ethnicity or gender as a demonstration of God's unconditional love for all people.

Vision

Our Vision for every child, life in all its fullness, our prayer for every heart, the will to make it so.

Mission

World Vision is an international partnership of Christians whose mission is to follow our Lord and Saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice and bear witness to the good news of the kingdom of God.

Sector Intervention

World Vision Kenya's interventions include; water, sanitation and hygiene, health, HIV/AIDS, nutrition, education, food security, economic development, child protection, peace building, public policy, advocacy, environment, humanitarian emergency affairs and Christian commitment.

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All photos unless otherwise indicated were taken by the pupils of Ngunyumu primary school who participated in the C4D Community Voice Good Schools Good Neighbourhoods workshop.

FOREWORD

The National Director



The rapid global urbanisation trend has seen 54 per cent of the world population living in urban areas as of 2014. This means that there is an increasing numbers of children growing up in urban areas. Whereas urban centres have existed and have been evolving for many countries globally, it is the accelerated growth of urbanization that is threatening sustainable development.

With the rapid rate of urbanization, children in urban areas are exposed to many urban vulnerabilities and disproportionately suffer negative effects of poverty and inequality key among them is the rising insecurity. Attention given to address the impact of the rising insecurity on children living in urban areas is not enough.

According to the latest Crime Victimization survey conducted in 2002, fifty four percent of Nairobi residents feel unsafe during the day and 94 percent during the evening. Seventy two percent of all residents of Nairobi avoid travelling and working after dark and 79 percent of Nairobi residents think that most crimes are caused by others from their neighbourhood.

Crime and violence is typically more severe in urban areas and is compounded by rapid urban growth globally. Crime and urban development are strongly interconnected, therefore local development policies cannot be successful if they do not integrate crime prevention strategies. The way we plan, design, manage and govern our cities has significant implications for how we live and enjoy safety in our neighbourhoods.

“World Vision seeks justice for all children especially the most vulnerable. We are committed to listening to and making heard the voices of children and speaking about the many issues affecting their lives.”

-DICKENSTHUNDE

As a child focused humanitarian agency, World Vision seeks justice for all children especially the most vulnerable. We are committed to listening to and amplifying the voices of children, speaking about the many issues affecting their lives. As part of its urban programming, World Vision in partnership with other institutions and initiatives, like the Safer Cities Initiative seeks to bring about a sharp focus on the needs and priorities of children in urban planning, infrastructure development, service delivery and broader efforts to reduce poverty and disparity in making cities better for children.

The Making Cities Safe report is a compilation of stories, photos and drawings by 25 children living in Korogocho, an informal settlement in Nairobi, Kenya. It reflects the daily challenges in safety and security, and the children’s hope for the future.

World Vision Kenya has been working in Korogocho to improve the well-being of children for several years through various interventions including water, sanitation and hygiene, health, HIV/AIDS, nutrition, education, economic development, child protection, and advocacy, among others.

DICKENS THUNDE
NATIONAL DIRECTOR, WORLD VISION KENYA



Pupils of Ngunyumu Primary School in the Korogocho slums during the communications skills Good Schools Good Neighbourhoods workshop.

IMPACT OF URBAN CRIME AND VIOLENCE ON CHILDREN

Crime and violence affects millions of children in urban areas and is compounded by rapid urban growth. Crime rates are often high in poor areas deprived of services and jobs. Poor children are very likely to be victims of, witnesses to and even perpetrators of acts of violence, assault, mugging and rape in poor urban areas. When children are exposed to crime and violence it can impede their development and contribute to poor academic performance, higher school dropout rates, anxiety, depression, aggression and problems with self-control.

Often, public spaces in cities are where most of the crime and violence takes place. Fear of crime and, to a much lesser extent crime itself, deters people from using public spaces. Children are the most vulnerable members of communities in unsafe neighbourhoods and are often prevented from using streets/routes, public fields and certain public institutions because of fear of crime and victimization in these public spaces.

On average, children join gangs around the age of 13, but evidence suggests a trend towards earlier enlistment. In marginalized poor neighbourhoods, gangs can offer children a sense of identity, belonging and protection. In urban areas where the government fails to provide access to essential goods and services such as safe water, public spaces, education or legal protection, gangs sometimes step in to fill this vacuum.

“On average, children join gangs around the age of 13, but evidence suggests a trend towards earlier enlistment.”

The causes of crime and violence affecting children in urban areas are many and complex, but prominent among them are poverty and inequality. Insufficient provision of public services and such community infrastructure as schools and recreational/public spaces are common to the cities of low-income countries. Crime and urban development are strongly interconnected, therefore local development policies cannot be successful if they do not integrate crime prevention strategies. Cities which are taking up the challenge of enhanced safety and security, are aware of the fact that the way we plan, design, manage and govern our cities has significant implications on neighbourhood safety.

COMMUNICATION FOR DEVELOPMENT (C4D) FOR COMMUNITY VOICE

Communication for Development (C4D) for community voice puts children and communities at the centre of World Vision's communication. It contributes to children's participation and empowerment and puts them not just as the subject of communication but as the originators of this communication, becoming the change agents of their own development.

Using plenary sessions, small group discussion, peer-to-peer interviews and mapping, 25 children (girls and boys, between the age of 10 and 13) of Ngunyumu Primary School in Korogocho, an informal settlement in Nairobi, worked together to identify and reflect on their daily challenges in safety and security.

The children were taken through basic communication skills training on writing, photography and videography. Following the training, the children were encouraged to write stories and take photos on issues in safety and security that affect them in their school, neighbourhood, homes and en-route to and from school.

Children as Agents of Change

Children of Ngunyumu Primary School took photos, wrote stories and recorded video footage to illustrate insecurity challenges they face within the school's neighbourhood. They were able to identify areas where they feel safe within these neighborhoods' as well as areas where certain crimes occur making it unsafe for them. They were able to provide solutions to some of these challenges. From these exercises, the children generated essential information that decision makers both at the local and city level can use to improve urban planning and management. With good governance, children can play a role in monitoring the implementation of initiatives aimed at addressing the challenges identified. Such initiatives, if well anchored in urban planning and governance processes, can enable children play a part in influencing planning, finance and management of urban infrastructure, resulting into achieving child friendly cities.

Children mapped out the different neighborhoods they come from and ranked them from the most to the least dangerous. They then shared the challenges they face within the neighbourhood of Ngunyumu Primary School.



NGUNYUMU PRIMARY SCHOOL

KEY TO MAP



- Crime Hotspots**
1. Robbery;
 2. Sexual assaults like Rape;
 3. Gang Fights;
 4. Drug Zones.



Hospital



Quarry



Bridge
Both symbols represents the same.



Safe spots for Children

The drawing shows bullying in school. A young boy being bullied by a big boy in the school compound by pushing his head and taking his bag.



A drawing shows school children taking drugs. Some pupils take cigarette and drugs and drop out of school because of drugs.





Pupils showing how children collect garbage for sale to get money. They get tired collecting garbage, **Gitathuru A.**

SAFETY OF CHILDREN AT HOME

Most of the children agreed that they enjoy safety in their homes as long as they are with their parents. 'When left alone I feel unsafe because I have experienced or have had friends who have been attacked by robbers and some of the girls raped', said one of the students.

Parental Conflict and Domestic Violence

One of the major conflicts within our neighbourhood that has led to family breaking due to poverty, drugs and substance abuse has been parental conflict and domestic violence.

As we visited Ngomongo sub location of Kasarani, we interviewed several people to find out this reality. Some of those who accepted to be interviewed gave us different ideas about the causes of this violence.

The first person Jane told us that lack of work is one of the reasons domestic violence is happening and that it normally happens in-front of the children. The second person Albert* informed us that alcohol and drug abuse are the main reasons for conflict at home and at times due to bad behavior by either of the parents. The third person Marion* informed us that some of the domestic violence are caused by housewives who like talking about others and will always cause conflict among neighbours but when asked by their husbands, they begin to shout out loud and then the husband will beat them.*

In conclusion, it is lack of money, alcohol and drugs abuse that are the main reason for such conflict. This shows that there is lack of respect among couples, and if parents can be disciplined and not shout at each other in front of children which is a bad example and take up their responsibility.

A drawing shows domestic violence in the home.



SAFETY OF CHILDREN IN THE NEIGHBOURHOOD

Within their neighbourhoods, the children have very limited public spaces where they can play with their friends because they are congested. Some of the few public spaces (playing fields, streets) are used as hangouts for criminal gangs and are therefore not friendly for children.

Criminal attack in the neighbourhood is a common occurrence and as a result the children are traumatized and feel unsafe even at home. This makes the children not move freely in their neighbourhood. There are also instances when the parents are seriously hurt on their way to work, jeopardizing their ability to provide for the family's needs daily.

The children also shared how their neighbourhood has many dark alleys that are dangerous. They were also concerned about waste dumping everywhere within their neighbourhood because of lack of a proper waste collection system.

Many youth, the children said, they just idle around, making it easy for them to be recruited into gangs, and often engaging in drug abuse



Children playing in the neighbourhood with the Nairobi city garbage dumpsite in the background.

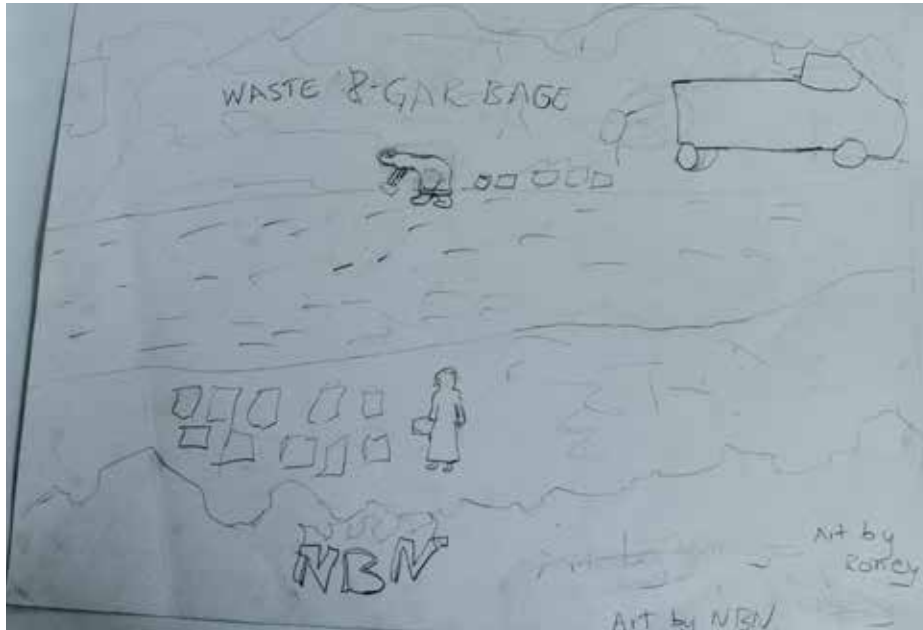


A sign shows a famous spot where gangs meet and recruit children.

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CHILDREN SHARE THEIR THOUGHTS ABOUT A SAFE AND SECURE ENVIRONMENT

- Safety makes one concentrate well in school;
- Safety provides a conducive environment for business for our parents;
- Safety makes it easier to move from one point to another;
- A safe environment for girls ensures they are free from gang rape and other criminal activities which threaten their lives.



The drawing shows waste and garbage collection in our neighbourhood. Some of the children leave school to go and collect recyclable garbage for sale.

Poem on Environment

Environment! Environment! Oh environment! How sweet are you?

Trees that you give to us are helpful to Mother Nature

And to us the living things in large environment

How sweet you are

You are the surrounding

You are with us everywhere we go.

You are our food; our source of livelihood

Oh environment, how sweet you are

The air we breathe is freshened by you

The sight we see is all yours

Oh environment how sweet you are

CHILD LABOUR

Child labour is being given a lot of work when others are in school.

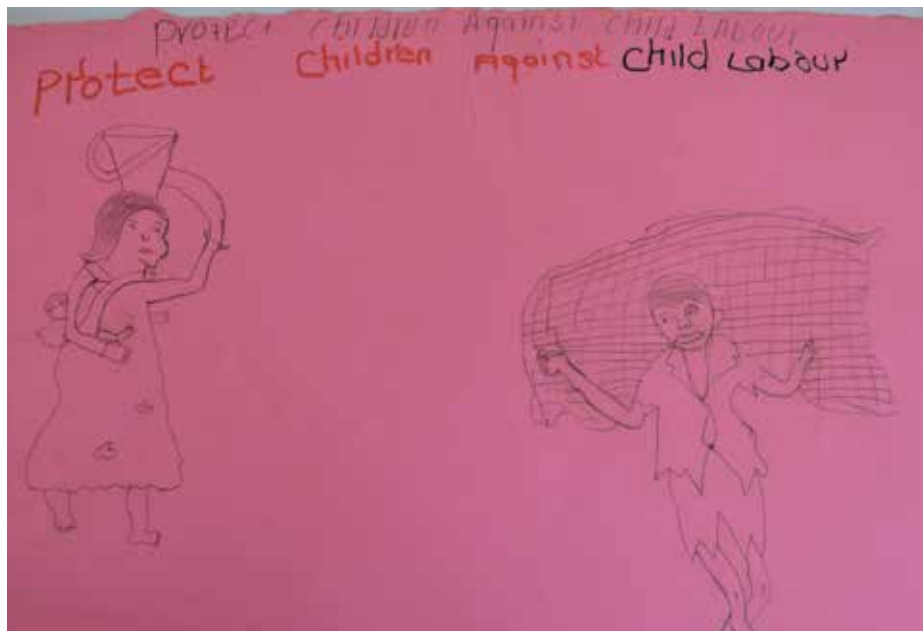
He was not given the right to education. He was a boy in class 6 at Jerani Primary school. He lives in our neighbourhood. Every time you will find him working in Mkuru Boma dumpsite. He is like a boy who doesn't have parent. His parents cannot take care of him so he is forced to work by collecting scrap metal and selling them.

He has worked in several places in order to earn some money for his family, while other boys like him are in school. This is because his mother doesn't have a job. He has worked at the Mkuru Boma collecting and selling scrape metal. He has also worked as a maid fetching water and carrying heavy loads. His payment at the end of the day was only 20 bob [shillings]

It is a must for him to work because if he doesn't, then his family will not get food. He lives with his parents, brothers and sisters.

Story by JWN (Ngunyumu Primary School).

The drawing shows child labour. The message says: **protect children against child labour**





A student selling bananas at the road side at Ngomongo because he likes selling instead of going to school. This is how he gets his pocket money. He is in class 6.



Atieno washing dirty nylon paperbags in a nearby river to sell to the markets in Nairobi.

Waste and Garbage Management.

Atieno says she has been selling paper [polythene] bags for the last three years, at a market in Nairobi. She has two children who are married.

She buys the dirty paper bag at ten bob [shillings] at Korogocho and sells them at twenty bob after washing. The money she gets she uses to grow maize near Kisumu and to pay rent. Atieno has been selling the paper bags for the last ten years, and she says she is happy about the income she makes.

"I am happy about the money I make," she said. Atieno is forty years old and she wakes up every day at five o'clock in the morning to start her work.

CHILDREN'S SAFETY IN SCHOOLS

Children shared some of the security challenges within the school that affect their access to education. These are:

- Bullying in school by older students;
- Drug abuse by some students in the school compound, and at times causing disturbance in classes;
- Poor classroom infrastructure;
- The dusty condition of the playing field;
- Lack of electricity in the school prohibiting the children from attending classes very early in the morning;
- Difficulty in reporting cases to teachers for fear of being identified and hurt by the gangs.

Bullying in School

In Ngunyumu Primary school, bullying is often done by big boys and girls. They take things from the younger ones and then threaten them that they will beat them after school and at home if they will tell their parents.

One girl, a prefect in the school, was beaten by a boy from another class because the girl had told a teacher what the boy had done. The girl had caught the boy opening another pupil's locker and taking some of the books.

"Whenever I am being bullied in class because I am short and they are bigger than me, I feel bad and I become afraid of every one and they even take my books and pencils from me and this makes me perform poorly in exams," said Alvin, a class seven boy in the school.

Bullying should stop because one loses concentration in class which leads to poor performance and it can make a child feel worthless.

"One of the ways of stopping bullying in Ngunyumu Primary School is by creating a separate break time table for the lower, middle and upper classes so that the bigger ones will not have a chance to bully the younger ones," one of the students suggested.

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-PUPIL

Drug Abuse

In 2013, some boys from Standard 8 used to smoke in the school toilets and behind the stores at break time and lunch time. They also used to sneak out of the school compound and smoke in buildings in the neighbourhood.

The teachers found out about it and counseled those who were smoking. They also reported the matter to the administration. The parents of the pupils were informed and advised to assist their children.

In that year, we also had a few boys using drugs, in the same way, the teachers also talked to them.

The drugs are being sold in the neighbourhood; the pupils buy and take them to school with them. This has made some of the boys in the school to start taking drugs as well when they see the older boys take the drugs.

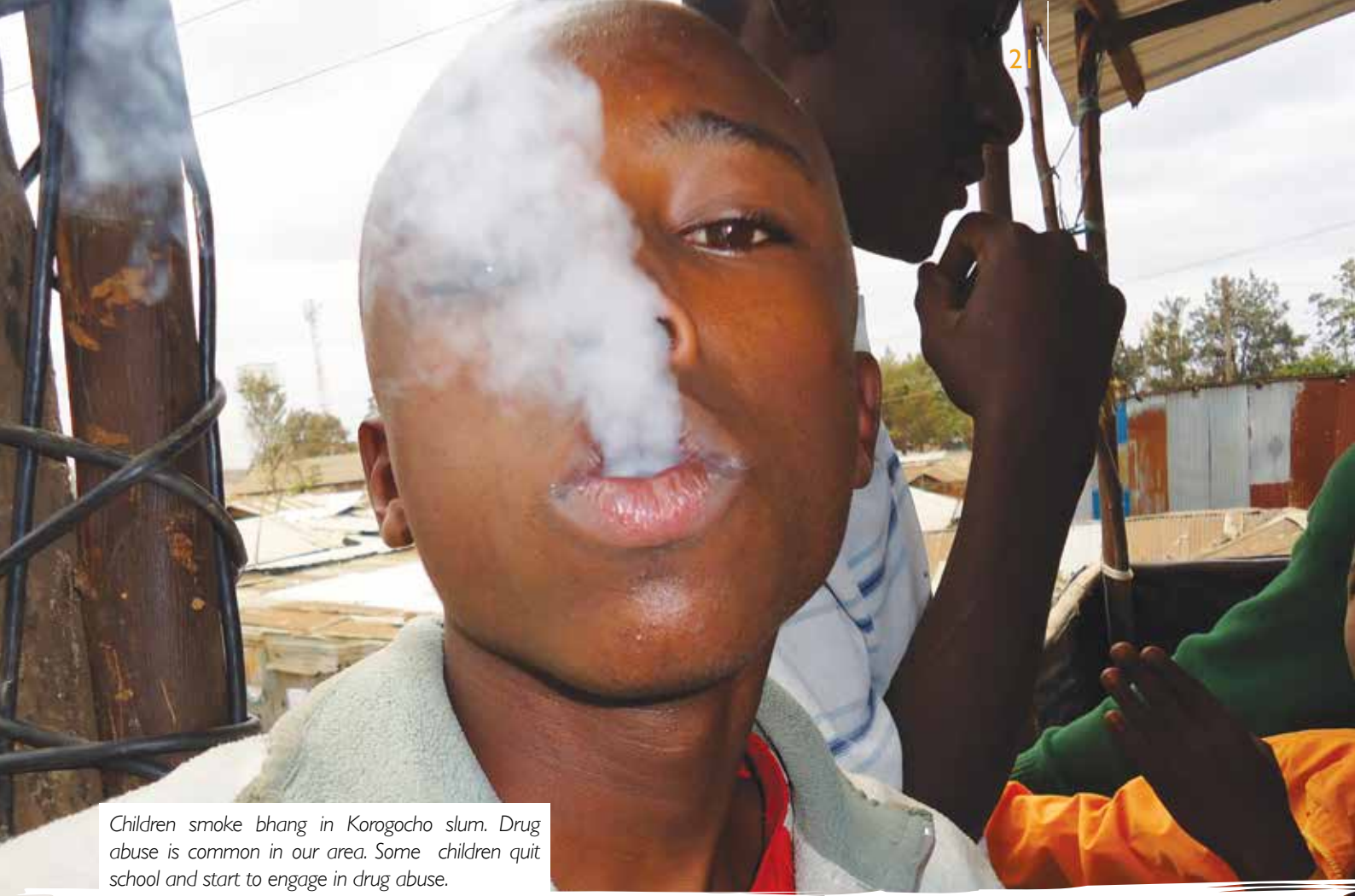
"...some boys from Std. 8 used to smoke in the school toilets and behind the stores at break time and lunch time. They also used to sneak out of the school compound and smoke in buildings in the neighbourhood."

-PUPIL

Some of these pupils were found out and they were counseled. Some were positive about the counselling but others did not change and continued taking drugs. Those who stopped taking the drugs, continued with their education but the ones who refused to be counseled, chose to go to the street and they are now street boys.

'The way we can help them is to take them to a hospital if counseling does not help them because they are addicted,' suggested a pupil at the school.

The government should catch those who sell the drugs and arrest them. Teachers should continue counseling the pupils in the school so that they can stop taking drugs and to make sure that the school is free from drug abuse, which will lead to a safer neighbourhood.



Children smoke bhang in Korogocho slum. Drug abuse is common in our area. Some children quit school and start to engage in drug abuse.

Drug abuse, The story of Sammy.

Sammy lives in Kwale, Korogocho. He has been smoking bhang [cannabis plant] for three years. He says the drugs give him strength to go collect scrap metal and plastics so that he can get money to buy drugs and food. He picks the scrap metals every day in the morning and sells them in the evening.

He is holding a bottle that has gum, [solvent/glue] he then removes a piece of cloth from his pocket and puts it in the bottle and then sniffs it.

"I left school in class eight. I was 15 years old. I used drugs and even while I was in school I could not concentrate. I had problems with my teachers," he said.

Sammy has tattoos on his body.

"I would like the government to help me find a job," he said.

Taking drugs is not good and he asks the young people not to take drugs.

Story by Young Reporters (Ngunyumu Primary School).

CHILDREN'S SAFETY EN-ROUTE TO SCHOOL AND HOME

Children shared their experiences en-route to school and back home and how this affects them.

First, some of the routes between home and school are very unsafe because of mugging and other forms of crime in these areas. Children are often forced to use longer routes to get to school and back home.

Secondly, the girls said they are harassed by boys and men on certain routes, who use bad language. In some instances there have been cases of some of the girls being raped.

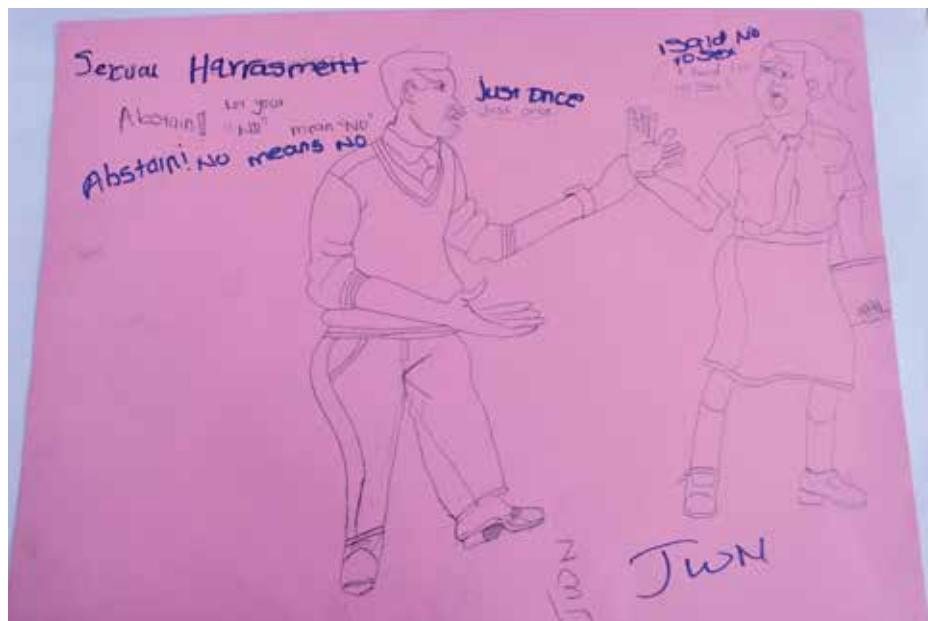
Thirdly, some of the routes, especially bridges, are very dangerous and accidents have happened because they are not child friendly. There are either no barriers on the side and the space between slabs is sometimes too wide.

Lastly, the routes they use to school are filled with garbage. These footpaths are also a health hazards.

The meaning of sexual harassment

Sexual harassment is the state of forcing someone to be in union with another against his/her will. It mainly happens at home, school, streets, friend's places, teachers and among youth and neighbours who threaten you.

The drawing shows the sexual harassment that the girls have to go through while in school. The message in the drawing is : **Abstain! No means NO**





A student showing the bridge where sexual harassment is being done. Sexual harassment takes place here because the place is hidden.

The Girl who was raped and died

In 2013, there was a girl who was 14 years old. She was in class eight. She lived with her parents. She had two brothers and three sisters. Her father works at a hotel and her mother works at a stall selling second-hand clothes. They live at Korogocho near Grogan.

One day that girl was walking with her boyfriend and they reached a certain place where her boyfriend told her to go home as he was going to see his mother.

On the way, she found a group of boys. The boys threatened her and told her that if she did not do what they were telling her, they would kill her. The girl was afraid. The boys held her down and raped her. She died on the road. She was raped at Grogan B. Grogan is the most dangerous place in this area. People saw what happened but they could not help because they were afraid.

PUBLIC SPACES AND CRIME

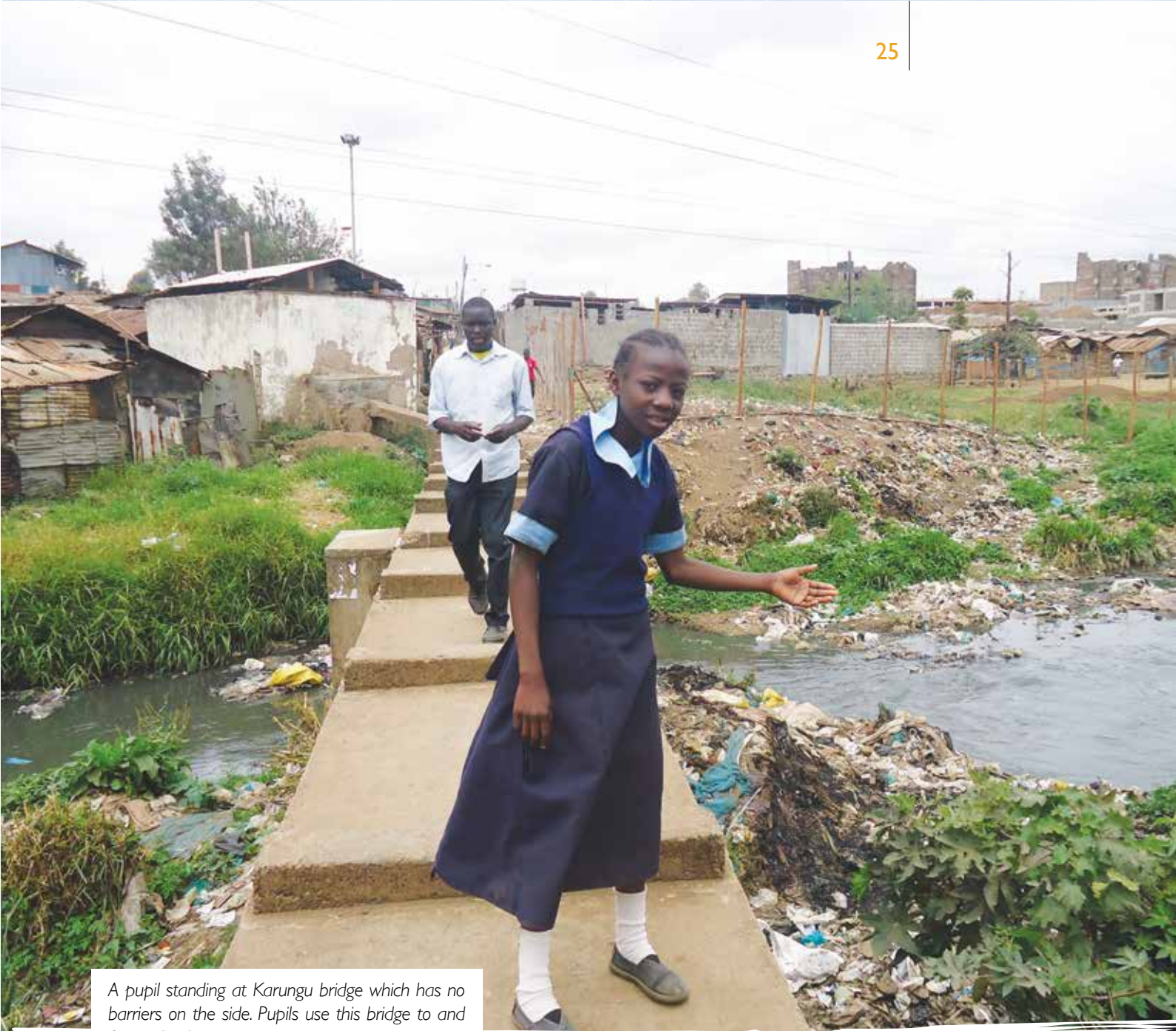
Public spaces are all places publicly owned or of public use, accessible and enjoyable by all for free and without a profit motive. They consist of open environments (e.g. streets, sidewalks, squares, gardens, parks) and in sheltered spaces created without a profit motive and for everyone's enjoyment (e.g. public libraries, public schools, museums). These areas are important in promoting equity in neighbourhoods and contribute to the overall quality of urban life.

As cities grow and densify, access to well designed and pleasant public spaces is becoming an increasingly important asset. This is even truer for residents in low income areas which experiences high population density and as a result their living circumstances lack in quality and in need of spaces for health, recreation and socialization. Children in this neighbourhoods lack adequate spaces for playing and enjoy quality life. Youth on the other hand do not have adequate access to spaces for talents and sports which keeps them out of crime. With a weak social cohesion and social capital, violence and crime is one the rise within urban neighbourhoods leaving children as the most vulnerable

Improving access to good public spaces and enhancing the use of the space especially in low income neighbourhoods is a powerful tool to increase community cohesion, improve equity in the city, combat discrimination and guarantees the safety and security of lives and property. Extensive provision of public goods such as parks, schools, basic services, sports facilities and community centres, particularly in more violent neighbourhoods, together with strong participation from local communities, has been used to enhance safety through social cohesion in cities like Medellin, Colombia.

The drawing shows the impact of garbage in our environment. The message says: **people living within this area are at risk of being infected by air-borne diseases.**





A pupil standing at Karungu bridge which has no barriers on the side. Pupils use this bridge to and from school.

PROMOTING SAFER CITIES USING THE GOOD SCHOOL GOOD NEIGHBOURHOOD (GSGN) APPROACH

Public schools in low income urban settlements often have little or no connection with their surrounding neighbourhood, and the community lacks ownership of the schools. There is often a lack of deliberate mechanisms for promoting children's safety within their neighbourhood. School space is often isolated from the rest of the neighborhood's social fabric, and is characterised by high crime and violence. Consequently, this often leads to vandalism, increased vulnerability of children both in and around the schools, drugs being peddled in schools and children joining gangs. Sadly, many schools in low income settlements are turning into fortresses of fear rather than cathedrals of learning. Physical security threats in schools eventually lead to low school attendance and school dropout.

The cohesion and moral competence of strong communities are derived from the integrity of families, schools, parties, government agencies, voluntary associations and law. The essential argument for social scientists resulting from social disorganisation theory of crime location attributes variation in crime over time and among territories to the absence or a breakdown of communal institutions such as family, school, social clubs and local government etc., a situation so familiar and characterized with urbanization that break down communal relationships that traditionally encourage cooperative relationships among people. With rapid urbanization in developing countries, society is organized around individual and small group interests, which permits crime to persist.

The GSGN approach to safer cities underpins the fact that schools can play a more functional role in society by turning them into what can be considered as safe spaces for students and the community at large. In addition, schools can serve as safe spaces of belonging, participation and learning for children, youths and their communities.

The GSGN aims at making public school spaces available on weekends, offering opportunities for activities in the areas of sport, leisure, culture, digital inclusion, and basic vocational training. As a result this breaks the institutional isolation of schools, placing them at the heart of coordination with the community. The GSGN programme embodies one of the principles of a culture of safety.



A pupil points at an empty space filled with garbage which also serves as a play ground.



Not so far from our school the main Nairobi city garbage dumpsite is visible. It smells very bad. Some children work in the dumpsite.

RECOMMENDATIONS FOR SAFER CITIES FOR CHILDREN

Develop a platform to share the media generated by the children to amplify their voice both within their neighbourhood and externally

The children proposed the publication of **an annual newsletter for the school:** For this to happen, they would like to start a journalism club. The teachers supported the recommendation.

The newsletter would target children in Korogocho and also people who can facilitate change to improve lives of children, including the area chief, the area police unit, NGOs Pastors, Imams, Priests, teachers among others.

Social media: The use of Facebook which could be linked to the World Urban Campaign page.

Link children's work to local media houses to raise awareness and foster child participation in public matters around safety and security in neighbourhoods.

Identify a platform for Advocacy for Children

Children to attend various fora for Safer Cities so that their voices can be heard for change to be made. This could include involving children in the World Urban Campaign-not just for this particular day but as a continuous exercise aimed at creating awareness in their neighborhoods and schools.

Continued opportunities for capacity growth

- Hold a training workshop at least twice a year to help children continuously build their communication and advocacy skills.
- Provide capacity building for teachers,
- Establish a journalism club at the Ngunyumu Primary School

METHODOLOGY

The Making Cities Safe report was written by children living in Korogocho, an informal settlement in Nairobi, Kenya. Using plenary sessions, small-group discussions, peer-to-peer interviews, mapping and questionnaires, 25 child participants (girls and boys, between the ages of 10 and 13 years) worked together to identify and reflect upon their daily challenges in safety and security, and hopes for the future.

The facilitators used various participatory tools and children collectively analysed the challenges they identified at household and community levels. Given the limited number of children involved, the analysis does not claim to represent the situation and context of all children in Korogocho.

Six World Vision experts in child participation, communications and urban programming organised and facilitated each classroom and field session, working alongside four groups of children over a three day period.

CHILD PROTECTION CONSIDERATIONS

The team that facilitated this report ensured safe and ethical participation of children, adhering to World Vision's child protection protocols.

In order to ensure that participation was meaningful, safe and ethical, World Vision child participation experts organised and facilitated each formal session. Following an introduction on the purpose and methodology of the sessions, children were encouraged to decide on their own whether or not they would participate.

The design of the sessions was careful to take into account cultural norms and age of participants, allow for participant feedback on the methodology and provide smaller discussion spaces for children to engage comfortably and meaningfully. The children were also taught the importance of child protection protocols when gathering information from children in their neighbourhood.



The report was facilitated by:

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