

'Feeling and being a part of something better' Children and young people's perspectives on reintegration

**Informing the development of a toolkit to
monitor and evaluate reintegration
programmes with children**



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Permission has been granted for the use of all photos in this report by the children concerned.



Photo courtesy of Uganda Youth Development Link.

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Glossary

Project:	The overarching project to develop a toolkit to help monitor and evaluate reintegration programmes for children, co-ordinated by the Centre for Rural Childhood, Perth College, University of the Highlands and Islands (UHI), Scotland, UK.
Consultation Team:	The group of people who organised the consultation with children; this included the facilitator(s) and a note-taker.
Facilitator:	The person facilitating the consultation with children, who was expected to have previous experience of working with children affected by various forms of adversity and who was open to using participatory techniques with children.
Note Taker:	The person responsible for taking notes during the consultation.
Partner Organisation:	One of the non-governmental organisations (NGOs) working to assist children to reintegrate into families and communities which provided access to staff and children in seven countries for the consultations.
Child Protection Co-ordinator:	A member of staff from the Partner Organisation who has experience of counselling children and a good understanding of the child protection procedures in place at that Partner Organisation.
A 'reintegrated' child:	A child who has been reunified with family members or is living in a permanent family-based care setting and who is happy, healthy, safe and has the same opportunities as other children in their community.

Summary

An inter-agency project was established in 2012 to develop a joint monitoring and evaluation (M&E) toolkit for organisations working with reintegrated children. As part of the wider project, consultations with 89 reintegrated children and young people were held in June and July 2013 by nine Partner Organisations in seven countries in Eastern Europe and East and West Africa.

The consultations sought the views of children and young people in three areas:

- Firstly, the most significant changes which children and young people felt had happened to them from their involvement in a reintegration programme.
- Secondly, the indicators which show that a child has 'successfully reintegrated' (in the specific contexts of each consultation) and, of these, which indicators are most important to children and young people.
- Thirdly, the views of children and young people – as well as staff running consultations – were sought to identify how to involve children and young people in M&E processes for reintegration programmes.

Stories of change

Children and young people had experienced big changes in their lives since they became involved in reintegration programmes.

- The key change for nearly all the children and young people who participated in the consultations was the move from the supportive atmosphere and safety in the care of Partner Organisations to the precarious nature of their lives once they were reintegrated.
- Stories indicated that the services provided during their time in short-term residential care (half-way homes, transit home, etc) had a lasting impact on their future reintegration.
- Children and young people frequently talked of the importance of emotional support from staff and friends made at care centres and that, on reintegration, mediation services helped children and adults to manage expectations and to transfer the responsibility for this support to their carers.
- Children and young people also talked about the multiple pressures from families to secure an income once they were reintegrated and the importance of vocational training or income generating schemes in mitigating this pressure.
- Increased self-confidence also featured heavily as an important behavioural change for children and young people that had an impact on successful reintegration and appeared to be connected to life-skills training, making friends with others who understood what they had gone through, and learning about rights and responsibilities.
- Access to schooling and, particularly, vocational training provided by Partner Organisations – combined with values instilled by staff of hard work and commitment – enabled many children and young people to see and work towards a positive future for themselves.

Indicators of reintegration

There was very little difference between the top five groups of indicators identified by children and young people across the different contexts, and many indicators were inter-linked. For example:

'Child can get treatment when sick because if they are in good health it will make them study well and live a healthy life. You cannot go to school without being in good health.' – street boys at Retrak in Uganda.

- Indicators on 'basic needs' (shelter, food and medical care) and 'emotional support' (love and respect, supportive and caring family) were the most important for successful reintegration.
- However, closely associated with these were indicators on 'internal characteristics' such as self-confidence and self-discipline which children often connected to development of life-skills.
- Similarly, behavioural changes such as being hard-working, respecting family and being able to solve problems or make decisions were ranked third.
- Indicators on schooling and education were important when children and young people were considering their long-term future.
- Many children and young people were particularly conscious of the need to generate income; consequently there were a number of indicators on the importance of finding a job or generating income for successful reintegration.

Involving children in monitoring and evaluation processes

Partner Organisations recognised that consulting with children gave them rich data and new insights into how to better cater for children's needs as well as practical methods that could be incorporated into existing M&E practices.

Based on the feedback from children, young people and those organising consultations, recommendations have been produced to improve guidelines for those planning to organise M&E consultations with reintegrated children.

Partner organisations

Nine Partner Organisations in seven countries took part in this project. These non-governmental organisations work to assist children to reintegrate into families and communities. Their mission statements appear below.

- 1 Retrak (Ethiopia and Uganda). Retrak works to transform highly vulnerable children's lives; preserve families; empower communities and give each of them a voice. Retrak put children at the very heart of everything they do and are fearless and tenacious in defending and promoting their rights.



Pilot: Retrak in Ethiopia and Uganda also undertook pilot consultations with children.

- 2 Shalom Centre (Tanzania). The Shalom Centre is dedicated to guarantee vulnerable children and youths' safer lives and secure livelihoods, free from violence, abuse and exploitation, where their rights are respected with support from the wider community in managing holistic transformative programmes.



- 3 Uganda Youth Development Link (UYDEL) (Uganda): UYDEL's mission is to enhance socio-economic transformation of disadvantaged young people through skills development for self-reliance.



- 4 Challenging Heights (Ghana): Challenging Heights was founded by James Kofi Annan in 2003 to mobilise children and youth for their rights to education, health, and security.



- 5 Pendekezo Letu (PKL) (Kenya). PKL's mission is to improve the lives and defend the rights of street children and other marginalised community members in Kenya.



- 6 Tjeter Vizion (Albania): Tjeter Vizion provides qualitative services in the social, agricultural and health areas for the needy categories of society with a view to ameliorate their life and the life of the whole community.



- 7 Different and Equal (Albania): Different and Equal is dedicated to providing high quality services for the protection and reintegration of victims of abuse, exploitation and trafficking, and to changing the legal, institutional and social context to counter these abuses.



- 8 Atina (Serbia): Atina aims to establish the equal status of all members of society in public and private spheres, through identification of and struggle against gender-based marginalisation, discrimination and violence, and provision of direct assistance and support in reintegration of victims of trafficking and sexual and labour exploitation.



1 Introduction

On 8 October 2012 a workshop on monitoring and evaluation (M&E) and reintegration was held in Glasgow, Scotland. It was hosted by the Centre for Rural Childhood at Perth College, University of the Highlands and Islands, and Home: The Child Recovery and Reintegration Network which is hosted at the Centre, supported by the Oak Foundation.

The meeting brought together those with experience and knowledge in the areas of M&E, trafficking and reintegration, and included representatives from UNICEF, Save the Children UK, EveryChild, the Oak Foundation and the International Organization for Migration (IOM).

Participants discussed challenges and current approaches to M&E in this field and concluded that developing a joint resource or 'toolkit' that could be used by those involved in M&E in both large and small organisations would be beneficial¹.

1.1 Developing the toolkit

In January 2013 an Inter-Agency Steering Group was formed to support the project to develop the toolkit. The group included representatives from EveryChild, IOM, UNICEF, Save the Children UK, Retrak and Mkombozi.

A series of data-gathering activities was designed to support the development of the toolkit, in order to:

- Capture the views and experiences of those doing M&E in this area of work;
- Capture learning and information on methods and tools from existing publications;
- Understand what children and young people think are the most important 'changes' that have occurred from being involved in such programmes; what are 'indicators' that a child has successfully reintegrated, and how they would like to be involved in future data-gathering exercises.

Relevant documentation was identified and collected including:

- Literature on the reintegration experiences of children affected by varying forms of adversity (in particular children affected by trafficking, sexual exploitation and war), together with information regarding street connected children);
- Handbooks, manuals and articles related to research, monitoring and evaluating programmes with children.

In March 2013 an online survey was developed and circulated with those working in the field of reintegration. The aims of the questionnaire were to:

- Explore whether some of the assumptions held surrounding the challenges of M&E were supported by those working in the field;

¹ For more details on this project please visit www.childrecovery.info/M-E-and-Reintegration-project.195.0.html

- Explore what and how people were currently collecting M&E data;
- Understand what 'changes' organisations sought to measure;
- Gather views regarding different methods and approaches.

Fifty-three respondents answered the questionnaire. Survey findings can be accessed on www.childrecovery.info.

1.2 Children's perspectives

To learn more about what children think about reintegration and reintegration programmes, a series of consultations with 89 children and young people from nine partner organisations were planned for June and July 2013 so that children's views could be heard and fed into the development of this toolkit. It was envisaged that data generated from the consultations would help shape the toolkit and identify relevant indicators based on children's own definitions of 'successful' reintegration.

Consequently, in June 2013 guidelines were developed for organising consultations with children as part of this wider project on M&E and reintegration. These guidelines outlined the objectives for the consultations with children and gave suggestions of how these might be achieved through different activities.

2 The consultation process

2.1 The process steps

The consultation process comprised four steps:

- 1 Selection of participating organisations
- 2 Piloting the consultations
- 3 Virtual training
- 4 Rolling out the consultations.

Step 1 – Selection of participating organisations

In the first stage a 'call for interest' was issued to organisations in contact with Home: The Child Recovery and Reintegration Network (www.childrecovery.info). A selection criteria was then developed in order to try to gain a sample of organisations that represented:

- A mix of countries/regions;
- Urban-based and rural-based programmes;
- Both boys and girls;
- Children and young people affected by various forms of adversity which had led to their separation and subsequent reintegration assistance – for example trafficking for various purposes, sexual exploitation, living and working on the street, involved in forced labour;
- Programmes that are community-based (non-residential) and those that are residential;

Interested organisations were asked to confirm that they were able to meet the following requirements. As an organisation, they had to:

- Be directly involved in reintegration activities;
- Provide one staff member with good written and spoken English as a contact point and co-ordinator of the consultation;
- Provide one staff member with good written English as a note-taker for the consultation, to observe the consultation and produce a written report of the proceedings in English;
- Be able to bring together a minimum of eight children or young people (to a maximum of 15) in the same age range (either aged 10-14 or 14-18, 19-25 years) for a one-to-two day consultation;
- Have child protection policies and procedures in place;
- Have an understanding of the ethical issues involved in data collection and could safely bring a group of children together without stigmatising them or causing harm by doing so;
- Comply with the ethical protocol drafted as part of this process;
- Have access to the internet and Skype;
- Be available for virtual training between 17-27 June 2013²;
- Be able to carry out a consultation with children between 19 June-3 July 2013³ and report findings back, in English, by 5 July 2013;

² This period was extended from two days to 15 days to allow greater flexibility for Partner Organisations

³ This period was extended for Retrak (pilot organisation) to 11 July

- Commit to feeding back and discussing the results to the children they involve;
- Commit, as an organisation, to consider and reflect on what comes out of the consultation and think about how this may change the way they monitor and evaluate programmes etc.

Twelve organisations – who worked with reintegrated children in Ethiopia, Uganda, Tanzania, Ghana, Kenya, Albania, Serbia, India and Tajikistan – expressed an interest. From discussions via Skype and email, nine organisations in seven countries were identified as 'Partner Organisations' for the project (as listed below) and were asked to complete a questionnaire regarding their organisation of a consultation with children (Annex 1).

The final selection of Partner Organisations was restricted by the short timeframe allocated for the consultations and the requirement for English-speaking staff who could participate in training via Skype. The participating Partner Organisations were:

- Retrak in Ethiopia and Uganda
- Shalom Centre in Tanzania
- Uganda Youth Development Link (UYDEL) in Uganda
- Challenging Heights in Ghana
- Pendekezo Letu (PKL) in Kenya
- Tjeter Vizion in Albania
- Different and Equal in Albania
- Atina in Serbia.

Retrak in Ethiopia and Uganda also undertook pilot consultations with children.

Step 2 – Piloting the consultations

A pilot of the virtual training and the consultation was organised in early June 2013 and implemented by Retrak in Ethiopia (with street connected boys) and Uganda (with street connected girls) aged between 10-18 years old, who were based in short-term residential care settings. Two different methods for developing indicators were tested during the pilot and changes subsequently made to the training and the toolkit for consultations with children.

Step 3 – Virtual training

One-to-one training for consultation teams from each of the Partner Organisations was organised via Skype. Two training sessions (of two hours each) took place over the course of two days.

The first day's training was used to go through the guidelines step-by-step with the consultation team. A number of tasks was set for consultation team members to undertake for the second training session. These focused on ethical issues and included making a risk assessment for the consultation, adapting consent forms and translating one of the key terms for the consultation on 'successful reintegration'. The second training session was used to go through the tasks set and discuss any questions raised.

The guidelines were adapted following training (although this was communicated verbally or via email to Partner Organisations).

Step 4 – Rolling out the consultations

The consultations were then rolled out with the nine Partner Organisations, and the objectives for the consultations were as follows:

- For children to reflect on and share their own personal stories of change that have occurred since leaving their previous exploitative or unstable situation;
- For children to create their own list of indicators that show that a child has successfully 'reintegrated' and is 'doing well';
- For children to rank indicators in terms of their importance (to successful reintegration).

2.2 What data was needed?

Consultations with children were organised to gain data on two areas:

- Children's views on reintegration
- How to involve children in M&E processes.

Children's views on reintegration

- 1 What do children and young people feel are the most significant changes that have happened to them since engaging with the programme?
- 2 What 'indicators' or 'signs' show us that a child has 'successfully reintegrated' (in the specific contexts the consultations will take place in) and, out of these, which indicators are most important for children and young people?

Involving children in M&E processes

- 1 Which activities enabled children to participate most fully?
- 2 Did the consultations with children lead to interesting or surprising results for Partner Organisations?
- 3 Will the experience of running consultations with children influence how Partner Organisations involve young people in their work or how they monitor and evaluate their programmes in the future?

2.3 Identifying the children and young people to be involved

As consultations work best when the group being consulted have similar backgrounds and are of a similar age, the following criteria were used to identify the children and young people to be involved in the consultations:

- Background of children
- Age of children
- Gender of children
- Reintegration status

Background of children

The consultations specifically focused on children who were perceived to have been 'reintegrated' or who were in the process of accessing care and support in preparation for their 'reintegration' into a stable, permanent setting. It was therefore important that participants in the consultation fell within the following three categories:

- 1 Children who were 'reintegrated with their family';
- 2 Children who were 'reintegrated in alternative care' (foster family, independent living, community care etc);
- 3 Children who were living in a transit home waiting to be 'reintegrated'.

Age of children

Participants were either aged 10-14 years old, 14-18 years old or 19-25 years old.

Gender of children

Because of the potentially sensitive nature of some of the topics being discussed it was suggested that consultations were held with either boys or girls – not mixed groups.

Overall, 89 children and young people from seven countries were consulted. Just over a third of children and young people consulted (35) were male, aged between 10-18 years old. Boys from African countries came from a background of living on the streets and labour exploitation; in Eastern Europe boys had been victims of violence and abuse. Female participants tended to be older, ranging in age from 10-25 years old (but with more young women in the 19-25 age bracket). All girls were survivors of sexual exploitation and abuse except those from Kenya, who worked on the street or were domestic workers.

Reintegration status

All Partner Organisations provided some kind of residential short-term care. Children in African countries spent, on average, six to nine months in such care, while in Eastern European countries this average was one to two years. Apart from two individuals, all the children and young people involved in the consultation had been reunited with family or were living with foster families, friends or independently. Those who had been living with families or independently had done so for a period of between three months to five years (an average of three years). One boy from Albania and one young woman from Serbia were still in a residential centre preparing to be reintegrated.⁴

⁴ It should be noted that the consultation involved children who had received assistance (ie, were beneficiaries of reintegration services). Given the time restrictions of the project and on ethical and logistical grounds it was not deemed possible to consult with children who had reintegrated without assistance. However, it is recognised that consulting with children and young people who 'self-reintegrate' is necessary in order to fully understand the full range of reintegration experiences of children and young people.

Sampling bias

As Partner Organisations selected and invited children, the sample group was not representative of all reintegrated children and young people. It is also important to note that the children and young people involved were those who had been supported to reintegrate and were still in contact with Partner Organisations. This may mean the children and young people had a better or stronger relationship with Partner Organisation staff which, in turn, may also bias the results.

Geographical spread

In the majority of countries the consultations involved children from the same locality – close to the residential care setting, often in a main town of the country – and so many children already knew each other and spoke the same language which was particularly helpful for focus group settings. In Serbia children were brought from across the country to participate in consultations. In Ethiopia the consultation team went out to a rural setting where a number of children had been reintegrated.

Partner Organisation and country	Reintegration status of children	Exploitation background	Number of children and gender	Age
Retrak, Ethiopia	All boys had been reintegrated and had been living with family members for between six months to one year. Boys spent one-three months at the drop-in centre before reintegration.	Lived on streets, labour exploitation.	7 boys	13-17
Retrak, Uganda	All boys were reintegrated with foster families for two-five years. Boys spent approximately up to three months at the drop-in centre before reintegration.	Lived on streets, labour exploitation.	11 boys	14-18
Uganda Youth Development Link, Uganda	All girls had been living independently, with friends or with family for between three months to one year. The girls spent an average of six months in vocational training and rehabilitation and then approximately three months in an internship before reintegration.	Sexual exploited, sexually abused, labour exploitation, trafficked, all school drop-outs.	10 girls	19-22
Challenging Heights, Ghana	All boys had been reintegrated with their families for between four months to two years. Boys stayed an average of six months to one year in a rehabilitation shelter before reintegration.	Trafficked into fishing industry.	10 boys	12-14

Pendekezo Letu, Kenya	All girls had been reintegrated with families or with foster families for up to five years. Girls stayed, on average, ten months at a rehabilitation centre before reintegration.	Children scavenged at municipal dumpsite, worked as domestic workers, lived on street.	15 girls	10-14
Shalom Centre, Tanzania	All girls had been reintegrated with their families for between six months to four years. Girls stayed in a reintegration centre for between eight months to two years before reintegration ⁵ .	Sexual exploitation and lived on the streets.	10 girls	11-14
Atina, Serbia	Eight young women had been reintegrated with their families for two years. One young woman was living in a transition house and will be reintegrated in the future. Young women stayed, on average, for one-three years in the transit house, reintegration centre or with support from a field support team.	Trafficked, sexual exploitation.	9 girls	15-20
Different and Equal, Albania	All young women had been reintegrated with family or had been living independently for two-five years. Young women stayed at a reintegration centre for six months to two years on average.	Sexual exploitation and forced labour.	10 girls	19-25
Tjeter Vizion, Albania	Six boys had been reintegrated with their families for approximately one year. One boy was still living in a residential centre and will be reintegrated in the future. Boys stayed in the centre for 18 months to two years.	Violence and abuse, abandoned, trafficked.	7 boys	10-14

⁵ Since 2011 children stay for less than 12 months at the reintegration centre.

2.4 How were consultations with children organised?

Guidelines

Guidelines were developed for Partner Organisations that included a step-by-step facilitation plan as well as detailed guidance for those documenting the consultation. The guidelines included annexes with ideas of ice-breakers and energisers that could be used by consultation facilitators, together with an ethical strategy for the consultation (as below). Partner Organisations were expected to adapt the guidelines to local contexts.

Ethical strategy

Ethical approval for the wider M&E project was sought and received from the University of the Highlands and Islands (UHI) Research Ethics Committee. This approval included the consultations with children, which was one component of data collection for this larger project.

In addition, an ethical strategy was produced for the consultations and included in the guidelines for Partner Organisations. The ethical strategy outlined the ethical issues that the consultation team may have had to face during the course of the consultation exercise. It covered issues such as risk assessment, privacy and confidentiality, funding projects and paying participants, consent, disseminating and implementation of findings. It included templates such as consent forms, checklists and procedures for making a risk assessment. Although it was not able to cover all ethical issues that could have come up during consultations, the strategy outlined the key ethical issues that might arise and suggested responses for Partner Organisations and the consultation team.

The strategy assumed that consultation facilitators would be aware of, and would adhere to, child protection policies and practices already in place for the Partner Organisation's work with children. Because it was possible that children may have become upset during the course of the consultation, Partner Organisations were asked to appoint a Child Protection Co-ordinator for the project, to whom children could speak if they became upset and who could refer children to appropriate services. The Child Protection Co-ordinator acted as a link between the ethical procedures for the consultations and the Partner Organisation's existing child protection procedures.

2.5 Which tools were used to gain data?

Tools were developed to gain data on two areas – children's views on reintegration and how to involve children in M&E processes.

2.5.1 Children's views on reintegration

Guidelines were written for consultations with children to address the following two questions using different participatory discussion tools:

- What do children and young people feel are the most significant changes that have happened to them since engaging with the programme?
- What 'indicators' or 'signs' show us that a child has 'successfully reintegrated' (in the specific contexts the consultations will take place in) and, out of these, which indicators are most important for children and young people?

Question 1: What do children and young people feel are the most significant changes that have happened to them since engaging with the programme?

How this question was addressed

Children were asked to write or draw their own story of change and then, if they wished, to tell this story to the group. This was achieved through children drawing their 'river of life' story or by producing a 'timeline'. Stories of change started from the point at which children joined the reintegration programme and focused on the changes children experienced, including changes that (a) were a direct result from being engaged in the programme – for example receiving medical assistance – but also (b) other changes that had happened in their lives such as 'falling in love' that were outside the remit of the programme. Children were asked to choose what they felt was the most significant change from their story. This activity was adapted from participatory evaluation technique 'Most Significant Change' (Dart and Davies, 2003).

Figure 1 is an example of a river of life drawing by 'Tabby', a 14-year-old girl from Kenya.

Question 2: What 'indicators' or 'signs' show us that a child has 'successfully reintegrated' (in the specific contexts the consultations will take place in) and, out of these, which indicators are most important for children and young people?

How this question was addressed

Children were asked to re-define the concept of 'successful reintegration', to create a list of indicators or signs that a child has 'successfully integrated' and to rank their list of indicators in terms of their importance to 'successful reintegration'.

Re-definition of the concept of 'successful reintegration' was achieved by Partner Organisations who explained the concept first and asked children to 'brainstorm' the concept – adding key words to the Partner Organisation's definition.

Creating a list of indicators was achieved by children 'imagining' a 'successfully reintegrated' child and listing the key signs that would show the child was 'successfully' reintegrated. Once ten signs or indicators had been developed children ranked them by choosing which indicator was most important and placing this on a line drawn on the floor – then discussing how the other nine indicators should be ranked in relation to the first indicator. This activity was loosely adapted from ranking exercises used in the Young Lives project looking at the concept of 'well-being' (Crevello, Woodhead, and Campfield, 2008) as well as ranking exercises with reintegrated girls in Sierra Leone (Stark, Ager, Boothby, and Wessells, 2009).



Figure 1: river of life drawing

Figure 2 is an example of a list of indicators developed by young women in Uganda. Figure 3 is an example of ranking of indicators from boys in Uganda.



Figure 2: developing indicators

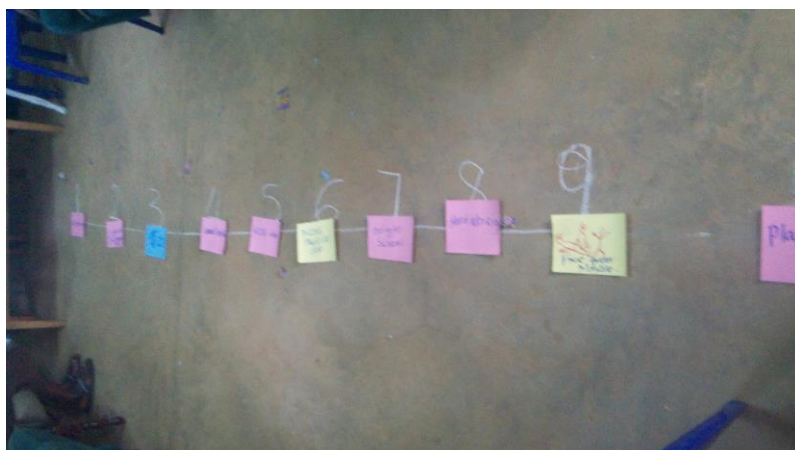


Figure 3: ranking indicators

It should be noted that the methods used in the consultations are by no means the 'only' way to consult with children and young people. There are many guides and manuals available which provide information on how to undertake consultations with children and young people; the activities above were loosely based on a number of these guides as referenced at the end of this report.

2.5.2 Involving children in M&E processes

Feedback mechanisms were also included in the guidelines for consultations in order to receive data from child participants and the consultation team on how to involve children in M&E processes. In particular:

- 1 Which activities enabled children to participate most fully in the activities?
- 2 Did the consultations with children lead to interesting or surprising results for Partner Organisations?
- 3 Will the experience of running consultations with children influence how Partner Organisations involve young people in their work or how they monitor and evaluate their programmes in the future?

How these questions were addressed

A final 'feedback' activity was developed for children and young people where they were asked to vote on whether each session of the consultation went well or not and to give their suggestions on how to improve any sessions. In addition, consultation teams were asked to answer a series of nine feedback questions once the consultation had finished. Consultation teams were also asked to choose one story of significant change from among the participants.

Figures 4, 5 and 6 are examples of the 'voting' feedback system used with young women in Kenya.



Figure 4: activities that went well



Figure 5: activities that did not go well

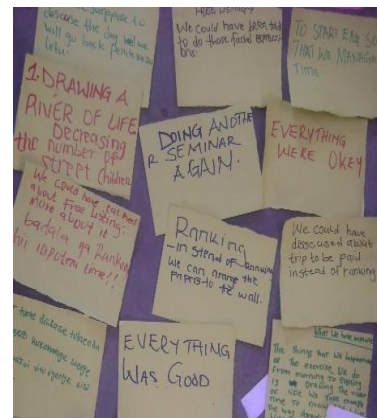


Figure 6: suggestions for improvements

3 Results

Results from the consultations addressed two key questions regarding children's views on reintegration as well as questions on how to involve children in M&E processes.

Please note that all names given for children and young people in this report are pseudonyms they chose for themselves at the beginning of the consultation.

3.1 Stories of significant change

The first key question regarding children's views on reintegration was:

What do children and young people feel are the most significant changes that have happened to them since engaging with the programme?

Children were given the option of creating their story by making a 'river of life' drawing or a timeline. For river of life drawings children were asked to see the 'river' as themselves and to draw the different changes and routes their life had taken since their first contact with the Partner Organisation. Most children opted for drawing a 'river of life' (85 children) rather than a timeline (four children) and used their drawing to help share their story to the group.

Stories from children have been summarised country-by-country and are ordered regionally.

3.1.1 Kenya

Participants

Fifteen girls, aged 10-14 years, participated in the consultation. They had previously been scavengers at a municipal dump or domestic workers and had been living with families or with foster families for a period of up to five years. Girls stayed, on average, ten months at a rehabilitation centre before reintegration. All 15 girls made 'river of life' drawings.

Summary of stories

Girls talked about being confused and scared when they first came to the half-way house but made friends, felt loved by the house mother and felt sad when they left. A number of children mentioned the importance of life-skills discussions (at half-way house, school and church) and training for them in helping them to deal with people (peer pressure) later in life.



Figure 7: A river of life drawing by Susan, aged 14.

'The important thing I learnt is to protect myself from bad people; also we were taught how to be good and to respect people. Before I used to abuse people, even big people.'– Tabs, 14- year-old girl, Kenya.

A number of children mentioned liking the improvements they saw to their home when they returned and changes in their own behaviour (not fighting, not becoming angry) or in their parents' behaviour (not drinking).

Most significant change

The most significant changes chosen by children from their stories (some children chose two changes) were as follows:

Most significant change	Number of children
School attendance	9
Self-confidence	2
Changing my behaviour (not angry and hateful, don't fight)	2
Being able to speak a national language	2
Parent stopped drinking	2
Able to live peacefully with others	1
Aunt has business	1

3.1.2 Tanzania

Participants

Ten girls participated, aged 11-14 years, who had all been reintegrated with their families for between six months to four years. All girls had lived on the streets (except one child) and many of the girls had begged for a living. Girls stayed in the reintegration centre for eight months to two years before reintegration.

Summary of stories

Children had very similar stories that focused on their time at the centre, where they talked about having their basic needs provided for and the importance of access to education. Nearly all children mentioned the importance of learning life-skills and discovering their talents such as singing, gardening, jewellery-making: *'Now that I live with my mother, I know I have the skills to support myself when she is not able to provide for my needs.'* – J Sister, aged 13.

Two children talked about a micro-finance project that had helped their carers (parents/relatives) to set up a small business as being very helpful. Others mentioned provision of counselling services being helpful before they were reintegrated. Many children said they worked hard at school as this value had been instilled in them at the centre. Also, many children said it took time to adapt to their new life back with their family but they wanted to be part of their family or community: *'I am now in form one and will work very hard so that I can help my family and be a good role model to other children in the community.'* – LR, aged 13.



Figure 8: A river of life drawing from Tanzania

Most significant change

The most significant changes chosen by boys from their stories were as follows.

Most significant change	Number of children
School (or literacy)	6
Loved by others (friends/family)	2
Better behaviour (not angry and hateful, don't fight)	1
Being able to speak a national language	1
A place to live	1
Skills to become independent	1
Don't talk to strangers	1

3.1.4 Uganda (Uganda Youth Development Link)

Participants

Ten young women aged 19-22 years participated in the consultation. The young women had experience of sexual exploitation and abuse, labour exploitation, trafficking and all were school drop-outs. All participants had been living independently, with friends or family for three months to one year after spending six months in a vocational training and rehabilitation centre which was then followed by a three month internship before reintegration.

Summary of stories

The focus of all the girls' stories was income generation. All the girls had acquired vocational skills in hairdressing and, with support to start their own business, this enabled them to make a living. Working also gave them confidence, particularly when they were able to set up their own business (a small salon, often in their parent's home). One girl, Bezo (aged 22), has become a successful business woman: *'I pay myself and also leave enough for the business to continue and give something to my Auntie as the owner. I have made many savings that I started another business where I employ other young people... My father now believes in me and I support some of the scholastic needs of my younger siblings.'*

The majority of the girls mentioned the importance of friendships they made at the centre (one young woman said she feared losing her friends when she left the centre) and friends' support and encouragement when they met challenges. In a couple of stories, girls mentioned working as a co-operative of hairdressers as their first income-generating activity. *'After UYDEL, I got very many friends whom I had studied with. We decided to work together, whenever one person got work to do, she could invite us to work together and share the profits.'* – Chocolate, aged 19.

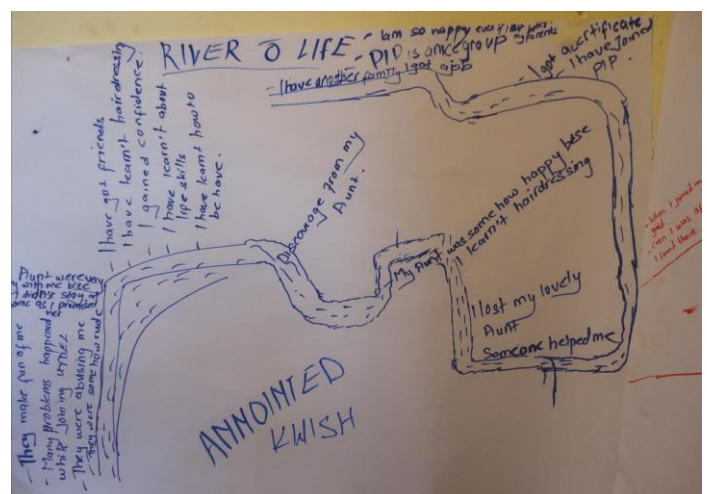


Figure 10: A river of life drawing by Anointed Kwish, aged 19.

Also important was the support from family members – notably mothers, aunts and sisters – as caregivers, and two girls mentioned the impact of the death of this key person in their lives. Pretty (aged 20) says that she had convinced her elder sister to loan her some money but she died before she could keep her promise and from that point on her life was very hard. *'If it were not for my friends who understood the situation I was in, I would not be the person I am today. I stayed with some friends for some time and these friends helped me find a job and always encouraged me to work hard.'*

The young women seemed to have a lot of family responsibilities, to provide an income and to care for family members: *'I need to raise more money to see that I support at least one of my young siblings in school.'* – Anointed Kwish, aged 19.

Most significant change

The most significant changes chosen by the young women in this group from their stories were as follows⁶:

- Being able to cater for their own basic needs;
- Supporting their siblings with scholastic materials;
- Being able to cater for their children's needs;
- Being able to pay for their own rent for the workplace and the houses where they slept;
- Being able to contribute towards the welfare of their families;
- Being respected and trusted by their family members to the extent that they are able to help them start up businesses.

3.1.5 Ethiopia

Participants

Seven street boys, aged 13-17 years, participated in this consultation. The boys had been on the streets from three to nine months, stayed in the Retrak centre for one-three months and had all been reintegrated with family for between six months to one year.

Summary of stories

The boys all mentioned their time in the Retrak centre in terms of improvements in their hygiene, in catch-up classes for their schooling and provision of food.

'The most important changes I experienced in the centre were keeping my hygiene, the catch-up class and food.' – Abitii, aged 15 (picture below). There were detailed notes of their stories once they had been reintegrated with families – two boys mentioned the reaction of their families to their return, one favourably and one not.



Figure 11: A river of life drawing by Abitii, aged 15.

⁶ Most significant changes were presented as a list so it is not possible to provide a breakdown of how many young people identified which changes.

'When my parents came back home in the evening, my mother was very excited to see me. But my father was not happy.' – Guli, aged 14. In Guli's case he reported his father's violence towards him to the police and his father was imprisoned for three months, on his return, Guli felt he could not stay at home so is now living with his sister⁷.

Six of the boys mentioned the importance of an income-generating scheme that helped them to buy sheep, cows or a bicycle to rent out – with the income the boys said they paid for their schooling or contributed to family expenses: *'Now I have things of my own (my cow) and I am attending school.'* – Yasin, aged 13. Some boys also worked after school to contribute to the family's income.

Many boys were proud of their achievements in school and a number of boys, such as Konso (aged 17) were able to improve their relationships with their family. *'I sent community elders to ask why he hated me and to ask to be reconciled with my father. Later, he told the elders he hated me because I used to fight with other boys frequently. Now he has forgiven me and we are at peace.'*

Most significant change

The most significant changes chosen by boys from their stories were as follows. It is important to note that earning, from the income-generation scheme, was connected to schooling as it often paid for school fees or materials. Additionally children talked about earning as *'having something of their own'* – their income was from having bought an animal or a bicycle that they themselves owned, rather than their parents.

Most significant change	Number of children
Earning	3
School (or literacy)	2
Drop in centre/safe house	1
Goals to work towards	1

3.1.6 Ghana

Participants

Ten boys participated, aged 12-14 years. They had been rescued from child labour (fishing) and reintegrated with family for between four months to two years. Boys stayed an average of six months to one year in a rehabilitation shelter before reintegration.

Summary of stories

The issue of schooling dominated children's discussion of change in their lives – although detailed descriptions of stories were lacking. Many boys mentioned that they had learned to read and write, or to speak English and were happy to be

⁷ During the consultation Guli questioned why Retrak did not provide him with income-generating funds, Retrak explained why (his parents are relatively well off) and are now helping him so that he can live independently by providing him with an income-generating grant and training.

enrolled in school. Happy Boy's remarks, aged 14, are typical: *'Before I could not to write but upon enrolling in school I was able to read and write.'*

Boys also mentioned the provision of good food, medical treatment and money for school as well as changes in their behaviour or attitude back home: *'I now know how to behave in the house...I am now obedient'* – One Lovely, aged 12.

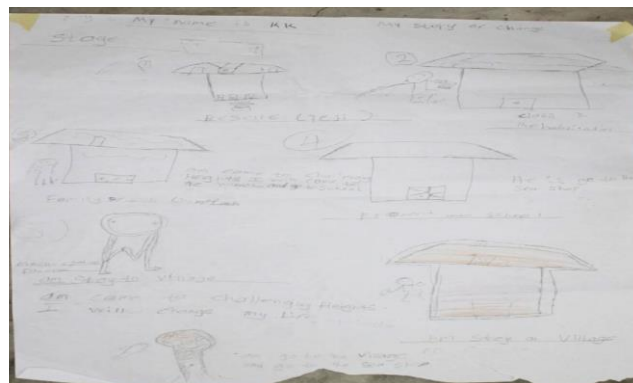


Figure 12: A river of life drawing from Ghana.

A couple of boys mentioned knowing their rights and one boy mentioned that he has more friends which he believed will increase his chance of receiving support.

Most significant change

The most significant changes chosen by children from their stories (some children chose two changes) were as follows:

Most significant change	Number of children
School (or literacy)	7
Empowered (knows their rights)	2
Changing my behaviour (not angry and hateful, don't fight)	1
Able to live peacefully with others (family)	1
Good food	1
Change of attitude	1
Earning	1

3.1.7 Albania (Tjeter Vizion)

Participants

Seven boys participated in the consultation, aged 10-14 years, who had experienced violence, abuse, abandonment or trafficking. Six of the boys had been reintegrated with their families for approximately one year. One boy was still living in a residential centre and will be reintegrated in the future. Boys stayed in the centre from between 18 months to two years.

Summary of stories

Children's stories tended to focus on a description of their drawings rather than their stories of change, as in this example from a boy who called himself Red, aged 13. *'This is the cloud and the snow, and then there is a house – the road to enter to the centre and the street the car of the centre went through.'*

Changes focused on the support the boys received from the centre (staff teaching them how to behave, learning to read and write) or the activities they took part in at the centre (art, drama, cooking, etc). Three boys mentioned medical treatment they had received courtesy of the centre, with one boy, Green, mentioning that he was sent to Switzerland for an operation by the Partner Organisation (see picture). Green gives an explanation of his drawing:

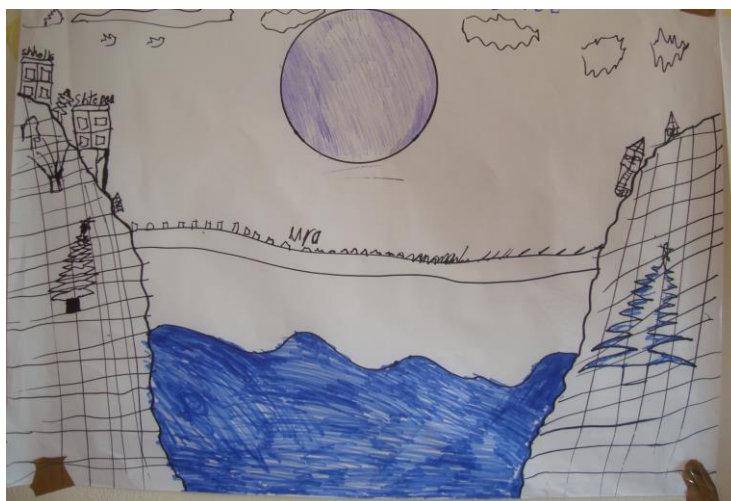


Figure 13: A river of life drawing by Green, aged 13.

'This is my old house. This is the bridge. Then this is the school and the new house I live now. There are mountains, trees and clouds.' To the question about what the bridge meant, he answered: *'The bridge is the centre that helped me a lot and the social operators there.'*

Most significant change

The most significant changes chosen by children from their stories (some children chose two changes) were as follows:

Most significant change	Number of children
School (or literacy)	6
Better behaviour (not angry and hateful, don't fight)	1
Being able to speak a national language	1
A place to live	1
Skills to become independent	1
Loved by others (friends/family)	2
Don't talk to strangers	1

3.1.8 Albania (Different and Equal)

Participants

Ten young women participated, aged 19-25 years, who had experienced sexual exploitation and forced labour and who had all been reintegrated with family or have been living independently for two-five years. Young women stayed, on average, at the reintegration centre for six months to two years.

Summary of stories

Many young women mentioned counselling services that helped them to stop being nervous or aggressive, to express their feelings, understand and accept what has

happened to them and gave them a sense of peace in their lives. *'Feeling relieved and emotionally and psychologically stable helped me to understand and accept what has happened in the past.'* – Ina, aged 21.

Young women mentioned changes in behaviour that resulted in better relationships with others and a sense of independence: *'I think twice before I act and I have become reflective person; I can take decisions for myself.'* – Kleja, aged 19.



Figure 14: A river of life drawing by Kleja, aged 19.

Finding a safe place to live was important, as was vocational training which led to finding a job the young women enjoyed or setting up their own businesses.

Also mentioned by many of the girls was mediation services with their families which helped them to have better relationships with their family and old friends. *'Now I talk to my father after a long period of misunderstandings between us.'* – Sara, aged 25.

Most significant change

The most significant changes chosen by young people from their stories were as follows:

Most significant change	Number of children
Reunion/able to live peacefully with others (family)	2
Self-confidence (proud of self)	1
Changing my behaviour (not angry and hateful, don't fight)	1
Earning	1
Feel safe	1
Minimise old prejudices (about victims of trafficking) ⁸	1
New (vocational) skills	1
Trust	1
Feel emotionally stable	1

⁸ This young woman explained that she had previously been prejudiced about trafficking victims until she became one herself and realised that to be trafficked was not something people chose – it was forced on them.

3.1.9 Serbia

Participants

Nine young women participated, aged 15-20 years, who had been reintegrated with their families for two years. One young woman was living in a transition house and will be reintegrated in the future. They had all been sexually exploited, many had been trafficked and many had taken their traffickers to court and so had been a witness in a trial (fathers or other family members were often involved in trafficking or exploiting them). Young women stayed, on average, for one-three years in the transit house, reintegration centre or with support from a field support team.

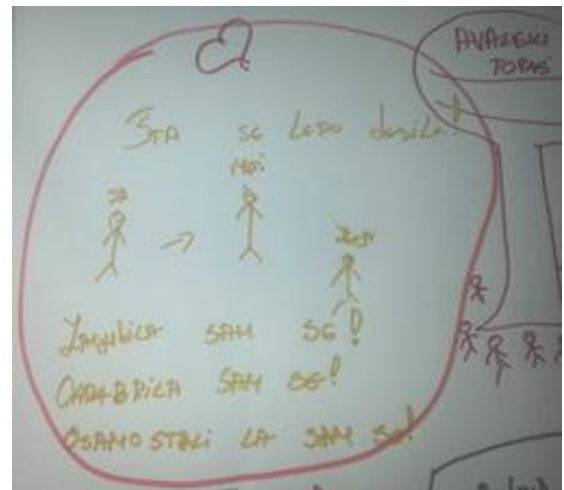


Figure 15: in Serbia, participants highlighted in red the most significant change in their river of life stories, where it is written: "What have happened to me? I fell in love. I encouraged myself. I became independent." – Mija, aged 20

Summary of stories

Because of their very similar backgrounds, the young women had relatively similar stories. Many mentioned the importance of the supportive relationships they found at Atina; staff who enabled them to talk more openly and helped them to '*be stronger, more stable, without fear, to be able to move freely*' – Atina, aged 20.

Some young women mentioned the importance of being 'healthy', in particular, strong mental health: '*I am more serious and happier, not so nervous.*' – Rihana, aged 20.

Many of the participants mentioned vocational training (as manicurists/hairdressers) or going back to schooling and their satisfaction in finding a job (and that staff made them look for a job when they didn't really want to).

They also mentioned support in finding somewhere to live, for example Jana, aged 19, who said: '*I live in my own home now, and I feel like a free, stable person, able to take care of myself, which is what I always wanted. It doesn't matter if you own or rent the apartment, what matters is that it is yours.*'

Seven of the nine participants mentioned the importance of a boyfriend or husband. (Two young women were married, one engaged and two had a child with their boyfriend/husband.) '*My boyfriend knows about my situation and the problems I had. He supports me to manage to leave it all behind, not to think about it. His sister is my best friend, and they are both trying to help me put it behind me and move on.*'

Most significant change

The most significant changes chosen by children (some children chose two or three changes) from their stories were as follows:

Most significant change	Number of children
A place to live	2
Fell in love	2
Rehab centre/safe house	2
Self-confidence	1
Able to live peacefully with others (family)	1
Become independent	1
Son or daughter	1

3.1.10 Stories of most significant change chosen by staff or children

Partner Organisations were asked to choose the story from their consultation that they felt represented the most significant change, using guide questions. In some countries children chose the story; in others the consultation team (facilitator and note-taker) chose the story. Partner Organisations reported that – although they found it hard to choose just one story – the process was still useful, as the team from Retrak Uganda stated:

'It was useful in the sense as it helped us reflect more about the children's journey of change, compare them and learn from them. However it was difficult to select because each child's story was unique in its own way. Every child experienced a change whether small or big.'

Those choosing stories appeared to be on the lookout for resilient children, children who had made the most of the opportunities and services provided to them, who were adaptable and didn't give up when they met challenges, when they succeeded against the odds. It is interesting to note a few of the reasons why teams chose their stories of most significant change:

'She looks beyond her problems to help others. She is bold yet not conceited, has won the trust of locals. Her story goes beyond lamenting to challenging others. She is a 'self encourager'. – Pendekezo Letu, Kenya.

'... the reason that we have chosen the story of Anxhela is because through her story we understand that the change comes from the inside.' – Different and Equal, Albania.

'The key point and reason why this story is significant is when the girl made a significant impact in the lives of her fellow student in school and at the centre as well and thus received an international award.' – Shalom Centre, Tanzania.

3.2 Indicators of successful reintegration

The second key question regarding children's views on reintegration was:

What 'indicators' or 'signs' show us that a child has 'successfully reintegrated' (in the specific contexts the consultations will take place in) and, out of these, which indicators are most important for children and young people?

3.2.1 Re-defining reintegration

During training all Partner Organisations were asked to develop a 'children-friendly' explanation of the concepts of 'reintegration' and 'successful reintegration' and, once they had explained the general concept to child participants, to ask children and young people for their own explanations of successful reintegration. This was organised in different ways for each setting, hence the differing results.

Partner Organisations used the following definition of reintegration as a basis for their translations: **a child who has been reunified with family members or is living in a permanent family-based care setting and who is happy, healthy, safe and has the same opportunities as other children in their community.**

However, during training, this definition was translated into local languages and the wording simplified and contextualised to make it easier for children and young people to understand. The table below gives, by country, the participating children's views on the definition of reintegration.

Kenya	Children agreed with the explanation (as above) and had no additions to it.
Tanzania	<ul style="list-style-type: none"> ▪ To be re-unified with the family, relatives or community. ▪ Being close with the family again. ▪ The process of re-unifying a child with their families from the centres, child-headed households or from the streets that expose them to so much danger.
Uganda (UYDEL)	<ul style="list-style-type: none"> ▪ Chocolate's explanation – reintegration means, having experience, working together in the community, trusted by the other people. ▪ Pretty's explanation – successful integration means being experienced, making own money, becoming a role model, those discouraging me starting to admire me, very proud of what I am doing. ▪ Anointed Kwish's explanation – as being confident to speak to different people in different areas, strong and chasing my dream, responsible and respected in society, have a job and competent in what I do, I have very many friends who we share with all that we need. ▪ Bezo's explanation – when I am very able to help other young people in the community I am from, help others to get skills in hair dressing that I have, my father is now proud of me, meeting the needs of the family especially for my siblings, being able to save some money and enjoy some of my profit, help counsel other young people in the community who have the problems I had before. ▪ Dian's explanation – not worried about any problems, happy with all that I am doing, got a job, and acquired vocational skills that helped me to find a job and now making money. ▪ Mango's explanation – respected by people in the society, making my own money, can speak for other youth in my community, having very good and trusted friends, having customers that need my services. ▪ Bad's explanation – Able to plait hair; have very many people who believe in me, have many close friends who trust her and can rely on her.

	<ul style="list-style-type: none"> ▪ Apple's explanation – has skills in doing hair and other social skills, meeting many friends whom I can have fun with, I can be able to make my own money. ▪ Big Mama's explanation – Got the best job, have friends that I can share with, have a God fearing and trusting family and can associate with everyone. ▪ Lollypop's explanation – working together with other people and especially peers, sharing ideas, volunteering with an NGO, have self-confidence.
Uganda (Retrak)	Children explained that they saw reintegration as a journey of making them better in their behaviour. One child mentioned that it helped him change from his bad behaviour of stealing and helped him settle well at home.
Ethiopia	<ul style="list-style-type: none"> ▪ Reintegration is successful when a child is received warmly by his family and neighbours. ▪ Reintegration makes a child not to become a child with bad character who is making trouble. It helps a child not to be member of a gang. It also help a child to have good character who support his family attend his school. ▪ Reinstate a child to former family situation and enable a child to have good conduct and who go along with the community. ▪ A child who left home for various reasons will develop many (bad) behavioural changes due to his encounter with life in the street. But reintegration helps this child to come back to his home and village where he grew up and to go along once again with his family and community.
Ghana	The act or process of coming out of a hard situation and not going back in the same hard situation because your parents are taking good care of you so that you remain in school.
Albania (Tjeter Vizion)	<p>Children were presented with words like: <i>happy, good health, friends, family/house</i>, and phrases like: <i>I know how to face the situation; I do not work anymore.</i></p> <p>They added words like: <i>centre, social workers, activities, police department, and municipality.</i></p> <p><i>'If we have all these things, that means we are happy.'</i></p> <p><i>'Being happy'</i> was the most voted option to show and represent a successful reintegration.</p>
Albania (Different and Equal)	Having a safe house to live, living independently or with a family, having a job and feeling happy and safe.
Serbia	A child that is healthy, loved, satisfied and laughing, living in a non-violent family and attending school.

3.2.2 Summaries of ranked indicators

Children were asked to develop ten indicators of a successfully reintegrated child. As there were nine Partner Organisations conducting consultations, there were 90 indicators in total developed by children and young people (although in Serbia the top ranked position was shared by two indicators).

Indicators were documented using the exact words of children, where possible, and included explanations of the indicator (often in the form of quotes from children). Indicators were originally developed in local languages and, in most cases, were translated by Note-Takers into English. In some cases the indicators were edited for clarity by the Consultant on Participation. Consequently the original meaning of some statements made by children may have been lost.⁹



Figure 16: An example of indicators developed by children in Albania

The following two tables are presented by country and outline all the indicators developed and ranked by children and young people. The first table outlines the first five ranked indicators and the second table outlines the remaining five indicators developed by children and young people in each country setting. (It was not possible to produce one table including all indicators.)

Analysis of the ranked indicators appears in section 4.2.2.

⁹ As a draft version of this report was submitted to all Partner Organisations for comment it is hoped that any misunderstandings of this nature have been corrected in the final report.

What Indicators or signs show us that a child has successfully reintegrated?

Table 1: Indicators developed and ranked 1-5 by children and young people

Country setting and participating group	1 st indicator	2 nd indicator	3 rd indicator	4 th indicator	5 th indicator
Kenya Girls aged 10-14 years	Self discipline	Avoiding peer pressure	Self esteem	Abstinence	Don't want to see other children out of school
Tanzania Girls aged 11-14 years	Community understanding of reintegration	Acceptance	Economic empowerment	Community is aware of children's rights	Love and respect
Uganda (UYDEL) Young women aged 19-22 years	God fearing	Confidence	Vocation skills	Hard-working	Meeting and knowing the right people
Uganda (Retrak) Boys and young men aged 14-18 years	God fearing	Good relationship with family and community	Feeds well	Has good shelter	Access to water
Ethiopia Boys aged 13-17 years	Basic needs fulfilled	Supporting and caring family	Education	Income	Respecting family
Ghana Boys aged 12-14 years	School or skills training	Punctual and doing well in school	Parents are able to provide basic support	Access to medical care	Children will not go back to previous situations
Albania (Tjeter Vizion) Boys aged 10-14 years	Family	School	Food	Love	Health
Albania (Different and Equal) Young women aged 19-25 years	Safe house	Feels safe	Has sustainable job	Emotionally stable, communication skills, polite	Problem solving and decision-making skills
Serbia Young women aged 15-20 years	Health and love	Home and roof over head	Family	Documents and rights	Normal, violence-free life

Table 2: Indicators developed and ranked 6-10 by children and young people

Country setting and participating group	6th Indicator	7th Indicator	8th Indicator	9th Indicator	10th Indicator
Kenya Girls aged 10-14 years	Happiness	Self-awareness	Self-control	No bullying	Good hygiene
Tanzania Girls aged 11-14 years	Responsibility of community	No discrimination	Respecting others	Good morals	Independence
Uganda (UYDEL) Young women aged 19-22 years	Being able to associate with other people in the community	Respected by people in the community	Being exemplary	Getting my own money from my sweat	Being able to counsel
Uganda (Retrak) Boys and young men aged 14-18 years	Access to medical care	Goes to school	Is hard-working	Is free from abuse	Can play games
Ethiopia Boys aged 13-17 years	Support family but not exploited	Get along with the community	Children's rights	Not neglected and abandoned	Bright hope
Ghana Boys aged 12-14 years	Enjoy our basic rights and play	Improved behaviour	Know our basic children's rights	Believe in themselves and abilities	Being respectful and also respected
Albania (Tjeter Vizion) Boys aged 10-14 years	Safety	Shelter	Rights	Friends	Skills
Albania (Different and Equal) Young women aged 19-25 years	Good relationship with familiar people and friends	Sustainable income	Re-enters school or professional course	Has professional skills	Can adapt to new environment
Serbia Young women aged 15-20 years	A child is supposed to be a child	School	Self-belief	Happy and smiling	

3.3 Feedback from consultation teams on the process

The following results are from feedback provided to the following three questions by children and young people participating in consultations; and by staff teams involved in facilitating and documenting the consultations:

- Which activities enabled children to participate most fully?
- Did the consultations with children lead to interesting or surprising results for Partner Organisations?
- Will the experience of running consultations with children influence how Partner Organisations involve young people in their work or how they monitor and evaluate their programmes in the future?

3.3.1 Which activities enabled children to participate as fully as possible and why?

Most organisations mentioned the stories of change activity for children and young people because, overall, *'they found it interesting and it helped them understand each other better.'* – Retrak Uganda. In particular, however, the drawing aspect of the activity was useful in enabling quieter children to participate: *'As a non-directive technique, even the girls who are withdrawn were very active with their drawings.'* – Different and Equal, Albania. *'By drawing; they had time and freedom to think deeply on their own since it was an individual activity.'* – Pendekezo Letu, Kenya.

Free listing and ranking of indicators (of successful reintegration) were also mentioned frequently as activities where children debated and discussed openly and expressed their opinions freely. Games and energisers were highlighted as conducive to the consultation in enabling children to forget painful memories.

Which activities produced the best data?

Feedback from consultation teams indicated that the ranking indicators activity produced the best data from the consultations as *'it was built up on the previous two sessions (sharing stories of change and free listing) and participants have a fairly good idea on what they are talking about.'* – Retrak, Ethiopia.

In addition a 'brainstorming session' on defining 'successful reintegration' was also highlighted as an important session: *'They were very proud of themselves for defining a term that was unfamiliar to them and it actually helped them realise what reintegration really is.'* – Atina, Serbia.

3.3.2 Did the consultations with children lead to interesting or surprising results for Partner Organisations?

Partner Organisations were asked to explain if they had noticed any interesting or surprising results from their consultation with children:

Pendekezo Letu, Kenya: *'The discipline measures children come up with should be reviewed from time to time as some expressed dissatisfaction in them. Child rights clubs have improved the self-worth of reintegrated children in that they are a voice in the school and community. A child commented, "You feel good when people listen to you".'*

Shalom Centre, Tanzania: *'The organisation learnt that a large number of the girls wished to come back to the centre.'*

UYDEL, Uganda: *'The process led to raising insights in the lives of the children. During their feedback and the drawing of the river of life session the children were able to recollect their lives and document their life experiences. Most interestingly, Anointed Kwish, surprised the group when she stated that the free listing exercise brought back the buried memories that she never wanted to think about again.'*¹⁰

Retrak, Uganda: *'It was interesting to hear each child's journey of change and that they were able to identify and remember the people who had contributed to the changes in their lives.'*

Retrak, Ethiopia: *'The success in utilising the Income Generating Activity¹¹ money among the participants of this consultation is surprising.'*

Challenging Heights, Ghana: *'We had confirmation of an assumption that school performance correlates with children not being re-trafficked. During the consultation, children indicated that once they are back in school and are not performing well, they are not motivated to remain in school. So they see the work they were doing in slavery (labour exploitation in the fishing industry) as more beneficial than being in school. However, once they are performing well, they continue to remain in school.'*

Tjeter Vizion, Albania: *'We think we may use this kind of activity to get feedback from the beneficiaries. We consider it successful. Meanwhile it is an indication to the staff to say this activity resulted successful. We are thinking to organise a SWOT analysis with the staff and identify the strong and weak points of this methodology to use it in the future.'*

Different and Equal, Albania: *'Creation of the group and sharing their experiences was very useful not only for the girls but for the organization too. Everything expressed was from the children perspectives, their needs and emotions. Their experiences of change and the indicators were like an inspiration for the group. Peer to peer activities and support is sometimes more effective way of learning from them.'*

Atina, Serbia: *'Learning about this specific methodology which could give significant results in such a short period of time will bring new quality to our work. Furthermore, learning about the importance of the changes that have occurred because of our efforts and the important role we have had in personal development of the beneficiaries will bring a new synergy to our team and will provide us with the energy to try even harder. It was important to understand the way they see us.'*

¹⁰UYDEL reported that although Anointed Kwish said that the session brought back memories because she was with a group of supportive friends during the discussion, she did not break down and by the end of the consultation she was happy and comfortable talking about her experiences because everyone else was telling their stories as well.

¹¹ In the Income Generating Scheme young people are given grants to buy livestock (for example goats or one cow), sometimes in partnership with another young person, and earn money from the sale of produce from livestock. Another option is for young people to buy a bicycle and to earn money from renting the bicycle out to other children to ride to school.

3.3.3 Will the experience of running consultations with children influence how Partner Organisations involve young people in their work or how they monitor and evaluate their programmes in the future?

Partner Organisations were asked to explain how running the consultation with children will help them to evaluate their reintegration programmes in the future.

Pendekezo Letu, Kenya: *'Children should be better informed and prepared for their stay in the transit centre, ie, they should know where the centre is situated, staff members who will be looking after the children, their roles, the nature of sleeping arrangements, animals to find there etc, before they arrive.'*

Shalom Centre, Tanzania: *'The organisation will use some of the indicators the children mentioned to evaluate the possibilities of reintegration with other children at the centre.'*

UYDEL, Uganda: *'The organisation learnt that it is important to integrate such an activity in its programmes. We need to understand reintegration in the children's point of view not our point of view and this will improve the design, monitoring and impact reporting for interventions undertaken; for example, in this process we have learnt the we need to consider including start-up kits and or start-up capital and continue mentorship for young people who have completed vocational skills training.'*

Retrak, Uganda: *'One of our organisational strategies is to be better at listening to children and engaging children's voices so as to change policy and practice in their favour and we are already working towards this by ensuring that we as much as possible involve children in planning, decision-making and reviews/evaluations.'*

Retrak, Ethiopia: *'The need for more follow-up with children who are already integrated.'*

Challenging Heights, Ghana: *'It will help to confirm or reject some of the assumptions that will inform our work. Also, new insights will inform review of our programmes.'*

Tjeter Vizion, Albania: *'We think we may use this kind of activity to get feedback from the beneficiaries. We consider it successful. We are thinking to organise a SWOT analysis with the staff and identify the strong and weak points of this methodology to use it in the future.'*

Different and Equal, Albania: *'According to the results from the consultation, the organisation can integrate the data from ranking indicators to improve the services for children emphasising their needs. Data gives a clear view for the importance of each indicator, and what each of the indicators means to the children. The experiences of change can also be shared as a best practice in the reintegration process. Sharing reintegration experiences and changes have been used sometimes in our organisation, but getting together a group of girls who have all gone through the same process seemed to be very helpful.'*

Atina, Serbia: *'It was particularly important for us that we managed to gather children from different parts of Serbia, which is something we are planning to do in the future. We think in our country there weren't similar activities such as this, that*

someone has succeeded to gather beneficiaries for this purpose and manage to create a synergy among beneficiaries which influenced the better quality of the results. Well-structured and evidence-based methodology as this one, regular monitoring of its implementation will definitely motivate us to develop and pilot similar processes in future.'

3.3.4 Feedback from consultation teams on participation issues

Consultation teams reported no major issues regarding the participation of children and young people in the consultations they ran. As expected, children were more comfortable telling their stories if they were already familiar with each other. Some children found it hard to analyse their drawings. Although shy at first, most children were happy to share their stories:

'We were very surprised about how positive reactions girls had on each other drawings; they were following the presentations very carefully and they absorbed every word and were satisfied with positive outcomes of the stories.' – Consultation team in Serbia.

The activity on free listing of indicators needed quite a lot of explanation and intervention by facilitators in some countries. In training it was suggested that a 'brainstorming' session is included in the session to 'warm-up' children to the concept of reintegration and get their feedback on what it means to them (see section 3.2). After the first four-to-five indicators had been developed, some children started to be repetitive or gave explanations of indicators that were lacking in detail – this may have been because they were tired.

Ranking of indicators presented the most participation issues – it provoked heated debate by participants that needed careful facilitation; in some cases this was through instituting a voting system, in others it was a reminder to participants that there are no wrong answers. Some Partner Organisations noted that, as the ranking progressed, the children were not able to give reasons why one indicator ranked higher than another and gave short answers. This session took longer than expected and, as it was the last activity, the children were tired.

3.3.5 Feedback from consultation teams on ethical issues

Many of the ethical issues reported by Partner Organisations related to the introduction session, where children raised questions regarding the consent form.

The key ethical concern, however, was when some children became upset or emotional when sharing their stories of change; they were tearful or did not want to continue talking. Only three countries reported ethical issues arising during their consultation – most related to children becoming upset while telling their stories of change but they soon recovered and apparently continued speaking. In Ethiopia and Kenya Partner Organisations mentioned that particular children became upset while sharing their stories of change, and in Uganda UYDEL reported more generally that children became upset during this session; therefore it is hard to give an exact figure of how many children became upset from all consultations.

The following example, from Retrak in Ethiopia, shows how an ethical issue was reported by the consultation team (and follows the step-by-step process that was developed for the consultations):

'Yonatan became distressed as he told his story of significant changes and burst into tears. The facilitator allowed him to stop telling his story and [asked] if he wanted to go out and talk to the Child Protection Co-ordinator. Yonatan preferred to go out of the room for few minutes and talked with the Child Protection Co-ordinator. While he was out, the facilitator (who used to be his counsellor while Yonatan was at the Drop-in Centre and who also had reintegrated him with his family and following-up Yonatan even after reintegration) temporarily stopped the consultation and explained to the rest of the children the attachment Yonatan and his father have. Later, Yonatan assured the Child Protection Co-ordinator that he is ready to continue the consultation. After rejoining the consultation he insisted to finish the story he started and he did finish it.'

The risk that children might become upset at any point in the consultation had been identified in the guidelines and so training for consultation teams had focused on child protection procedures for this possibility. Partner Organisations reported that this training and the child protection procedures put in place for dealing with a tearful or emotional child had worked well. In some consultations children made use of the Child Protection Co-ordinator and the consultation was temporarily stopped but all children re-joined the consultation and participated again.

Additionally, extra measures were put in place for the session where children shared their stories of change – as it was envisaged that children could become upset if they talked about their experiences before they were under the care of the Partner Organisation (when they were, in all likelihood, suffering the worst of their exploitation and abuse). Therefore children were asked to start their stories at the first point at which they engaged with the Partner Organisation. Additionally, facilitators were asked to steer children back to this point if they started to talk too much about their experiences before they became involved in the reintegration programme.

In reality, however, children's experiences after they became involved in the reintegration programme were not trauma-free and consequently they became upset about issues that had happened more recently or were current concerns – for example, the death of a family member, the continuation of abuse in the family, not being able to find work etc – which were difficult for children to reflect upon.

In Uganda, one child raised an issue that had come up in training – where she compared herself to the 'successfully integrated child' and became upset that she was not doing as well as this (mythical) child. In training, a number of ways to minimise this were suggested:

- Firstly, for the facilitator to stress that reintegration is a process and that no-one is 'perfectly' integrated – all children are at different stages of reintegration.
- Secondly, the facilitator could show their thanks to children and remind them that they are making a valuable contribution by participating in the workshop and that this will help other children in the same situation as them.

- Thirdly, it was suggested that facilitators could use the opportunity to discuss, with the child concerned, any extra services they might need (to support areas where their reintegration is not going so well) and that this could be addressed in the final session (feedback) with appropriate referral processes set up or with the Child Protection Co-ordinator if the child prefers.

3.3.6 Follow-up on ethical and child protection issues by Partner Organisations

When child protection or ethical issues were documented during the consultation, a number of Partner Organisations reported that they were following-up on these individual cases, for example by providing extra services to children and young people. It appears that because consultation facilitators and note-takers were often staff who were experienced social workers or counsellors (who knew the children, and in some cases had cared for the children in the consultation – as mentioned by Retrak Ethiopia in Yonatan's story above), it was natural and easy for staff to follow-up on any child protection or ethical issues raised by children during the consultation.

For example, in Uganda, five girls – who participated in the pilot consultation run by Retrak – who were living in a transit centre expressed an increased interest in being reunited with their families. Consequently, after the consultation, social workers spent more time preparing them for reintegration and they were reunited the following month. Four girls returned to their biological families and one was placed in foster care. Retrak report that they are all in school and progressing well.¹²

More generally, UYDEL reported on an issue that appeared common to all Partner Organisations participating in this project – that the consultation reminded and re-confirmed, for the children and young people taking part, the support that Partner Organisations could offer them. In addition, the consultation process appeared to strengthen the links between children and young people who had been reintegrated for some time and Partner Organisations. The Consultation Co-ordinator at UYDEL reported:

'The young people learned that although they had been resettled and reintegrated back into the community, when faced with problems or challenges they can still come back to UYDEL and share with the staff and or seek mentorship. They are now confident that they still have the support of UYDEL staff in case they need it.'

She went on to explain that, after the consultation, three girls approached UYDEL for advice on how to improve their businesses and will now be participating in business skills training in September 2013.¹³

3.3.7 Feedback from children and young people on the consultation process

Children's feedback on each activity (see summary table below) showed that the ranking of indicators was the most popular session. Children stated they learned the importance of different issues, although some children felt this activity took too long and they did not like the arguments it provoked. Children from Serbia made an interesting comment:

¹² From email communication with Retrak Consultation Co-ordinator

¹³ From email communication with UYDEL Consultation Co-ordinator

'We realised the essence of the workshop to understand what's reintegration and what are the characteristics of successfully reintegrate child.'

The second most popular activity was the river of life drawing. This was popular with children who liked to draw; some children also remembered what they had gone through and it motivated them to go further. On the negative side, children said it was not easy to remember well in the short timeframe and some found it difficult to draw and so would have preferred to write their story.

The activity that was least popular was sharing stories of change and this was because some children were shy and found it difficult to express themselves in words. However there were many comments from children regarding the reasons they valued this activity, for example from children in Kenya and Uganda:

'I saw that even I don't have as big problems as I thought and I am not alone, it encouraged me because I know that am not alone. I was helped by friends to boost my confidence, happy to share my life story with people of the same age, got to know that everyone has a life story to tell, no one has a straight life, sometimes we get problems.'

Table 3: Summary of feedback from children

Activity	Voting		
	Did not go well	Improvements	Went well
Session 1: Introduction	7	1	39
Session 2: River of life drawing	2	8	42
Session 3: Sharing stories of change	16	0	38
Session 4: Free listing of indicators	2	7	36
Session 5: Ranking of indicators	15	3	46

Voting system

Participants were asked to vote red when they thought the activity did not go well, to vote green when they thought the activity went well and to vote orange when they had a suggestion for improvement. Participants chose whether to vote or not, and so many children and young people did not vote one way or the other for some of the activities.

There were few suggestions documented regarding improvements to the sessions; many children appeared to vote but not to give an explanation for their vote. However, young women in Uganda made suggestions to allow more time for session two (river of live drawings). They also had a number of suggestions for improving session five (ranking of indicators) where they recommended adding options such as voting in the event of disagreements among the participants about ranking positions or where two indicators were in a tied position. They suggested that it was important to reach a group consensus with this task and that the facilitator could help with this.

4 Analysis

This section provides analysis of the following:

- Stories of most significant change
- Indicators of successful reintegration
- The impact of the consultations on practice.

The stories of change were analysed by firstly categorising the changes children and young people identified and then developing themes from these categories. Analysis is presented chronologically as a 'collective' story. It should be noted that full transcriptions of children and young people's stories were not provided – consultation teams were asked to provide the key points of each child's story. In some cases this was in bullet point form, in others children's accounts were longer and in their own words.

Similarly, analysis of the indicators was made by categorising and merging similarly focused indicators identified by children and young people into 'domains' (areas of similarity) and looking at the ranking position of indicators within domains. Analysis of indicators is presented through a colour-coded system of domains.

All quotes from children, young people or the consultation team are in italics and are coloured red. It should be noted that, as with all group discussions, there is often a bias whereby participants talk about subjects that have already been mentioned by others in the group as they feel more comfortable staying on these 'safer' topics than introducing a new topic.

4.1 Analysis of stories of most significant change

In most countries children stayed at an 'emergency shelter' of some description for days or weeks and then moved on to a residential home for a period of months to years (depending on each child's need) where they were prepared for reintegration. As each Partner Organisation had different names for these short-term residential centres, in this report they will simply be called 'centres'. For many children the support provided by the centre was pivotal in their stories of change.

Children's stories focused predominantly on their experiences in these residential centres rather than their current situation as reintegrated, particularly in Albania (Tjeter Vizion), Serbia, Ghana and Tanzania. This may have been for a number of reasons:

- It may be that as many of the consultations were held in the centre participants had stayed in previously or involved staff who had helped them before, children were reminded of their time at the centre and focused on this period of their lives.
- Similarly, this could also have added a subconscious expectation on children that they should talk about their time in the centre rather than their current situation living in the community.
- It could simply be because children's time in the centre was the period of most significant change for them – moving from exploitation and danger to safety and support.
- Another possibility is that children found it hard to 'reflect' and tell stories about their current situation as this raised issues that they may not understand yet or did not want to 'deal with' in front of other children and young people.

Despite this bias in the stories, children still had a lot to tell us about the changes in their lives. Analysis of the stories has focused on the 'changes' that took place for children – although often these were not articulated as changes by children and were recounted simply as what happened next – and is presented as a 'collective story', starting at the time children arrived at the 'centre' (this was where children were asked to start their stories) and ending with their current lives which involved, for the most part, being reintegrated with family or friends or living independently.

4.1.1 Experiences in the centres

Arriving at the centre

Arrival at the centre was, for many children, an unnerving experience for which they felt unprepared. Children said they were either shy and clung to those who brought them to the centre or, conversely and more commonly, that they were boisterous and unruly when they first arrived. Ann, a 14-year-old girl from Kenya, told a light-hearted story of her initial confusion on arrival:

'When I went to Pendekezo, I felt like running away, when I saw teacher Mary, I asked, 'Will this fat woman now be our mother?' then I saw the shaded area for dining, and I asked; 'Do they sell cabbages here?' [The same shading materials are used for selling cabbages in the slums] then the place had bushes, and I thought will they throw me in the bushes?'

Crisis interventions

Once children had settled at the centre, they talked about receiving services that addressed their basic needs – food, shelter, clothes and medical care:

'I now have good clothes and a proper haircut, I have proper food now as compared to before. I now eat good fish.' – One Fire (boy), aged 12, Ghana.

'Wow, there were many things then, health problems; I was using many things back then...' – Rihana, aged 20, Serbia.

'At the drop-in centre my life changed, I slept comfortably, felt protected and my health improved. I also stopped stealing.' – John, aged 18, Uganda.

Young women and girls from Albania and Serbia were particularly concerned about feeling safe and having a safe place to live.

'Now I have a safe place where to sleep at night and this is a big change for my life; I feel safe so no one can hurt me anymore ... my daughter and I feel safe now.' – Ana, aged 19, Albania.

4.1.2 The influence of residential centres

It was noticeable that in the stories of change, children mentioned an array of support from Partner Organisations during their stay in residential centres that had both short-term and long-term benefits. This consisted initially of emotional support, but also included life-skills training and learning of values from staff that helped facilitate behavioural changes and build children's resilience. Education and vocational training improved children and young people's confidence and gave them goals to work towards. The following issues focus on the changes brought about by the services provided during children's time in short-term residential centres.

Changes in relations with others

The emotional support provided by staff in the form of counselling was mentioned many times by children in almost all countries. This appeared to lead to children gaining a better understanding of their problems, putting in context what had happened to them and why. In particular, counselling was important for children when it came to understanding and changing their relationships with others. Children talked of becoming less aggressive and more trusting in their relationships with both those around them (in the centre) and later when they were reintegrated.

'Feeling relieved, emotionally and psychologically stable helped me to understand and accepted what has happened in the past. Now I think and behave differently from earlier, I am not aggressive and impulsive anymore; I can afford my living by my own.' – Ina (young woman), aged 21, Albania.

'The social workers used to conduct frequent counselling with me and other children there. I gained enough confidence and self-esteem, and was able to make some important choices in my life.' – Shadia Abdalla (girl) aged 14, Tanzania.

Setting goals and self-discipline

Children also mentioned staff as being important to the behavioural changes they identified in themselves. Sometimes this was through staff guiding children to reflect on what they wanted for the future and setting goals, as mentioned by a 14-year-old boy, Savio, from Uganda:

'The social workers were involved helping me move on because they guided me in my future plans.'

But more commonly the goal setting was connected to children and young people's education and schooling:

'I made good friends at the centre and also at school. Later on my aunt accepted to take me at her home so that I could live with her. I am still in primary school and have been working hard so that I will join a government secondary school to lighten my aunt's burden.' – HBN, 12-year-old girl, Tanzania.

However, one of the most common behaviour changes mentioned by children was 'self-discipline' which was often referred to as 'hard-working' or 'respecting others'. Children often mentioned changing 'bad' behaviours from their previous life, before they were connected to Partner Organisations:

'Later I was placed by the social workers in a foster care family. This family happily received me. I felt I had gained back my life. It restored hope in me. At home, I respect my parents and I now like studying. I used to steal a lot but now I do not.' – Savio, 14-year-old boy, Uganda.

Making friends increases self-confidence

Many children and young people, in particular girls, mentioned the friends that they made at centres, who had similar experiences and could understand their situation and give them emotional support. This, in turn, increased their self-confidence.

'I am a very sociable person so I am surrounded with good people who understand.'
– Ana, aged 19, Albania.

'I came to Atina's safe house where I met many girls, and that was one great experience that still means a lot to me. Socialising with different people, I was a totally different person' – Jana, aged 19, Serbia.

Life-skills increases self-confidence

Many children mentioned the importance of learning life-skills at the centre and connected this to changes in their behaviour. For those who had been away from a 'home' for a long period of time, life-skills training was closely associated with learning how to live in a family or a group again, how to cook and look after their health. In particular children and young people talked a lot about how they learned to relate better to other people, how to protect themselves from being 'abused' by others and how to make better decisions. Boys reported more than girls of learning about obedience and discipline and the importance of self-control.

'I now know how to behave in the house. I am now obedient.' – One Lovely, 12-year-old boy, Ghana.

'I have learned many new things like taking care of myself, taking care of my daughter, how to be a good mother; how to not let others hurt me.' – Ana, aged 19, Albania.

'When I went to Pendekezo Letu, the important thing I learnt is to protect myself from bad people; also we were taught how to be good and to respect people. Before I used to abuse people, even big people.' – Tabs, 14-year-old girl, Kenya.

Understanding responsibilities and rights

The impact of life-skills training – although it was not as formal as 'training' in most countries – was, in general, relayed by children as learning about their responsibilities (to treat others well, to work hard, to respect others). Children also mentioned learning about their rights and their right to education in particular, which resulted in them becoming more 'self-aware' and self-confident. Cate, a 14-year-old girl from Kenya puts it succinctly:

'Being the chairlady of the CRC [child rights club] has helped me a lot. I talk to others on being disciplined and being responsible. We talk to many children who have problems and tell the teacher to help. Before I was afraid I couldn't stand up before people.'

Opening up possibilities

Learning to read and write was, for many children, a key change in their lives that opened up possibilities of further change. Schooling and literacy was mentioned by all boys from Ghana in their stories of change (and schooling was their top ranked

indicator). Vocational training, however, offered the most concrete possibility of change for many children:

'They later took me home and placed me at school but I had no interest in formal education so I dropped out. I got an opportunity to join a vocational training school where I am currently doing welding and metal fabrication in year two. I have gained a lot of knowledge in welding and can do a good job. My life has changed since I joined; I am disciplined, follow school rules and regulations and pray. The temptation to escape and go to enjoy life in the city has now gone.' – David, aged 17, Uganda.

Young people's access to schooling or vocational training provided by all the Partner Organisations, combined with values instilled by staff of hard work and commitment, appeared to have lasting effects on many young people once they had been reintegrated:

'I excelled in my studies and joined secondary school, though I had already been reintegrated to my relatives. I have been living with my uncle and they received me well and have been taking good care of me. I now feel part of the community and I am also grateful for the values that were inculcated in my life at Shalom Centre.' – LNS, 14-year-old girl, Tanzania.

4.1.3 Moving on

Understanding change

Moving out of the centre and leaving their support network of friends and staff was a challenge for many children and young people. However, children mentioned the value of family counselling and mediation services – often needed for longer than the initial reuniting or settling-in period of reintegration – which were important in enabling children and adults to understand the changes that had happened to both parties and their subsequent needs.

'The organisation helped the mediation with my family and relatives; now I talk to my father after a long period of misunderstanding between us; I see my father and my cousins, who I thought I had lost forever; now I am more responsible and reasonable.' – Sara, aged 25, Albania.

'It was difficult joining foster care because it was a new family and environment but I got used to my family quickly. Life became good and we lived as a family but later on life became a bit difficult when I felt my carer did not care for me as equally as the other children in the family. The social workers and my teacher encouraged me in this situation by counselling me and my family. I learned resilience and was able to move on.' – Romeo, aged 18, Uganda.

Managing expectations

Children reported being pleased with some of the changes they found when they returned home.

'I have better living conditions now, my home is very beautiful...we got a new fridge from Zoran, we use it now.' – Rijana, aged 15, Serbia.

But equally, their expectations of changes in the behaviour of parents were not always met. Many children were hoping that parents would be more understanding when they returned but found that difficulties with their parents continued and parents had not changed. In Konso's case, a 17-year-old boy from Ethiopia, it was he, not his father, who pushed for a positive outcome, showing great resilience:

'I am now living with my sister in Sodo town. The first reason I was in the street was because my father hated me. After I was reintegrated and started living with my sister, I sent community elders to ask why he hated me and to ask to be reconciled with my father. Later, he told the elders he hated me because I used to fight with other boys frequently. Now he has forgiven me and we are at peace.'

Changing support networks

Emotional and material support for children from their family, friends and community appeared to be more precarious than the support they received from Partner Organisation staff at the centre. However emotional support was facilitated for many children following family and friends' participation in awareness programmes implemented by Partner Organisations. This often led to an awareness and understanding from family and friends (and to a certain extent the community) of the difficulties the children had experienced during their time away from their families – their experiences of exploitation or abuse.

Family

Emotional support from family was particularly important for children and gaining their family's trust was mentioned in many children's stories where it was expressed that family members (particularly parents) had previously said they were 'failures':

'Reunion with my family made me understand that they still trust me; I have started a communication with relatives with who I didn't talk to before.... I know a lot of people who love me and trust me the way I am; my case manager helped the mediation with my family and let my family know all of my progress; family and friends trust in me now; I have found tranquility.' – Reina, 19-year-old young woman, Albania.

Boyfriends

In Serbia, where the consultation was held with young women, boyfriends – as well as friends – provided much needed emotional support:

'This is my boyfriend and I love him very much. He treats me great. These are my friends - my best friends and three girlfriends and one male friend. My boyfriend knows about my situation and the problems I had. He supports me to manage, to leave it all behind, not to think about it. His sister is my best friend, and they are both trying to help me put it behind me and move on.' – Magdalena, aged 16.

Friends

In some cases emotional support turned into material support from friends once children had left the centre. In Uganda, where girls all undertook vocational training together in hairdressing, friendships formed during children's time in the centre were an important support when children were reintegrated back into the community. Twenty-two-year-old, Bezo, from Uganda, in her story of change, focuses on how friendship was pivotal to her success:

'I had no money to start my own [hairdressing] salon after the training and my father was certain that I was a failure in life. He always told me that I cannot do anything good for myself in life. Because of that I decided to make more friends whom we had trained with in hairdressing at the center in Makindye. I also joined the peer education team and I learnt a lot from my friends. It was not easy for me to find a job for a period of two months but we decided to always work together to perfect our skills. This practice enabled us to become more confident in that many people got to know about us and always called us to do their hair.'

Financial responsibilities

Children's stories of change frequently mentioned the importance of finding an income for successful reintegration, particularly when reintegrated with families – either to support children's own educational costs, to support their living costs or to support their families. Life-skills training, as well as vocational training, helped children succeed in finding an income source – but securing a sustainable income presented many challenges.

In many countries vocational training at the centre had prepared children to find employment or set up their own businesses when they were reintegrated. In Ethiopia, nearly all boys in the consultation mentioned an income-generating scheme set up by Retrak where children were able to part own an animal (such as a cow, sheep etc) and make money from either its produce or the sale of the animal. Yasin, a 13-year-old boy from Ethiopia, explains what he considers to be the most significant change in his 'river of life' story:

'The most important change I saw in my life is now I have things of my own (my cow) and I am attending school. I am now changed and have a bright future. I have a hope, a bright and I am sure I will graduate from college one day.'

In Uganda, girls' stories focused very heavily on the challenges of setting up their own hairdressing businesses. However, there were also pressures from family members to undertake domestic chores in the home (rather than work) or, once they were making money, to provide for their families. Twenty-two-year-old Bezo's account highlights a number of these pressures:

'At the salon, I am the manger and take care of all the business matters. I pay myself and also leave enough for the business to continue and give something to my Auntie as the owner. I have made many savings that I started another business where I employ other young people. I have also started lending money to my friends such that they get what to do. I also continue with my peer education work and many young people see me as their role model. My father now believes in me and I support some of the scholastic needs of my younger siblings. My younger siblings are very grateful and I am proud because I sometimes hear them say that we have a responsible big sister who cares about us.'

Children's loss

The precariousness of children's existence is apparent in the stories of girls from Uganda, where a number of girls reported the death of someone they were particularly dependent on:

'During this time I struggled a lot to see to it that I do whatever is possible to sustain my life. As if this was not enough, our mother got really sick forcing me to quit work and care for her. Unfortunately she did not make it.' – Big Mama, aged 22.

4.1.4 Age and gender differences evident from stories of change

Stories from older children (young women)

All 20 participants in the oldest age bracket (19-25 years old) were young women from two country settings – Albania and Uganda.

- The changes young women identified were closely associated with income generation, in particular setting up their own businesses.
- Consequently vocational training was mentioned often, as was the importance of emotional and financial support from family and, in particular, friends.
- Improved relationships with their families appeared to be based on life-skills training, mediation and counselling services provided by Partner Organisations.

Stories from children in the middle age bracket

The middle age bracket was made up of 27 children and young people aged 13 to 20 years old from three country settings with more boys (Uganda and Ethiopia) than girls (Serbia).

- Income generation was still important to this group of young people – which allowed them to contribute to family incomes or pay for their schooling.
- Girls mentioned boyfriends (or husbands) and the importance of emotional support.
- Boys tended to mention behavioural changes – not fighting or stealing, respecting others.
- There was a stronger connection to schooling and recognition of the importance of learning to read and write than with the oldest age bracket.

Stories from the youngest children

Younger children (aged 10-14 years old) made up the largest group (42 children) from four country settings (boys in Ghana and Albania, girls in Kenya and Tanzania).

- The youngest group of children mentioned schooling more often than older children and connected behavioural changes instilled by centre staff to their aim in life, which was often success at school.
- Younger children also talked much more about basic changes to their standard of living (better food, shelter, medical care etc).
- However, mention was also made of issues that older children had highlighted: micro-finance schemes (for children's carers' rather than themselves), life-skills training and counselling services which appeared to lead to changes in the way the children interacted with their parents when reunited.

Differences in gender

There were less noticeable differences between boys' and girls' stories of change than between the differences in age. The key difference appeared to be in Serbia where many of the girls talked of the importance of 'romantic' love, the support of their boyfriend or husband or the responsibility of looking after a baby. Equally, many young women in Uganda spoke about family responsibilities that were not mentioned by boys (either caring for siblings or contributing income towards the cost of schooling for siblings, or again, the responsibilities of motherhood).

4.2 Analysis of indicators of successful reintegration

4.2.1 Re-defining reintegration

Data from brainstorming sessions with children and young people that explored their definitions of 'successful reintegration' was compared with the definition generally understood by practitioners of a reintegrated child as:

A child who has been reunified with family members or is living in a permanent family-based care setting and who is happy, healthy, safe and has the same opportunities as other children in their community.

Although indicators developed for reintegrated children were not shared with consultation teams it is worth noting what has previously been developed (by adults) – in order to compare them with the indicators that children and young people developed in consultations.

World Hope International evaluated the 'New Steps' reintegration pilot for survivors of rape and trafficking in Cambodia using the following indicators (Simcox and Marshall, 2011).

- Securing protection
- Reducing stigmatisation
- Enabling return to school or access to education
- Ensuring economic security
- Achieving positive perceptions of self-worth and confidence in the survivor.

In addition, one of the Partner Organisations for this project – Retrak – uses the Child Status Index which is based on six core domains of well-being¹⁴:

- Food and nutrition
- Shelter and care
- Protection
- Health
- Psychosocial
- Education and skills.

Children and young people's definitions of reintegration, developed in the consultations with Partner Organisations, made more mention of the child's self-confidence, the quality of relationships and the emotional support provided by family

¹⁴ See www.retrak.org/uploaded/Retrak%20Research%20Evaluating%20Outcomes%20May%2013.pdf








or community members, the 'good conduct' of the child and the importance of a sustainable income for a child to be considered 'successfully reintegrated'. The following definition from Anointed Kwish, a 19-year-old young woman from Uganda, is typical of the difference in emphasis:

'... as being confident to speak to different people in different areas, strong and chasing my dream, responsible and respected in society, have a job and competent in what I do, I have very many friends who we share with all that we need.'

4.2.2 Indicators of successful reintegration

Children in each of the nine consultations developed up to ten indicators of 'a successfully reintegrated child' and then ranked indicators accordingly. For the purposes of this report, initial analysis consisted of categorising and merging indicators into domains (ie, three or four indicators that were on similar issues). For example, the domain on 'emotional support' included all indicators that were mentioned by young people in the different contexts that related to children feeling safe, loved and cared for by others.

All 90 indicators developed by children and young people were categorised into the following seven domains:

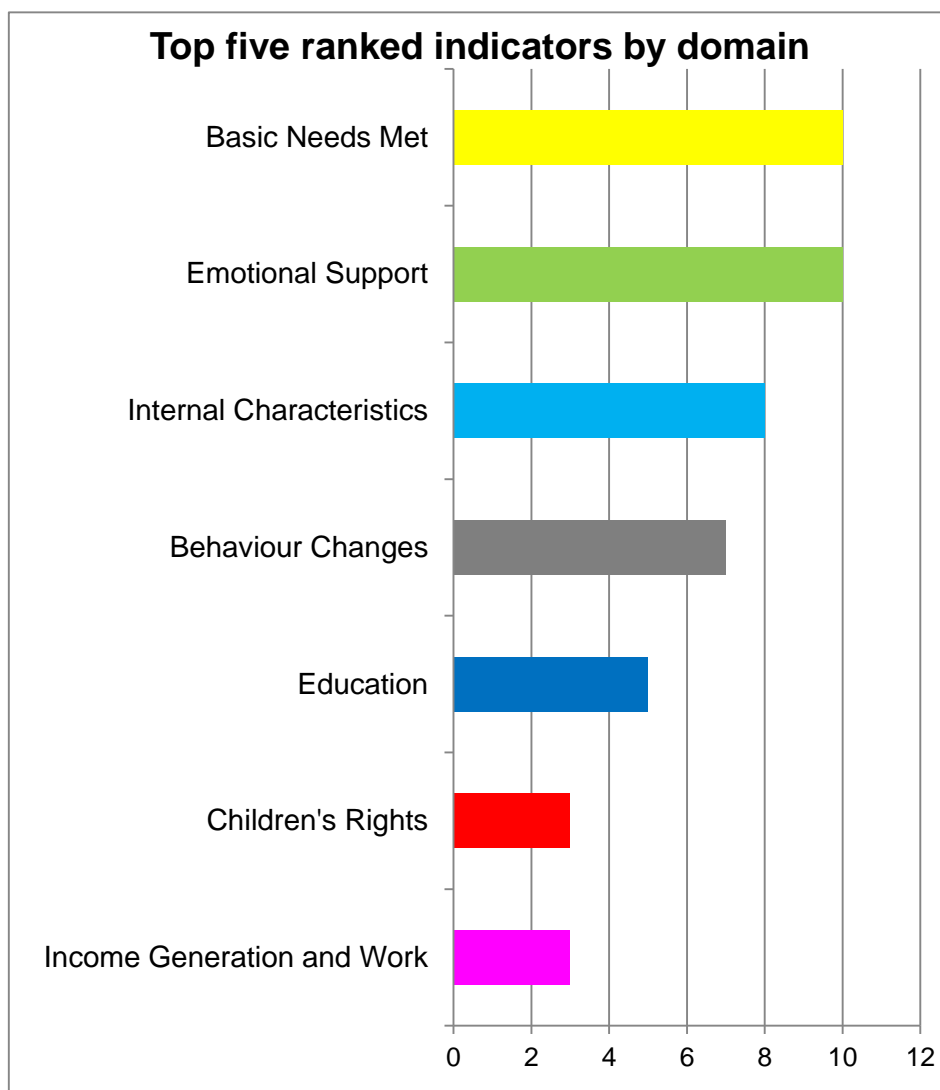
	Basic Needs Met: shelter, food, water, medical needs are provided.
	Emotional Support: child feels safe and is loved and cared for by others.
	Internal Characteristics: self-control, faith, self-confidence.
	Behaviour Changes: child respects others, is hard-working, has good hygiene.
	Education: child is educated at school or receives vocational training.
	Children's Rights: child's rights are respected and upheld (by community).
	Income Generation and Work: child has a sustainable income.

It should be noted that – although analysis was based on written justifications and explanations provided by children and young people for each indicator – in some cases the exact meaning of some indicators may have become lost in translation from local languages into English and from the categorising and merging process.

The most important indicators of successful reintegration

The following chart highlights the top five indicators – organised by domain – as identified by children and young people in consultations. The top five indicators, rather than the top ten, have been presented for two reasons. Firstly, Partner Organisations reported that children and young people debated and discussed the top five indicators intensely and in detail but tended not to discuss the rest of their indicators as they were becoming tired by the activity at this point (this was the last session). Secondly, as two of the ranking positions were shared by two domains of indicators, it has been decided to count these as a joint ranking position.

- The domains of 'basic needs met' and 'emotional support' came in joint first position with 22% of children and young people ranking both of these in their top five.
- The domain of 'internal characteristics' was ranked second overall with 17% of children and young people ranking this in their top five.
- The domain of 'behaviour changes' came third in children and young people's ranking of indicators with 15% of children and young people ranking this in their top five.
- The domain of 'education' was ranked fourth overall with 11% of children and young people ranking this in their top five.
- The domains of 'children's rights' and 'income generation and work' came in joint fifth position with 7% ranking both of these in their top five.



First position: Basic needs met and emotional support

Two domains shared the top ranking position: the domain on 'basic needs met' (yellow) and the domain on 'emotional support' (green).

Basic needs met

It is worth noting that the domain on 'basic needs met' is quite different from all the others as it primarily concerns the immediate needs of children in crisis. Many reintegrated children had been rescued from a situation of crisis so had immediate needs such as shelter, food or medical treatment – *'we found shelter and food in the centre'* (boys in Albania) – and were concerned about their safety – *'if you don't have a safe place where to put your head you will end up in the street and someone will take advantage of this situation'* (girls in Albania).

Additionally, this domain included those children who recognised the long-term macro-level basic needs of their families such as access to water or economic empowerment of families living in poverty – *'not having water can cause children to miss school because they need to go looking for it, at times the water source is far away.'* (boys in Uganda). Predominantly however, this domain appeared to be relevant to the situation of a 'child in crisis', and addressed their immediate and short-term welfare, rather than their longer-term welfare.

Emotional support

Children ranked indicators concerning their emotional support equally with those on basic needs, suggesting that emotional support is highly valued by reintegrated children. An indicator developed by girls in Tanzania typifies the domain of 'emotional support': *'when a child is shown love and is valued within the family and community'*. Almost all 'emotional support' indicators ranked in the top five connected this support with the child's family. For young women in Serbia this indicator was in joint top ranking position with health; the young women called it 'love' and explained it as follows: *'love: because if you do not have love you will leave the situation'*.

Second position: Internal characteristics

The indicators that ranked second overall concerned children and young people's internal characteristics such as self-confidence and self-control (highlighted in light blue in the table). Boys in Ghana who were reintegrated with their families expressed self-confidence succinctly as *'children believe in themselves and their abilities'*. Ideas of self-discipline and self-control were equally important indicators. In Kenya 'internal' indicators came in at first, second and third ranked positions ('self-discipline', 'avoiding peer pressure' and 'self-esteem' respectively).

There appeared to be a connection between life-skills training which, in turn, built up children's internal characteristics (ie, their self-confidence and decision-making abilities). Life-skills training, provided by many of the Partner Organisations, was also mentioned further down the ranking scale under behaviour changes.

In Uganda internal characteristics were closely connected to children's faith in God: *'God is first, with God you can achieve anything and you will have good behaviour which helps you relate well with others.'* Girls and boys in Uganda both chose 'God Fearing' as their top indicator.

Many of the 'internal' indicators were closely associated with the domain of 'behavioural changes'. For example, the indicator of 'avoiding peer pressure' as

stated by young women in Kenya was closely connected to other behavioural indicators such as 'abstinence' (from sexual activity) that they also developed. Some of these indicators were categorised as behavioural changes but could equally have been seen as internal factors if more was known about the context.

Third position: Behaviour changes

As mentioned, indicators concerning children's behaviour and behavioural changes ranked third in the top five indicators (shown in grey in the table). The behaviours children mentioned included abstinence (from sexual activity), being hard-working, meeting and knowing the right people, respecting family, taking care of their own health and being able to solve problems and make decisions.

Young women in Uganda mentioned a number of behavioural changes as indicators, for example, 'hard-working' came fourth in their ranking of indicators. The young women connected hard work to commitment, in particular to their small businesses. In addition, 'Meeting and knowing the right people' was ranked fifth, which they explained as follows: *'You are able to get good advice, get help from people who understand what you need, get people who can build you not those that can break you.'*

Fourth position: Education

Fourth in the ranking of indicators was education (shown in dark blue in the table). In Ghana, an indicator on 'school and life-skills training' was ranked first and 'punctuality and doing well at school' ranked second: there was a very heavy emphasis in Ghana on the importance of schooling both from stories of change and in ranking indicators. The Ghanaian boys explained: *'We believe that we were rescued to have a good education and secure our future. We feel happy and better when we are in school.'*

In many countries being able to read and write was considered a key indicator of successful integration. In Ethiopia, boys connected education to their long-term welfare: *'An educated child will support himself and his family. Education gives hope and the ability to think in long terms.'*

Fifth position: Children's rights and Income generation and work

Domains on 'children's rights' (shown in red) and, 'income generation and work' (shown in lilac) shared position five in the ranking.

Children's rights

In Tanzania children's rights were the basis of two indicators in their top five. Girls chose this as their top indicator: 'parents and community is aware of reintegrating a child'. By this they meant: *'When the parents and the community are aware and have the knowledge of the importance of reintegrating a child. So that the community can be accountable if a child is reintegrated.'*

Ranked fourth was another more obvious indicator on children's rights: *'When the community is aware of children's rights and protects them.'* Indicators on children's rights were often closely associated with the community or with children knowing their own rights.

Income generation and work

The other domain in fifth position – 'income generation and work' – was associated with financial sustainability and vocational training. Boys in Ethiopia summarised this domain succinctly: *'A child that is able to generate income is able to continue their education and support their family. Income generation helps a child not to create too much pressure in his family for his needs.'*

Vocational skills, provided by some Partner Organisations, also featured as an important indicator of successful reintegration. In Uganda girls all learned hairdressing skills which were reflected in their indicators: *'I have skills I can have courage to work hard because it's real, I can feel free to do whatever style in hairdressing so that I can attract more customers in.'*

4.3 The impact of the consultations on practice

It appeared, from feedback data provided by consultation teams in each country, that Partner Organisations found delivering consultations with children a useful exercise.

Consultations appeared to confirm the usefulness of various services offered by Partner Organisations – such as child rights clubs, income-generating schemes or personal development activities. They also confirmed some of the assumptions underlying services provided by Partner Organisations – for example, school performance correlating with children not being re-trafficked. This confirmation has motivated staff to continue with and improve these services.

Partner Organisations reported that, as a result of the consultations, children identified specific changes to their practice that justified further investigation or immediate action. Examples given included:

- Informing children more thoroughly about their care in residential centres;
- The development of start-up capital and continuation of mentorship for children who have completed vocational training;
- Initiating more follow-up activities for children who have already been reintegrated.

In addition, many Partner Organisations stated that they would either be incorporating indicators developed by children and young people to improve their reintegration services or that they planned to use similar consultation activities to listen to and engage with beneficiaries and, ultimately, improve the design, monitoring and impact of services.

A number of Partner Organisations reported that they found the methods used in consultations useful and that they liked the structure of these methods which produced rich data from children that they had not obtained before. Several Partner Organisations reported that they felt these methods would enable them to improve the quality of their services.

Partner Organisations reported that the use of an adapted version of 'Most Significant Change' was useful as it allowed staff to compare, reflect and learn from

children's journeys and the changes they experienced but they found it difficult to select one story above others.

Data from stories of change highlighted few tensions regarding the practice or services of Partner Organisations provided to reintegrated children. In some countries children reported that they had not wanted to find work and had to be persuaded by centre staff to look for employment (but that once they had found work they were happy). In one country children appeared to report discrimination from other children at school because they were under the care of the Partner Organisation and were teased for being 'know-it-all'.

5 Conclusions and recommendations

5.1 Conclusions

It was clear that many of the services provided by Partner Organisations build children and young people's resilience to overcome the multiple challenges they face in reintegrating with their families and communities. Although some tensions were highlighted by children, overall, consultations demonstrated that Partner Organisations are providing holistic and pragmatic support for the children and young people they are reintegrating that already meets many of their needs.

However, Partner Organisations recognised that consulting with children gave them rich data and new insights into how to better cater for children's needs as well as practical methods that they could incorporate into existing M&E practices.

Additionally, the act of consulting with children and young people involved in reintegration programmes served to strengthen the contact between children and Partner Organisations. For children and young people this contact also re-confirmed the support on offer from Partner Organisations – particularly for young people who have been reintegrated for some time – and resulted in them taking up offers of additional services or support.

Conclusions drawn from the analysis of data address the two questions developed for children and young people on (a) the significant changes they faced during reintegration and (b) the indicators they identified for successful reintegration.

Recommendations for consulting with children relate to the guidelines developed for Partner Organisations in June 2013 and are based on their feedback.

5.1.1 Significant changes for children and young people

The first question answered by consultations with children and young people was: *What do children and young people feel are the most significant changes that have happened to them since engaging with the programme?*

From their stories it was clear that children and young people had gone through major changes in their lives. This was particularly the case when they moved from the supportive atmosphere and security of their care by Partner Organisations to the sometimes precarious nature of their lives when reintegrated with their families and communities.

A number of conclusions can be drawn from children and young people's stories of change that highlight how they overcame their challenges and successfully reintegrated.

The stories of change of children and young people indicate that the services provided during their time in residential care had a lasting impact on their future reintegration.

After their basic needs were addressed (shelter, food, medical care), children and young people frequently talked of the emotional support they received from staff (through counselling) and friends made at the centre. Children and young people

stressed the importance of understanding what had happened to them and that this enabled them to understand better and improve their relationships with others, particularly family.

Similarly, on reintegration, mediation services with adults and children – particularly when children were reintegrated with family – helped in managing expectations for both 'parties' and, particularly for children, facilitated much-needed emotional support from their carers.

The importance of friendships created at the centre was particularly helpful for children moving from the supportive atmosphere and safety in the care of the Partner Organisation to the more precarious nature of their lives when reintegrated. Not only did friends provide emotional support – in some cases, they provided material support too, such as a place to stay, loan of money or setting up a business together.

The challenge of securing an income, once reintegrated, was mentioned by many of the children and young people consulted who talked of multiple financial pressures; supporting their own schooling costs, their own living costs and – particularly for girls and young women – supporting the costs of other family members (siblings) or their own children. Consequently income-generating schemes and vocational training provided by Partner Organisations (that were appropriate to the ages of the young people being supported) were particularly important for reintegrated children in reducing the 'stress' associated with being a source of sustainable income for their families. This was particularly important for older children and young people (aged 16-25 years). Younger children talked more frequently of the importance of learning to read and write or success in their schooling.

The most common behavioural change identified by children was self-discipline, which was mentioned particularly by younger children (aged 10-15 years) and appeared to be connected to children's sense of purpose and their plans for the future. Children's goals often revolved around doing well in schooling or securing an income.

Increased self-confidence also featured heavily as a change for children and young people that had an impact on successful reintegration. Increases in self-confidence appeared to be connected to life-skills training, making friends (at the centre) with others who understood what they had gone through and learning about rights and responsibilities. Access to schooling and, particularly, vocational training provided by Partner Organisations, combined with values instilled by staff of hard work and commitment, opened up the possibilities for many children and young people to see a positive future for themselves.

5.1.2 Indicators of successful reintegration

The second question answered by consultations with children and young people was:

What 'indicators' or 'signs' show us that a child has 'successfully reintegrated' (in the specific contexts the consultations will take place in) and, out of these, which indicators are most important for children and young people?

In analysis of the ranking of indicators developed by children it was clear that there was little difference between the top five indicators and that many indicators were inter-linked.

However, the most important indicators identified by children were that their 'basic needs were met' and that they had 'emotional support'.

Indicators on 'basic needs met' related, in the main, to short-term crisis intervention (shelter, food, water, medical care) that can be provided by many institutions that do not provide reintegration programmes. Although crisis intervention is important for reintegrated children it was not the focus of the consultations. Consequently analysis has not focused too heavily on this domain and, instead, it has focused on indicators that relate more closely to the longer-term re-unification or reintegration process.

In these cases, the remaining indicators are closely inter-linked – although indicators on 'emotional support' were identified as particularly important for successful reintegration *'when a child is shown love and is valued within the family and community'*.

Closely associated with indicators on emotional support were those on 'internal characteristics' of children and young people such as self-confidence and self-discipline which children often connected to the development of life-skills.

Similarly, behavioural changes such as being hard-working, respecting family and being able to solve problems or make decisions were ranked third by children and young people who again often associated these changes with the development of life-skills.

When children and young people were considering their long-term future, indicators on schooling and education were important: *'An educated child will support himself and his family. Education gives hope and the ability to think in long terms.'*

Many children and young people were particularly conscious of the need to generate income (both to continue their education and to support their families) for successful reintegration. Indicators on employment and work were often connected to feelings of pride and a regained sense of trust from families of reintegrated children and young people and, therefore, linked back to indicators on internal characteristics and emotional support.

5.2 Recommendations for consulting with reintegrated children

The following recommendations refer to guidelines that were developed for Partner Organisations delivering consultations with reintegrated children and are based on the feedback from staff and children received during the training process and after the consultations with children and young people were completed¹⁵.

In general, no major changes were deemed necessary to the guidelines, however, the following points are worth noting:

¹⁵ Contact Claire Cody on claire.cody@perth.uhi.ac.uk for a full copy of the guidelines for running consultations.

- Making a 'river of life' drawing is a creative and unthreatening way to help prompt children into recalling memories that may be difficult to express. It is important for facilitators to underline the functional nature of the drawing to ensure children focus on creating a 'story' rather than producing a 'beautiful picture'. Undertaking individual drawings – as a non-directive technique – allows children who are more withdrawn to participate fully. The use of felt-tip pens rather than pencils for drawings allows children to see the drawings from a distance.
- Sharing stories of change requires sensitive, non-judgmental facilitation and, for children who are recalling difficult or traumatic experiences, is likely to cause upset. Consequently, it is important that risk assessments are carried out and discussions held over the benefits versus the risks of undertaking such consultations. It is also essential that child protection procedures for the consultation are clear and are utilised sensitively during this session.
- Children's understanding and empathy towards each other can be facilitated through the stories of change session. However, for this session it is particularly important that consultation groups are not mixed gender and children are of similar age and experiences.
- The most useful data on reintegration was produced by children's development and ranking of indicators of successful reintegration. It was appropriate that ranking was undertaken by children at the end of the consultation as they had by then developed a good understanding of the concept of 'reintegration'. This understanding of the concept of 'reintegration' was facilitated by brainstorming activities at the beginning of the session.
- Ranking of indicators is likely to be hotly debated by children and young people. Therefore adequate time should be allocated for discussion and facilitators should develop options for resolving disagreements between participants (such as voting systems or timed allocations for 'debate'). In addition, it is suggested that a maximum of five indicators are ranked and that facilitators merge indicators that are similar in meaning (such as self-esteem and self-confidence) into domains.
- In discussing a 'successfully integrated child' there is a danger that children will compare their progress or success to others or to the 'ideal' and become upset that they are failing in some way. Consultation teams suggested minimising this risk by stressing to participants that reintegration is a long-term process and that no-one is 'perfectly' integrated. Also, if a child raises this issue, it can be used as an opportunity to discuss, with the child concerned, any extra services they might need in order to support areas where their reintegration is not going so well.

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Annex 1: Partner questionnaire

Nine organisations in seven countries were identified as 'Partner Organisations' for the project and were asked to complete the following questionnaire regarding their organisation of a consultation with children.

Preparing for consultations with children

In order to organise the consultations with children effectively and to set up training for consultations please could you answer the following questions by [date]. Please send your answers to [email address of consultant on children's participation]

Children

How many children can you bring together?

Ages: what is the age range of the group?

Sex: girls **or** boys

Background: what experiences have they had that are similar to each other?

How long have they been involved in your reintegration programme? (please list for each child or give a rough estimate for the group)

Will the children know each other?

Will the children know the facilitator?

What languages do the children speak?

What are the literacy levels of the children?

Staffing

Who will take on the role of 'Consultation Co-ordinator'?

Who will take on the role of 'Facilitator' for the consultation?

Does the Consultation Co-ordinator or Faciliator have any experience of using participatory techniques with children?

Who will take on the role of 'Note Taker' for the consultation?

Who will be writing the report from the consultation?

Who will take on the role of 'Child Protection Co-ordinator'?

What is their experience of dealing with child protection issues?

Logistics

How will you make initial contact with the children to ask them if they want to take part in the workshop?

How will you gain the consent of their parents or legal guardians for their child's participation in the workshop?

Do you need any specific information from us about the workshop to give to children and their parents/guardians (there are example consent forms in the guidelines)? If you need any further information please explain what you might need so we can send something to you in advance.

How long will it take the children to travel to the workshop? (please list for each child or provide a general indication eg 1-2hrs)

Will children need to be escorted (by their parent or by staff from your organisation)? If yes how will you organise this? Eg Will one staff member go and pick every child up in a mini-bus or will you ask parents to escort their children?

Will children (and their escorts) need to spend a night in accommodation to attend the workshop?

What date(s) will the workshop take place?

Will it take place over 1 day or 2 days?

Where will the workshop be held?

Is the room big enough for the workshop?

Can it be closed off so that people won't interrupt the workshop?

Costs

In order to reimburse you appropriately please can you **estimate** the following costs:

- 1 The cost per child for travel and accommodation (if necessary) for them to attend the consultation:
- 2 The cost for any escorts needed to accompany children in their travel:
- 3 The cost of hosting the consultation (food and drink, materials, resources):
- 4 The cost of staff time for Facilitator and Note Taker to take part in training and to run the consultation and produce a written report on the consultation:
- 5 Any other costs (please explain):
- 6 Total estimated costs needing reimbursement (converted into £ sterling):

Training

Training will be organised via Skype and will consist of two 1 hour Skype calls with me (Helen Veitch) in English. In the first training session we will go through the guidelines for the consultations and a number of small tasks will be set during training that help trainees to develop a facilitation plan for the consultation. Trainees will be asked to complete these tasks before the second session. In the second session we will go through the tasks and discuss any questions trainees have about the consultations.

Please answer the following questions:

Who will attend virtual training?

What times and dates can the training sessions be organized (2 × 1 hour training sessions over 2 days)? (Please provide a couple of different potential time slots)

Session 1 =

Session 2 =

Note: please send Skype addresses for participants in the training (unless they will be using the same computer) to [email address of consultant on children's participation]. Please set up a Skype account if you do not have one and test the microphone/speakers/headphones before the training, ensuring it will be held in a quiet room where you will not be disturbed. Please get in touch if you have any problems using Skype.