



MONITORING & EVALUATION
OF REINTEGRATION

TOOLKIT

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ABOUT THIS TOOLKIT



ACKNOWLEDGEMENTS

STAGE 1: HOME, THE CHILD RECOVERY AND REINTEGRATION NETWORK

This toolkit was compiled and written by Claire Cody in 2013 as part of Home: The Child Recovery and Reintegration Network, hosted by the UHI Centre for Rural Childhood, Perth College.

During this initial development of this toolkit important contributions were made by:

- October 2012 workshop participants
- Steering Group
- Consultant on Child's Participation – Helen Veitch
- Partner Organisations
- Children and young people involved in consultations

STAGE 2: THE RISE LEARNING NETWORK

The RISE Learning Network is meant to promote learning on child recovery and reintegration from child sexual exploitation.

The toolkit was edited and updated by Joanna Wakia in 2016 and again in 2019 as part of the RISE Learning Network a project implemented by Family for Every Child, Retrak and the International Centre: Researching Child Sexual Exploitation, Violence and Trafficking, University of Bedfordshire (supporting the project in an advisory role).

During this phase of development important contributions were made by:

- RISE coordination team: Lopa Bhattacharjee, Jade Tachie-Menson and Maricruz Tabbia;
- RISE regional working groups members;
- Participants in the RISE M&E of reintegration learning project from Latin America and the Caribbean, South and Central Asia and Sub-Saharan Africa;
- Isabel de Bruin-Cardoso, external consultant and advisor on the M&E of reintegration learning project.

Both projects were supported by Oak Foundation.



GLOSSARY

EVALUATION: a systematic and objective assessment of a project or programme. It generally occurs at one point in time, such as mid-way through or at the end of a project, and asks the question ‘is our project making a difference?’

DATA: facts, statistics and other raw material gathered to inform and be interpreted to help programme decision-making.

ETHICS: Ethics in M&E means ensuring that any engagement with people, especially children and vulnerable adults, must adhere to the ethical principles of respect, benefit and justice, and pay close attention to harms and benefits, informed consent, privacy, confidentiality and payment.¹

GOAL: the overarching and long-term aim of a programme.

IMPACT: sustained or long-lasting changes that have occurred beyond the lifetime of a programme, both positive and negative.

INDICATOR: measure a particular characteristic or dimension of project results (outputs or outcomes) based on a project’s results framework and underlying theory of change. In general, outputs are directly attributable to the program activities, while project outcomes represent results to which a given program contributes but for which it is not solely responsible.

INPUT: resources put into a programme to enable activities to be implemented, including human, material or financial.

LEARNING: Monitoring and evaluation should always go hand in hand with learning, which is the process of acquiring new, or modifying existing, knowledge, behaviours, skills, values, or preferences.

M&E PLAN: a guide to why, how and when monitoring and evaluation (M&E) activities will be undertaken, including ethical consideration, sampling, data collection, management and use of results.

MIXED METHODS: a set of methodologies that collects both qualitative and quantitative data

MONITORING: the on-going, routine assessment of a project or programme. To monitor progress, information is collected on a regular basis throughout the life of the project.

OBJECTIVE: the aim of a group of activities which contributes towards achieving the goal of the programme.

OUTCOME: short to medium-term changes in people’s lives.

OUTPUT: the immediate results of activities.

PARTICIPATORY APPROACHES: methods for planning, collecting and analysis data, and presenting and using results that allow children and other beneficiaries to be fully involved, for their voice to be heard and for them to be able to influence decision-making.

QUALITATIVE METHODS: an approach to collecting data that is primarily descriptive, such as stories, narratives of activities, beneficiaries’ experiences or views.

QUANTITATIVE METHODS: an approach to collecting data that can be counted or expressed numerically

SAMPLING: The process by which a smaller number of beneficiaries are selected, out of the total possible number, so that a data collection is practically more feasible but will still yield a result that is representative of the total population.

SECONDARY DATA: information that was collected by another person, such as previous research studies, censuses, organisational records etc.

SITUATIONAL ANALYSIS: an evaluation undertaken to understand the key issues, actors and context usually to inform implementation plans.

TRIANGULATION: cross-checking information by using different methods and sources.

DEVELOPMENT OF THIS TOOLKIT

STAGE 1: HOME, THE CHILD RECOVERY AND REINTEGRATION NETWORK

In October 2012 a workshop on monitoring and evaluation (M&E) of reintegration was held in Glasgow, Scotland. The workshop was hosted by the UHI Centre for Rural Childhood, Perth College and Home: The Child Recovery and Reintegration Network (which was hosted at the Centre).

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

During the meeting participants discussed challenges and current approaches to M&E in this field. Participants 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 beneficial. This would be undertaken as a project of Home, led by the Project Coordinator, Claire Cody.

In January 2013 an Inter-Agency Steering Group was formed to support the project which included representatives from EveryChild, IOM, Save the Children UK and, as the project developed, representatives from UNICEF, Retrak and Mkombozi also joined the group.

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 and young people.

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

- Explore whether some of the assumptions held surrounding the challenges of M&E were supported by those working in the field;
- Explore what M&E data was currently being collected and how people were gathering this information;
- Understand what 'changes' organisations sought to measure;
- Gather views regarding different methods and approaches.

Fifty-three respondents answered the questionnaire. Many of the findings and views have been incorporated into this toolkit and are also presented in a separate report.²

In May 2013 an Independent Consultant on Child Participation, Helen Veitch, was hired to support the process of coordinating consultations with children and young people who had been supported by organisations in their reintegration. The aim of the consultations was to understand children and young people's experiences of change and what they felt were the most significant changes that had happened to them since coming into contact with a support agency.

The consultations also aimed to learn from children and young people what they felt were good 'indicators' or signs that a child or young person had 'successfully reintegrated'. Capturing their discussions and descriptions of reintegration would allow the generation of child-centred, culturally relevant indicators in the different locations where consultations were to be held. The consultations would also provide critical information on the different areas where children felt there had been the most change.³

2. See the report Cody, C. (2013) 'Findings from the Survey 'Monitoring and Evaluating Reintegration Programmes for Children'. UHI Centre for Rural Childhood.

3. 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. For more information on this please see the full report Veitch, H. (2013) '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'. UHI Centre for Rural Childhood.

The resource pack developed for the consultations – including the guidelines, ethical strategy, risk assessment and session plans – are available separately, along with a report of the findings.⁴ This process acknowledged the fact that children are ‘experts in their own lives’⁵ and should therefore be consulted and involved when it comes to monitoring and evaluating the programmes that impact on them.

The Consultant and the Project Coordinator worked together with nine Partner Organisations in seven countries:

- Challenging Heights in Ghana
- Pendekezo Letu in Kenya
- UYDEL and Retrak in Uganda
- Shalom Centre in Tanzania
- Retrak in Ethiopia
- Atina in Serbia
- TjeterVizion and Different and Equal in Albania

The Partner Organisations received virtual training and in-depth guidelines on how to safely carry out the consultations with children and young people. Sessions were facilitated by staff at the Partner Organisations and involved 89 children and young people who had moved on from shelter homes and centres and who were living back with families, in foster families, with friends or independently.

The findings from the consultation have shaped the development of this toolkit and provided insights into the types of tools and methods that could be used to explore reintegration with other children and young people.

STAGE 2: RISE LEARNING NETWORK

In 2015, Family for Every Child, Retrak and the International Centre: Researching Child Sexual Exploitation, Violence and Trafficking, University of Bedfordshire (supporting the project in an advisory role), came together to lead the implementation of the RISE Learning Network, from 2015 to 2018.

RISE aimed to promote and facilitate learning on Recovery and Reintegration (R&R) approaches that improve outcomes for children and adolescents affected by sexual exploitation (CSE). RISE was supported by Oak Foundation, as was Home, and was designed to build on the work which was started by Home.

The RISE Learning Network aimed to bring together a diverse group of previously unconnected organisations, some of whose work in R&R may be advanced or innovative but so far only implemented at a local level or focused on one area of vulnerability. The RISE Learning Network was built on three regional learning hubs in Latin America and the Caribbean (LAC), South & Central Asia (SCA) and sub-Saharan Africa (SSA). Members of the network within each region were able to participate in Learning Projects with the aim to capture and disseminate local learning in order to positively influence policy and practice regionally and globally.

The development and use of this toolkit was a key part of the first Learning Project on M&E of reintegration. As part of this Learning Project scoping of the situation of M&E of reintegration was undertaken with regional working group members in early 2016, as well as feedback from international actors in relevant sectors.

4. For full details of the consultation please see the report Veitch, H. (2013) ‘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’. UHI Centre for Rural Childhood.

5. Langsted, 1994 as cited in Crivello, G., Camfield, L. Woodhead, M. (2009) How can children tell us about their wellbeing? Exploring the potential of participatory research approaches within Young Lives Soc Indic Res (2009) 90:51-72.

This toolkit was then revised based on this scoping and feedback, and examples of good practice from working group members were included. Following the dissemination of this toolkit organisations applied to participate in the Learning Project on M&E of reintegration.

The following organisations were selected to participate in the Learning Project:

- ABTH, Brazil
- African Network for the Prevention and Protection against Child Abuse and Neglect – Nigerian Chapter (ANPPCAN Nigeria)
- Awareness Against Human Trafficking (HAART) Kenya
- Centre for Excellence in Alternative Care, India
- Challenging Heights, Ghana
- Child Workers in Nepal Concerned Centre
- FXB India Suraksha
- Good Shepherd International Foundation and their partners: Albergue Rosa Virginia, Paraguay; Sartasim Kullakita, Bolivia; Instituto Santa María Eufrasia Pelletier, Costa Rica; Hogar Rosa Virginia, Panama; Instituto Santa María, Argentina
- Kolkata Sanved, India
- LifeLine/Childline Zambia
- Munasim Kullakita, Bolivia
- ONG Paicabi, Chile
- Rescue Dada Centre, Kenya
- Sanlaap, India
- Taller de Vida, Colombia
- Terre des hommes Foundation Lausanne (Tdh) Nepal
- The CRADLE - The Children's Foundation, Kenya
- Trace Kenya
- Transcultural Psychosocial Organisation (TPO) Uganda
- Uganda Youth Development Link (UYDEL)
- Undugu Society of Kenya

The members accessed webinars, coaching sessions and mentoring to help them review their own M&E practices and to find ways to move forward with adapting their activities, adding in new tools and developing monitoring frameworks. The participatory and peer-learning approach of the Learning Project was valued by participants, many of whom saw positive changes in their M&E practice, in their understanding and management of reintegration programmes and in the impact on children and young people supported in reintegration. The participants in the Learning Project contributed to mid-term and final reviews (SCA and SSA mid-term report, SCA and SSA final review report and LAC mid-term review) of the learning project and the final evaluation of the whole network in 2018. The revision of this toolkit in 2019 was based on the findings from the learning project reviews and the final evaluation.

What is in the toolkit– and what is not?

The toolkit provides ideas, examples and suggestions of how agencies could collect monitoring and evaluation data with, from and about the children and young people they work with.

The toolkit does not provide details of how to develop programmes nor is it a blueprint that can simply be copied and implemented. It is instead a resource that provides general information on:

- Why continuous monitoring and evaluation of reintegration processes is important, especially to understanding how these impact on children's wellbeing and life experiences;
- What could be measured to assess reintegration;
- How this information could be collected.

There is no universal approach to monitoring and evaluating reintegration. However, the toolkit emphasises that any processes undertaken, or tools that are developed, must be tailored and appropriate to the local context and must be carried out in an ethical and safe manner. In this toolkit there is a focus on participatory methods that involve children from the start.

Who is the toolkit for?

This toolkit is primarily for individuals working at agencies that oversee, manage and support children and young people in their reintegration back into families and communities. The toolkit will be of particular relevance to individuals who are involved in the planning of reintegration programmes and the implementation of monitoring and evaluation activities linked to these programmes.

Some of the introductory sections will also be useful for policy-makers and those responsible for overseeing and regulating reintegration efforts, who will be able to guide others and make use of data generated by M&E systems.



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SECTION A WHY AND WHAT?

1. WHY MONITOR REINTEGRATION?

This section will be mainly useful to readers that are new to M&E and reintegration. This section of the toolkit seeks to answer the questions of why we need to monitor and evaluate our reintegration programmes and what is monitoring, evaluation and reintegration. Key terms used in this toolkit will also be clarified.

Chapter one looks at why monitoring and evaluation is needed in the area of reintegration and why we are looking across groups of separated children who benefit from reintegration programmes.

Chapter two explores reintegration more closely, what it is and how it can be defined. This pulls on background studies which were undertaken in the initial phases of this toolkit's development.

Chapter three moves on to explore what monitoring and evaluation (M&E) are and some of the key terms associated with M&E. In addition participatory M&E is explained and how this can be a key approach with vulnerable children and families.

Why do we need an M&E of reintegration toolkit?

Many organisations around the world are supporting children who have become separated from their families. Most of these children are considered to be vulnerable due to their situation and circumstances. The ultimate goal for most organisations is to reunite these children with their families, or if this is not possible, place children into alternative family-based environments, and support their reintegration back into the wider community.

Considerable attention and resources have been targeted at the reintegration of different groups of children, yet rigorous evaluations of these interventions are rare and it is not always clear what lessons are being learnt.⁶

When evaluations do take place, the focus tends to be on whether the programme objectives were achieved, rather than if the activities benefited the children or how and why they made a positive impact.⁷

This means we might be learning if a programme did what it said it would do and reunified X number of children with their families, – but we are not learning how reunification and reintegration was supported, what it was that made a real difference, and how this affected the overall well-being of these children and their families.

If we hope to improve the current responses to children, and understand and strengthen reintegration programmes, then we must get better at monitoring and evaluating reintegration programmes. However, we must also increase our understanding of how children's well-being can be improved and what 'successful reintegration' looks like from the point of view of the child, their family and community.

6. Jordans, M.J.D., Komproe, I.H., Tol, W.A., Ndayisaba, A., Nisabwe, T. and Kohrt, B.A. (2012) Reintegration of child soldiers in Burundi: a tracer study. *BMC Public Health* 2012, 12:905; Coren, E., Hossain, R., Pardo Pardo, J., Veras, M., Chakraborty, K., Harris, H. & Martin, A. (2013) Interventions for promoting reintegration and reducing harmful behaviour and lifestyles in street-connected children and young people (Review). The Cochrane collaboration, Wiley and Sons Ltd.

7. Wedge, J. (2013) Reaching for Home: Global learning on children's reintegration in low or lower-middle income countries, Inter-Agency Group on Reintegration.

Monitoring and evaluation are therefore important to allow us to:

- Know whether we're making a difference, identifying the outcomes and impact of our work
- Identify any negative, unintended consequences that have resulted due to implementation
- Generate information on the process, progress and effectiveness of the programme
- Understand the sustainability of programme interventions in helping children, young people and families move forward in the long-term
- Learn and improve practice and decision-making in the future
- Replicate and scale-up successful interventions
- Build a stronger, more robust evidence-base for policy making and advocacy
- Motivate staff and show them how they are making a difference
- Be accountable to donors and beneficiaries
- Be transparent

When M&E is done well, it can tell us not only what works, but how and for whom.⁸

During the reviews and evaluation of the RISE Learning Network several participants in the learning project on M&E of reintegration noted how their views of M&E had shifted. Some of their feedback included:

Previously, we had challenges that when children reunited with their families, they would often be re-trafficked... As we participated in the Learning Project on the M&E of reintegration... we were able to develop follow-up systems and mechanisms for monitoring reintegrating children.” (SSA participant)

“The gap that we had ... is we did not provide strong evidence to back up our statements that we have reintegrated [children] successfully... Our partnership with RISE opened up our thinking and broadened our definition of successful reintegration.” (SSA participant)

“[T]hrough the monitoring and evaluation of reintegration Learning Project, you can really see growth and how the quality of our services has improved.” (LAC participant)

“[The use of diaries] was significant as it allowed the children to be in control of the whole process and have a sense of ownership. It also gave the counselors good insight about the kind of problems children were facing.” (SSA participant)

8. Claessens, L.F., de Graaff, D.C., Jordans, M.J.D., Boear, F., Yperen, T.V. (2012) Participatory evaluation of psychosocial interventions for children: a pilot study in Northern Uganda. *Intervention*, 10(1), 43-58

9. Moncrieffe, J. (2006) The power of stigma: encounters with 'streetchildren' and 'restavecs' in Haiti. *IDS Bulletin*, 37(6). Institute of Development

Why are we looking across different 'groups' of children?

Since the 1980s, development agencies have used labels to categorise 'needy populations' in order to prioritise assistance and draw attention to specific segments of society.

Organisations have tended to focus on particular categories of children: children living and working on the street; children living in institutional care; children affected by war and armed conflict; unaccompanied children; migrant children; trafficked children; and sexually exploited children.

This may be logical as it allows organisations to develop specialist knowledge which helps them to develop effective support strategies for children who have shared experiences and needs. However, children themselves may not identify with the labels they are given and are in fact often embarrassed or ashamed to be identified as such.

Recent opinions suggest that children's vulnerabilities are 'interwoven' and that children do not always fit neatly into the 'boxes' that have been created by organisations.

A child who is identified as a street child may have started his or her journey as a migrant or may be running from a forced marriage.¹⁰ By labeling and focusing on one supposed 'group' of children, there is likely to be duplication of effort, overlap and inefficiency and there is a danger that such a focus may stigmatize children and direct resources away from other children who may be in just as much need.¹¹

There is now increasing recognition that a great deal could be gained from exchanging ideas, learning and sharing tools across organisations working

on reintegration in different settings. For example, lessons from post-conflict reunification efforts in Sierra Leone and Rwanda could be relevant to those tackling reunification issues for young people living on the streets.¹² Indeed, during the evaluation of the RISE Learning Network it was clear that one of the strengths of the Network was the creation of new connections and learning opportunities between peer organisations working on reintegration, within and between regions, and across a range of child vulnerabilities.¹³

There is also an increasing focus on child care reform globally, emphasising the importance of enabling children to remain in and return to safe and nurturing family care.¹⁴ Reintegration is a key part of care reform if children who have been placed unnecessarily or inappropriately in institutional care are to regain a chance to grow in a positive family environment.

There are many common challenges, needs and responses surrounding reintegration, therefore, it makes sense to combine this learning. This toolkit has been developed with 'reintegration at the heart of the process, regardless of the child's situation and 'label.' It draws from literature and practical experience across a range of different 'groups' of children and this has helped to draw out the common approaches. Therefore, this toolkit should be useful for any agency working with children separated from parental care who are:

- Supporting children to be reunified with family members
- Supporting children to find permanent family-based support
- Assisting children in their wider reintegration and inclusion in society.

10. Ager, A., Zimmerman, C., Unlu, K., Rinehart, R., Nyberg, B., Zeanah, C., Hunleth, J., Basiaens, I., Weldy, A., Bachman, G., Blum, A.B. and Strottman, K. (2012) What strategies are appropriate for monitoring children outside of family care and evaluating the impact of the programs intended to serve them? *Child Abuse and Neglect*, 36, 732-742

11. Ibid

12. James-Wilson, D. (2007) *Building bridges to mainstream opportunities: Displaced Children and Orphans Fund guidance on funding priorities and parameters for street children programming*. USAID; Wedge, J. (2013) op cit

13. RISE Learning Network (2019) *RISE Learning Network Final Evaluation*

14. Williamson, J & A Greenberg (2010) *Families, Not Orphanages*, Better Care Network Working Paper 9. New York, Better Care Network

15. See background paper - 'Common themes across reintegration programming' for more details on these themes

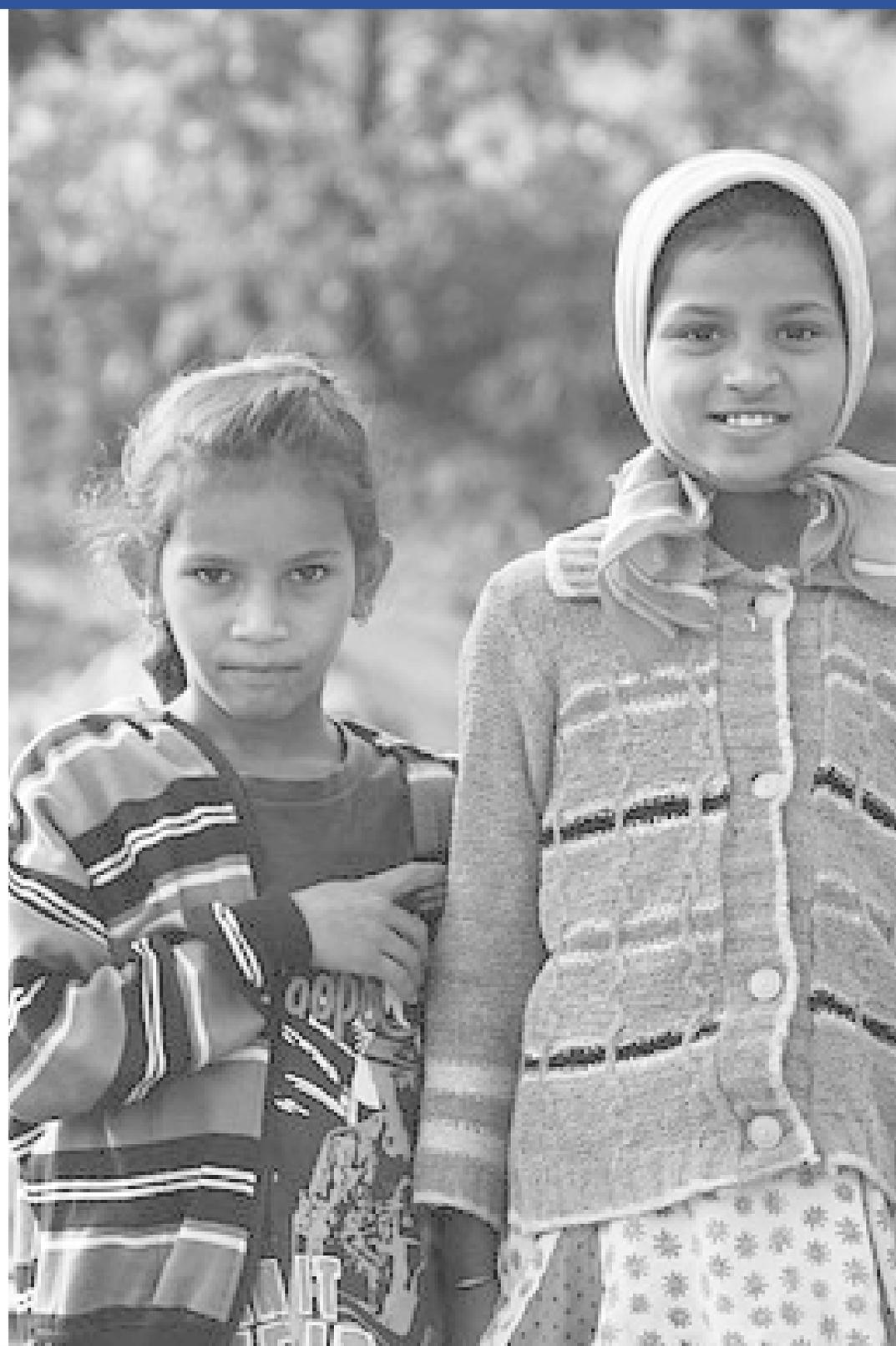
Specific needs of children affected by Child Sexual Exploitation

Despite the aim to make this toolkit useful to a wide range of children going through reintegration, it is important to bear in mind that children affected by CSE have some distinctive needs that should be taken into account.

Some of these distinguished issues include:

- Shame and stigma associated with child sexual exploitation that is further challenged by the mind-set and attitudes of families and communities in accepting and supporting these children;
- Children returning when they are pregnant or with infants;
- Specific physiological health issues such HIV/AIDS, tuberculosis or and others;
- Specific mental health issues such as severe violent or withdrawn behaviours;
- Victim's denial of the experience of sexual exploitation due to the nature of "grooming" into CSE;
- Families and communities that forced children into CSE or communities where CSE is practiced as a social norm; and
- Lengthy and insensitive judicial processes that hinders recovery and reintegration processes.

It is important that these issues are covered by monitoring plans within programmes specifically addressing children affected by CSE.



2. WHAT IS REINTEGRATION?

What you will find in this section

- Definitions of reintegration
- Common features and challenges across reintegration programming
- Elements of successful reintegration
- Activities within reintegration programming
- Targeting changes at different levels within reintegration programming

Across the world many children become separated from their families for different reasons : some children may run away or leave home in search of a better life or opportunities; a number may be abandoned or placed in alternative forms of care; others will be separated by disasters or war; and some will be taken away from their families and exploited by others.¹⁶

Experiences gathered from people all over the world suggest that the best place for a child to grow up is within a family unit. This is enshrined in the UN Convention on the Rights of the Child and promoted through the UN Guidelines for the Alternative Care of Children¹⁷.

It is in the child's best interest to be reunified with family members when possible and safe to do so. In some cases, however, it may not be a case of simply reuniting children with family members.

For children who have been separated for a length of time, who have become separated due to difficulties within the home (such as abuse or domestic conflict), or for those whose time away has been marred by exploitation, addiction or violence, a greater level of support and assistance may be required. This may include psychosocial support, access to basic services such as health and education, assistance to gain new skills, knowledge and behaviours, legal assistance, family mediation, and economic strengthening of the household. Such activities often fall under the umbrella term: 'reintegration programmes'¹⁸.

In cases where the child has no family, is unwilling to be reunited with family or where the family is not deemed safe or able to care for the child, the child may be integrated into extended family or into a new family or community. If such a move is deemed as a permanent, durable solution, this work may also be classed as reintegration work.

16. Smith, K. & J. Wakia (2012) Retrak technical brief: Family reintegration for children living on the streets. Manchester, Retrak; Wedge, J. (2013) op cit; Williamson, J & A Greenberg (2010) op cit.

17. UN General Assembly, Convention on the Rights of the Child, Resolution 44/25 (20 November 1989) New York, United Nations; UN General Assembly, Human Rights Council, Guidelines for the Alternative Care of Children, A/Res/64/142 (24 February 2010) New York, United Nations.

18. Of course not all children are assisted in their reintegration and it is believed that many children 'self-reintegrate' without the support of organisations.

Definitions of reintegration

Reintegration is defined, in the Interagency Guidelines for Children's Reintegration, as:

'The process of a separated child making what is anticipated to be a permanent transition back to his or her family and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life' ¹⁹.

For the purpose of this toolkit reintegration programming is defined as:

'Any activities that support children to make what is anticipated to be a permanent transition back to his or her family and community (usually of origin), in order to receive protection and care and to find a sense of belonging and purpose in all spheres of life.'

What is clear in these definitions and in how children and young people define reintegration is the importance of children's wellbeing after their reunification with family and community.

This wellbeing is multidimensional, it includes access to health care and education, but often more important to children and young people is their sense of safety, feeling of acceptance, ability to build supportive and trusting relationships and feeling they have control over their lives and an exciting future ahead of them.

Common features and challenges across reintegration programming

There are some common themes that emerge when it comes to the reintegration of children and young people ²⁰:

- It is different for every child
- Age, gender and sexual orientation, as well as reason and duration of separation from family, must be considered in determining approaches to reintegration
- Safe, supportive, healthy and caring family is best
- Reintegration is a process, not a programme, and involves many different stages and activities
- Reintegration involves working with families and communities, including local child protection systems, not just the child
- Children may face stigma and discrimination
- There may be unintended consequences of programming
- Follow-up can be challenging
- There are challenges surrounding the use of interim and alternative care
- Staff burnout is an issue
- Gender plays a role in what services are available
- Prevention of (re)separation is important ²¹.

19. Interagency Group on Reintegration (2016) Guidelines for Children's Reintegration

20. Based on Cody, C. (2013) Common themes across reintegration programming. UHI Centre for Rural Childhood and updated with experiences from RISE Learning Project feedback.

21. For instance, in a recent report on a project supporting street-connected girls to reintegrate in Kinshasa, in the Democratic Republic of Congo, out of the 76 girls who had been reunified with their families over 25% had returned to the street, Guntzberger, M. (2013) Research on factors surrounding the family reintegration of street girls in Kinshasa, DRC: the search for long-term and durable solutions in the light of 'multiple stigmatisations'. Family for EveryChild and War Child

Children's views...

Definitions of reintegration

These definitions were developed by children and young people who were part of the 2013 consultation:

- 'Successfully reintegrated child is a child that is healthy, loved, satisfied and laughing, living in a non-violent family and attending school.' – Children and young people in the consultation with Atina staff in Serbia.
- 'Having a safe house to live, living independently or with a family, having a job place and feeling happy and safe.' – Young people in the consultation with Different & Equal staff in Albania
- '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.' – Mango ²², in the Uganda Youth Development Link (UYDEL) consultation

As part of the RISE Learning Network's learning project on survivors voices in 2018 a group of young people in Nepal developed this definition of reintegration to inform and guide their research project:

Reintegration means to enable the children to have a permanent, protective, healthy and independent environment, along with the identification of their goals and objectives in their lives, after taking them out from exploitative/vulnerable situation or place.

For this group the physical safety and health of a reintegrating young person was highlighted alongside the importance of emotional support and wellbeing. They also emphasised the need for skills and ability to be independent at the same time as still having someone to whom they can turn to for support when necessary.

Elements of successful reintegration

Studies have identified a number of important elements that appear to be helpful in aiding the transition, integration and acceptance of young people ²³. Many of these elements or resources are thought to promote resilience in children and young people (the ability to 'bounce back' following adversity) and at the same time help to challenge negative perceptions of the child that may be held by family and community members ²⁴.

FIGURE 1: ELEMENTS OF A SUCCESSFUL REINTEGRATION



23. For example, in a study with former Colombian child soldiers who were identified as 'resilient', particular themes in these young people's narratives were believed to have promoted their resilience. This included having a sense of agency, having a connection to the community, maintaining a sense of hope for the future, and connecting with spirituality (Cortes, L. and Buchanan, M.J. (2007) The experience of Columbian child soldiers from a resilience perspective. International Journal for the Advancement of Counselling, March 2007, Volume 29, pg 43-55). In another study with refugee children, it was found that ensuring that children had at least one reliable adult in their lives and had opportunities to think about what happened to them could mitigate any distressing experiences. Giving space and allowing these young people to develop a sense of their own 'agency', where they were able to make choices and maintain familiar habits and rituals from their past, were also identified as being helpful (Blackwell and Melzak, 2000 as cited in Kohli, R. (2011) Working to ensure safety, belonging and success for unaccompanied asylum-seeking children. Child Abuse Review, 20, 311-323). Others researching in this field have summarised these elements and identified three key concepts in separated children's lives: safety, belonging and success (Kohli, R. (2011) Working to ensure safety, belonging and success for unaccompanied asylum-seeking children. Child Abuse Review, 20, 311-323).

24. See background paper - 'Important cross-cutting elements in reintegration' for more details on these elements

It is important to understand that these elements are not always distinct but are often connected. For example, being good at something or being successful may lead to greater self-worth and greater acceptance within the community. Similarly, developing trust may allow a strong relationship with an adult to grow.

These cross-cutting elements should be considered and promoted across all activities and interventions, whether these are focusing on the child's health, education or care. Opportunities should be established within all projects to build and strengthen these elements and resources in all young people being assisted.

Activities within reintegration programming

Agencies which support and assist children and aim to reunify and reintegrate young people often provide a holistic package of services,²⁵ including psychosocial support, access to health, education and skills training.

There are different ways to divide these activities but these domains will often overlap. How children are faring in one area may also impact on another. For example, if children do not have a safe and secure place to sleep or don't have enough food to eat, will likely see their ability to concentrate on their education affected.

For the purposes of this toolkit, work that supports reintegration and well-being has been divided into the eight areas shown in figure 2.²⁶

Targeting changes at different levels within reintegration programming

Programmes operate at different levels. Much of the work will be focused on supporting the child, taking care of their immediate basic needs and helping them to build the skills and resources they require to adjust and move on with their lives.

Programmes will also involve the parents or carers, siblings and extended family, helping them prepare and build a stable and secure household so they can protect and support a returning child.

In addition, there will be work at the community level. The community may include peers and adult members that the child or young person could potentially draw support from, such as teachers, religious leaders, health workers and employers.

Programmes may seek to change the knowledge, attitudes and behaviours of these community members so that they are more welcoming, accepting and respectful to returning children and are better able to protect them.

For example, health workers may be trained so that they have more knowledge about the child's experiences, which may decrease discriminatory attitudes.

Programming may also seek to influence policy and legislation at the local, state or national level. For example, aiming to change the requirements needed for a child to access education or advocating for children to benefit from particular state schemes and programmes.

Organisations may also be involved in work regionally or internationally, working with other organisations and bodies to learn and share information on how to better protect and care for children and young people during their reintegration.

It is therefore important to measure changes at all these different levels and, through monitoring, assess the effectiveness of the different types of activities that the organisation engages in.

FIGURE 2: AREAS OF WORK



25. Cody, C. (2013) Overview of common themes in reintegration. UHI Centre for Rural Childhood

26. There are of course many ways to split these domains. In the consultation with children and young people indicators were split into the following categories: basic needs met, emotional support, internal characteristics, behaviour, education, rights and income and work. However, for ease the domains here have been split thematically to match programme areas and activities. That said the indicators and aspects mentioned by children and young people have been included in the tables of outcomes.

3. WHAT IS MONITORING & EVALUATION?

What you will find in this section:

- What is monitoring and evaluation?
- Methods in M&E
- Choosing methods
- Participatory M&E

What is monitoring and evaluation?

Monitoring is the on-going, routine assessment of a project or programme. To monitor progress, information is collected on a regular basis throughout the life of the project. The information collected through the monitoring process often captures **output** (the immediate results of activities) and **outcome** (short to medium-term changes in people's lives) data which is useful to helping implementors learn and adapt and can be a useful source of information in the overall evaluation of a project.

Monitoring tends to answer three basic questions:

- Who are we reaching?
- What are we doing?
- What immediate difference is it making?

General information to be collected during monitoring includes:

- A record of participants and basic information – including age, gender, education level, living arrangements, time involved in exploitation, etc. This answers the 'who' question.
- A record of activities – dates, types of meetings or events, numbers of those involved. This answers the 'what' question.²⁷
- Simple assessments of changes in participants' lives – participants' views or staff assessments of changes. This answers the 'what difference' question.

An **evaluation** is a systematic and objective assessment of a project or programme. It generally occurs at one point in time, such as mid-way through or at the end of a project, and asks the question 'is our project making a difference?'

An evaluation may wish to assess:

- The process of the project (**process evaluation**) – how it was implemented. This may be done by asking those involved at regular intervals what they think of the activities, what they like or don't like or what changes they would like to see. It may also be carried out after a specific training programme has finished to garner feedback.
- The effects or changes that occurred as a result of the project of programme (**outcome evaluation**).²⁸ This is probably the most common form of evaluation.
- The sustained or long-lasting changes that have occurred beyond the lifetime of the project, both positive and negative, that the project has made a contribution to (**impact evaluation**).

Methods in M&E

There are different methods that can be employed when it comes to collecting monitoring and evaluation data.

Mixed methods is a term refers to the use of methods that collect both qualitative and quantitative data. This approach often generates a good overall picture providing numbers, stories and descriptions. Mixed methods also allow for **triangulation**, this refers to the cross-checking of information by using different methods and sources.

27. Based on Austrian, K. &Ghati, D. (2010) Girl-Centered Program Design: A Toolkit to Develop, Strengthen, and Expand Adolescent Girls Programs. Population Council

Choosing methods

There are a number of practical and ethical things to consider when selecting methods to collect data. Methods should:

- Produce data that can be used and analysed to inform learning and decision-making
- Be participatory
- Be simple
- Be in accordance with ethical standards ³⁰
- Suit the nature of the activities, scale of work and purpose of monitoring and evaluation (eg is it for accountability or internal learning purposes?)
- Be achievable with the resources available ³¹

- Relevance – To what extent are the objectives valid? Are the activities and outputs in line with the goal?
- Effectiveness – To what extent were the objectives achieved?
- Efficiency – Was it cost-effective?
- Impact – What has happened as a result of the programme or project? What real difference has the activity made to the beneficiaries? How many people have been affected?
- Sustainability – To what extent did the benefits of a programme or project continue after donor funding ceased?

Source: DAC Criteria for Evaluating Development Assistance

DAC Criteria for Evaluating Development Assistance

The Development Assistance Committee (DAC) has developed a number of principles to keep in mind when evaluating development projects. When developing an evaluation plan, it is important to think about including these lines of enquiry:

28. It should be noted that experimental evaluation design is probably the only way to really establish the effects of a particular programme. When we talk about measuring outcomes” in a project monitoring context or in evaluations without an experimental or quasi-experimental design, we are attempting to assess possible contributions to change but cannot make claims about causality as we do not know if other factors made the difference of whether it was the programme. The ‘gold standard’ for evaluations is a randomised control test however for many organisations do not have the resources to support such experiments.

Quantitative methods

Qualitative methods

What and why?

- **Quantitative methods** tend to be used to answer the following questions: How much? And how many?
- Answers may take the form of 'Yes/ No' 'True/ False', 'Agree/Not Agree'
- Change is demonstrated through numbers eg 50 children (25% of assisted children) completed the life skills training programme

- **Qualitative methods** help us to understand why and how changes occur .
- Change is shared through descriptions eg children and young people reported that they had learnt new skills during the life skills programme and were now more confident – for example one child mentioned that he was no longer scared to speak up in class

Methods

- Project records such as registers of participation or lists of events
- Surveys
- Questionnaires
- Information from secondary data such as census or other statistical reports
- Existing standardised psychosocial measures ²⁹

- Interviews
- Focus-group discussions
- Observations
- Case studies
- Participatory, Learning and Action tools
- Photovoice / participatory photography

The + & -

Quantitative methods are often seen as more rigorous, however, they run the risk of trying to simplify very complex issues and tell us little about why and how change happens.

These methods tend to lead to a huge amount of data that is not always organised and can be hard, or take a long time, to analyse.

Participatory M&E

If we want to know more than simply ‘what were the outcomes’ and ‘what was the process’ then we may want to use [participatory approaches](#) so we also know what those who were involved really thought about the programme or project ³².

Participatory methods involve a wide range of tools, techniques and processes. However, it is important to understand that:

*“No method is inherently ‘participatory’... it depends on how a method is used” and is therefore tested ‘in action’.*³³

Generally, participatory methods are often envisaged as being more creative or ‘fun’ when compared to traditional research methods. Those engaging in participatory data gathering may use drawing, games, photography, drama or film to collect data and views. Participatory methods also tend to involve more group work rather than individual work.

For instance some of the participatory methods included in this toolkit include:

- Most Significant Change stories
- Diaries
- River of Life
- Body mapping
- Suggestion boxes
- Grain Pot tool

Participatory approaches towards M&E of reintegration can allow us to:

- Develop appropriate, socially and culturally grounded indicators and measures that take account of age and gender;
- Make standard concepts such as ‘reintegration’ meaningful in different contexts;
- Involve children in data-gathering in a meaningful way;
- Strengthen ownership and sustainability of interventions at local levels;
- Identify local priorities to inform contextually appropriate interventions;
- Collect relevant information;
- Understand the process of change and how and why changes happen;
- Better understand the complexity of issues.

Over the years it has become clear that it is [critical to understand the child’s world through their eyes](#) rather than through those of adults. It has been suggested that there is a tendency for agencies to assume certain things when it comes to children. For example, agencies have tended to wrongly presume that for children affected by conflict, the greatest cause of suffering and risk comes from their past experiences of war rather than the problems they are facing today and the concerns they have for their future ³⁴.

30. Hart, J., Galappatti, A., Boyden, J., Armstrong, A., (2007) Participatory tools for evaluating psychosocial work with children in areas of armed conflict: a pilot in eastern Sri Lanka, *Intervention 2007, Volume 5, Number 1.*, Page 41-60

31. Gosling, L. (2013) *Monitoring and Evaluation: How to guide.* BOND

32. Claessens, L.F., de Graaff, D.C., Jordans, M.J.D., Boear, F., Yperen, T.V. Participatory evaluation of psychosocial interventions for children: a pilot study in Northern Uganda. *Intervention 2012, Volume 10, Number 1, Page 43 - 58*

33. Beazley, H and Ennew, J (2006) Participatory methods and approaches: Tackling the two tyrannies. In V. Desai and R. Potter, eds, *Doing Development Research* London: Sage, 189-199.

34. Hart, J., Galappatti, A., Boyden, J., Armstrong, A., (2007) Participatory tools for evaluating psychosocial work with children in areas of armed conflict: a pilot in eastern Sri Lanka, *Intervention 2007, Volume 5, Number 1.*, Page 41-60

During the evaluation of the RISE learning project on M&E of reintegration it was clear that the participatory nature of many of the tools in this toolkit was appreciated by participants. Here are some of the things they said about participatory M&E:

“The children were more expressive through the diagrams that were drawn by them on chart papers [when they were asked during group discussions to express their views on successful indicators of reintegration]. As such, we believe when the child puts forth their thoughts without being pressured, that is the best part.” (SCA participant)

“It also creates a sense of ownership... [she] was so excited to see how far she had come with her household and how much she had contributed to the welfare of the family.” (SSA participant)

“[It] has led to significant changes in our daily work, in the way we do things. As we started examining our work and looking at our services through a different lense. We are starting to update our practices. Now we are more aware of their needs and pay more attention to the girls’ requests.” (LAC participant)

“The girls are very motivated and enjoy participating [in the use of suggestion boxes]. It has helped their self-esteem to see that their suggestions and requests are taken into consideration.” (LAC participant)



TIPS: BENEFITS AND RISKS OF PARTICIPATORY APPROACHES

Participatory approaches can benefit children and others involved by helping them to:

- Feel involved and part of the programme;
- See how many changes have taken place and how far they have come;
- Feel empowered as they work towards their goals;
- Develop confidence;
- Be recognised as experts and active agents, not ‘victims’;
- Have some form of control and voice.

There are, of course, some general dangers when involving children and young people in such exercises, though many of these risks come with all forms of data-collection and not just when using participatory methods:

- Gathering views and experiences may ‘trigger’ upsetting memories and open old wounds;
- Asking young people about their needs may raise expectations and they may expect to receive support ;
- Visiting children’s homes to collect data may draw unwanted attention to the child and family and identify them as a ‘victim’ (it may be more appropriate to ask children who want to be involved to meet at a different location);
- Bringing a group of people together as they have a shared experience may lead to the group being stigmatised;
- Bringing up bad memories or exploring problems and issues may mean that that person needs some support which may not exist or may not be available;
- There may be problems in looking at exercises that lead to discussions of the ‘ideal’ and, the ‘ideal child’ when the individuals involved may be far removed from the ‘ideal’³⁵;

- May be tokenistic, this is defined as situations where children “are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions.”³⁶;
- Not all children will wish to engage in the same way – some children may love drawing while others would rather talk or write;
- Participatory methods with children can be challenging in highly hierarchical societies that marginalize the views of children.³⁷

TIPS: ISSUES TO THINK ABOUT WHEN COLLECTING DATA IN GROUPS

Collecting data from a group situation can be helpful however, it is important to think about the following points:

- Groups should be built around common experience and understanding and members in the group should have similar characteristics (eg same age, sex);
- In a group situation children should be able to decide how much they would like to share;
- Group methods will not be the best option when planning to gather in-depth or sensitive information from individuals, especially shy or quiet children;
- Group-based activities may need to be followed up with individual interviews;
- It is important that group work doesn’t seem tiresome or too much like school.
- Group work allows for consensus to be built;

When there are more children in the group, this may result in a power shift which may give children more confidence to voice their views and challenge adult views.

35. Ibid

36. Hart, R. (1992) *Children’s Participation: from Tokenism to Citizenship*. Florence: UNICEF International Child Development Centre. See also Beazley, H and Ennew, J (2006) *Participatory methods and approaches: Tackling the two tyrannies*. In V. Desai and R. Potter, eds, *Doing Development Research* London: Sage, 189-199.

37. (Boyden and Ennew as cited in Crivello, G., Camfield, L. Woodhead, M. (2009) *How can children tell us about their wellbeing? Exploring the potential of participatory research approaches within Young Lives Soc Indic Res* (2009) 90:51–72



LEARNING TO VALUE AND GAIN CONFIDENCE IN CHILDREN'S PARTICIPATION

Good Shepherd International (GSI) was first in touch with the RISE Learning Network through one of our projects in Nepal, from where it was shared with our Americas team. Through the M&E of reintegration Learning Project you can really see growth and how the quality of our services has improved. This project has been key in helping us identify problems and risk situations and has helped us become better at what we do.

The suggestion boxes, part of the M&E of reintegration Learning Project, has had the most significant impact on our members in Paraguay, Bolivia and Argentina. The project has really changed our understanding and positioned us differently in our work. The participatory element, giving a voice and an active role to the beneficiaries, while we take more of a facilitation role, has led us to understand that even though the children we work with are vulnerable and at high-risk, they have the ability to make decisions and express opinions, and we should not be making decisions for them.

We recognize the importance of child-centred work, but we did not know how to make this change and our member organizations were afraid of not having sufficient knowledge and capacity to encourage child and youth participation.

We started the project with fear, but seeing how the youth reacted and how keen they were to participate has been eye opening. The girls themselves built the boxes, established the rules and owned the process. You can see the change in them, that they managed to appropriate their space. This has helped us detect potential in the girls and also difficulties.

What is also interesting is that when we started opening the boxes we also had to work on our capacity, as adults running the shelter, to receive criticism. Now we listen to each other and to the children. Some people in our organizations found this to be very hard, but slowly started changing their perspectives, accepting to evaluate their work. This is incredibly valuable, particularly among those organizations that had a very rigid top-down approach.

The suggestion boxes will continue to be implemented in the different shelters where we started the project and we will expend this participatory approach. We will continue sharing methodologies and our experiences with other organizations to learn from each other.

Source: Edited from a story collected as part of the RISE Learning Network's final evaluation, 2018

MORE RESOURCES ON M&E

- Gosling, L. (2013) Monitoring and Evaluation: How to guide. BOND
- Save the Children (2012) Evaluation Handbook. Save the Children
- International Federation of Red Cross and Red Crescent Societies (2011) Project/programme monitoring and evaluation (M&E) guide. IFRC.
- Ager, Alistair, Ager, Wendy, Stavrou, Vivi& Boothby, Neil (2011) Inter-Agency Guide to the Evaluation of Psychosocial Programmes in Humanitarian Crises. UNICEF
- Save the Children (2003) How to bring a systematic approach to planning, reviewing and evaluating development work.

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SECTION B HOW?



4. PLANNING FOR M&E?

How can monitoring and evaluation of reintegration be done?

This section of the toolkit seeks to answer the question: How can monitoring and evaluation of reintegration be undertaken effectively and efficiently?

Chapter four outlines a seven-step process for planning and undertaking an M&E plan:

- Step 1: Discussing
- Step 2: Planning and ethics
- Step 3: Sampling
- Step 4: Check that your indicators are relevant for children and adjust if necessary
- Step 5: Developing and testing tools and training data collectors
- Step 6: Data management
- Step 7: Data analysis and reporting

Chapter five moves on to consider the types of results and indicators that may be useful in monitoring reintegration programmes, for a particular focus on outcomes.

There are eight sub sections within this chapter relating to different aspects of reintegration programming:

1. Basic needs, shelter and protection
2. Legal support
3. Health care
4. Psychosocial support
5. Education
6. Economic strengthening
7. Family strengthening
8. Community sensitisation

Each of these sections presents objectives, outcomes, outputs and selected indicators. The boxes in these sections also highlight specific **examples** of methods that have been used around the world to measure results in these areas of programming; **'how to'** guides which explain specific methods in more details, **tips** on various issues or approaches, and list of **key resources** where further details can be found.

PLANNING FOR M&E

What you will find in section 4 Planning for M&E

Programme planning

- Step 1: Reflecting and discussing
- Step 2: Including children in understanding what to measure
- Step 3: Planning and ethics
- Step 4: Tool development and training
- Step 5: Data management and quality
- Step 6: Data analysis and use

Programme planning

This toolkit focuses on the monitoring and evaluation aspect of programme work. It does not provide guidance or suggestions on planning or developing goals for a programme.

However, in order to develop a **monitoring and evaluation plan**, it is important that you have:

- Carried out an assessment to identify the problems
- Undertaken a **situational analysis** to understand the key issues, actors and context
- Defined your **goal**
- Defined your **objectives**
- Planned your activities
- Clarified your **outputs** and **outcomes**

The monitoring and evaluation plan will then be developed at this planning stage to run alongside your programme plan. Some key steps in developing your M&E plan are presented below.

If applying for funding, it is important that you have thought about M&E and included a budget for M&E in your proposal to ensure resources are available for these activities.



STEP 1: REFLECTING AND DISCUSSING

It can be tricky to know what to measure. A good starting point is to think about the goal of the programme. 'What are you trying to achieve?'

For organisations supporting children in their reintegration, the goal may be that *'all children and young people affected by exploitation live happy, healthy and safe lives and have the same opportunities as other young people in their community.'*

Of course, it may be very difficult to measure this goal. Once children leave the programme it may be difficult to assess how well they are doing years later. In such cases a tracer, or longitudinal study to collect data would need to be implemented so that follow-up could be done with these young people a number of years later. Such an exercise should be able to measure the contributions of the programme in terms of its **impact**.

In the short-term however it is important to identify changes in the child's behaviours, skills, attitudes and relationships, as well as in the social and policy environment, that will hopefully get young people on the right path to achieving this goal. These changes are the outcomes and your indicators should help you measure specific aspects of these changes. **It can be helpful to think about what other children in the local community have in terms of skills and attributes that will help them in the future** – this can provide a realistic benchmark.

These same basic qualities and opportunities are likely to be what children affected by different forms of adversity will also need in order to thrive.

In addition, it is helpful to think about any additional knowledge and skills which the children involved in the programme may benefit from due to their past experiences. For example, if a child has been sexually exploited through a 'boyfriend', then working with the child to understand healthy relationships may be an important theme on which to focus.

It is also important to collect information on the **outputs** – the direct products or services provided eg the number of trainings delivered, number of meals provided, number of reintegration kits distributed etc.

It is a good idea to spend time as a team reflecting on what information would be useful to collect and that will help inform decision-making, learning and accountability to wider stakeholders. Be sure to include a range of staff and other stakeholders in these discussions. Think about who needs to know what and how would it be best to share this information with them.

There is a need to balance what would be ideal with what is realistic given the resources you have available. Starting with a few simple and easy to use tools, that gather some key pieces of information directly related to decisions you need to make, is a good place to start.



MORE RESOURCES ON PLANNING M&E

- Austrian, K. & Ghata, D. (2010) Girl-Centered Program Design: A Toolkit to Develop, Strengthen, and Expand Adolescent Girls Programs. Population Council.
- Plan (2009) Programme Accountability and Learning System (PALS). Plan International



HOW TO UNDERTAKE A STAKEHOLDER ANALYSIS

What is it?

A stakeholder analysis helps to identify who can use information, in what ways and how they can be engaged in learning and in moving initiatives forward. An effective stakeholder analysis will answer questions such as:

- Who needs to use the information?
- What questions are they wanting to answer? What decisions do they need to make?
- Who has influence and resources that can impact this project?
- Who will support or contribute to our plan? Who will oppose it? Why?

Why is it helpful?

M&E is only valuable if it can be effectively used to help make decisions, improve implementation and generate learning. Therefore, it is important to understand what information different groups of people need in order to do their jobs well.

How to do it?

With your stakeholders complete a matrix with these column headers:

- Name of stakeholder organization, group, or individual (National, regional, or local? Government, civil society, private)
- Stakeholder description (Primary purpose, affiliation, funding)
- Current or potential role in project
- Level of knowledge of project focus area
- Level of commitment to project focus area
- Support or opposition, to what extent, and why?
- Information need (What do they need to know to fulfil their function?)
- Learning needs (What new knowledge or experiences would help them improve in their function?)

Review the matrix as you continue planning your M&E and ensure you are thinking about the best ways to report and communicate your results and findings to different stakeholders. Make sure to gather feedback from them on how useful it is and if it meets their needs.

M&E DISCUSSION CHECKLIST

- What is the goal that we have for children and young people involved in our programme?
- What's our theory of change? How do we think these children's lives are going to improve, allowing them to reach this goal?
- What skills, knowledge and behaviours are we trying to build in the young people we support and why?
- How will we know that our objectives are culturally valid in this context?
- What is the norm for other children in the community?
- What information would we need to collect to assess our effectiveness?
- How can we ensure that we involve children?
- What questions could we ask to measure the changes in these skills, knowledge, behaviours, environments and relationships?
- When would we need to ask these questions
- Who would we need to ask these questions of?
- What tools could we use to collect this information for each of the changes we would like to measure?
- Who is going to be responsible for collecting this information?
- Where is this information going to be safely stored?
- How is this information going to be analysed and by who?
- How much budget do we have to do this?
- Can we do this ourselves or do we need external support?
- Do the team have the right skills? Could they benefit from training?
- Do we want to use a baseline? If so we need to start collecting information now!

Sources:

- Measure Evaluation's Tools for Data Demand and Use in the Health Sector: Stakeholder Engagement Tool
- Austrian and Ghati (2010)

STEP 2: INCLUDING CHILDREN IN UNDERSTANDING WHAT TO MEASURE

In addition to internal discussions amongst staff it is important to make sure that you understand the problem, issues and opportunities from the point of view of the children you are aiming to support. For example, if you're trying to develop activities that improve skills in young people, it's important that you understand what behaviours and skills are expected of young people that would lead to respect in the local community. It is important to develop context-specific objectives and indicators and to do this **you need to understand the 'norms'**.

One way to do this is through consulting with children and young people about what assets, behaviours, skills, attributes and relationships they think would be necessary for children to be able to 'successfully reintegrate' in their community. In other words, what would be indicators of 'successful reintegration'?

This may be done through asking:

- children you're currently supporting, what they feel will help them in the future to reintegrate;
- other young people or adults who have reintegrated, what was important to them in terms of successful reintegration;
- local children in the community, about what they feel would help a child integrate into their community.
- elders or adults in the community, about what elements are important for a child to be accepted and included in the community.

Such consultations may involve the following questions :

- How would you know if a child was integrated and accepted in the community?
- What does a well-integrated child look like? How do they act? What qualities would they have?

Through discussing and grouping answers into different domains or areas (for example behaviours, skills, knowledge, attitudes, relationships) you may be able to come up with locally relevant understandings and indicators of successful reintegration in a particular context which could then be used for monitoring purposes.

In this next section there are a number of examples of different methods and tools that have been used to better understand norms and important aspects within a given community.



KEY RESOURCES ON HOW TO INVOLVE CHILDREN AND YOUNG PEOPLE IN M&E

- SOS (2013) Participatory monitoring and evaluation methodologies for working with children and young people. SOS Children's Villages International
- Save the Children Norway (2008) A kit of tools for participatory research and evaluation with children, young people and adults. Save the Children Norway
- Laws, S and Mann, G. (2004) So you want to involve children in research? A toolkit supporting children's meaningful and ethical participation in research relating to violence against children. Save the Children
- Save the Children (2000) Children and participation: research, monitoring and evaluation with children and young people. Save the Children
- Johnston, J. (2008) Methods, Tools and instruments for use with children. Oxford: Young Lives
- Save the Children (2014) A Toolkit for Monitoring and Evaluating Children's Participation. London: Save the Children



Background

In 2007 a team from Columbia University’s Program in Forced Migration & Health partnered with Christian Children’s Fund (CCF) to engage in a participatory process with girls formerly associated with armed groups in Sierra Leone.

Aims

The aims of the process were to explore local understandings of reintegration and adjustment, and identify and rank culturally relevant indicators of what makes successful reintegration.

Method

Fourteen discussions groups (comprising 116 girls between the ages of 16-25) were held and spontaneous listing and participative ranking activities were carried out within a focus group framework.

Process

Local staff members were trained in the techniques, and girls who had been involved with armed groups were invited to participate from a number of communities.

The session began with a local song or prayer and then the facilitator described the aim of the meeting. In order to facilitate the discussions, probe questions were asked such as: ‘What makes people like a girl in this community after she has returned home from being with an armed group?’ and ‘How can you tell that a girl is doing well?’ During the discussions a note-taker recorded the critical characteristics, qualities and behaviours that were identified.

Ten specific indicators were developed. The facilitator then asked the girls to select local objects to represent each indicator. Objects such as stones, leaves, and a shoe were collected and assigned to the different indicators. The girls were then asked to agree on which indicator they felt was the most significant to an individual’s ability to reintegrate. The object representing that indicator was placed at one end of a line and the least significant indicator at the other end of the line.

The group were then asked to verbally justify the order selected, which led to further discussion and some readjustments until a consensus was reached. In most of the groups an equivalent process was adopted to elicit indicators of poor reintegration, with girls being asked how a community would know that a girl was not well integrated.

The top suggested indicators of ‘good reintegration’ were:

- Is engaged in income-generating activity
- Married/has a good marriage
- Goes/has gone to school.

The top suggested indicators of ‘poor reintegration’ were:

- No income generating activities
- Unable to get a husband/bad marriage
- Not invited to women’s secret society events.

Conclusion: The process allowed the team to measure ‘reintegration’ in a valid and meaningful way. The indicators that were suggested during this process served the basis for an evaluation of CCF’s programme for girls formerly associated with armed groups and fighting forces.



Background

As part of the process of developing this toolkit, a number of consultations were carried out in seven countries with 89 children and young people who had been reintegrated. The purposes of the consultations were (a) to understand the types of changes which young people felt were important since coming into contact with assistance organisations and (b) for young people to develop locally relevant indicators of 'successful reintegration.

Aim

To create a list of indicators or signs that a child has 'successfully integrated' and is doing well.

Step 1: Re-defining reintegration

The team explained to the young people that they were interested in finding out how children talk about and define the concept of 'reintegration'. The team then explained their definition and understanding of reintegration. Children were then encouraged to ask questions or come up with their own interpretations.

Step 2: imagining a 'successfully integrated child'

Children were asked to think of a child who had a similar story to their own and who was now 'successfully integrated'. The team explained that they were interested in this idea of reintegration and wanted to find out what the 'signs' were that a child such as themselves – who had been through similar experiences – had been 'successfully integrated'.

Step 3: identifying stepping stones (indicators)

Children were then asked to draw a smiling face on a piece of card and put the paper in the middle of the room.

The facilitator explained that the successfully integrated child was on an island in the middle of a lake and that they wanted the young people to think about the different stepping stones or the signs that show them that a child was successfully integrated.

Children were then asked to write down all the signs and changes on cards and place them around the smiley face.

The following questions were used to prompt:

*How do you think a child would **behave** to others if they were [successfully integrated]?*

*What personal **qualities** or skills might they have?*

What kind of **characteristics** might they have?

Some of the indicators were then merged, if similar, to come up with roughly ten indicators of successful reintegration.

Step 4: Ranking indicators

Children were then asked which sign was the most important to a child's ability to integrate or be accepted. Once this had been discussed and agreed the card was placed at one end of a line made up by string.

Children were then asked to re-organise the rest of the 'signs' so that the most important 'sign' was at one end and the least important 'sign' was at other end of the line. Children were also asked to explain their reasons for making their choices.



STEP 3: PLANNING AND ETHICS

It is almost impossible to collect information on everything that you would ideally like to know about a programme or a child. Therefore, it is a good idea to start by thinking about what your priorities are – what information do you really need?

Remember that your priorities may not be the same as your donors and funders. It's important to determine what has to be reported on in addition to what you as an organisation want to know. The planning frameworks provided by donors, such as logframes, may provide you with key elements to be included in your M&E plan.

It's also important to think about what information or data can be drawn from other secondary sources. For example is it possible to get **secondary data** on assisted children's educational performance from the schools they are attending? Is it possible to access information on the conviction rate of offenders from the local police force or lawyers?

Once you have selected your priorities, **develop a framework** that captures the following information:

- Area
- Activities
- Outcomes
- Indicators
- When data need to be collected
- Source
- Tools
- Type of question/s
- Person responsible for collecting data
- Risks and assumptions

HOW TO USE FREE LISTINGS TO DEVELOP INDICATORS

What is it?

Free listing is a data collection method where informants list all the different aspects, words and components of a word or meaning. For example, young people may be asked to list everything they can think of for the words 'safety' or 'acceptance'.

How does it measure change?

It is one way to develop indicators that can be measured against.

It's good because...?

It allows local understanding of a term or phrase.

When does it work well?

It works well in developing indicators for 'well-being', 'acceptance' or 'reintegration'. This method can be used as a preliminary exploration to determine the cultural relevance and create a definition.

NOTE: Go to section 5 for examples of outcomes, indicators and tools in the 8 different activity areas of reintegration.



KEY RESOURCES ON INDICATOR SETS

- BOND Effectiveness Programme
- Save the Children Child Protection Outcome Indicators
- World Vision Compendium of Indicators for Measuring Child Well-being
- UNICEF Formal Care Indicator Manual
- UNICEF Multiple Indicator Cluster Surveys
- Measure Evaluation Child Status Index
- Measure Evaluation Child, Caregiver & Household Well-being Survey Tools for Orphans & Vulnerable Children Programs



TIPS: DEVELOPING AN M&E PLAN

- Make a timeline, just as you would for your programme.
- Be realistic about how much time you have to collect data.
- Keep it simple.
- Think about intermediate results.
- Think about areas where you would expect to see improvements.
- Adapt standard questions to make them relevant for your context.
- Ask the right questions!
- Make sure you record critical information.
- Measure what you are trying to change.
- Remember timing is important – in many cases it is useful to collect data before and after a particular intervention.
- Only collect data as often as you are willing to do something with it.
- Only collect data that you can use.³⁸

Source: Adapted from Austrian and Ghati (2010)

TIPS: BUILDING AN M&E FRAMEWORK FOR REINTEGRATION

The reviews and evaluations of the RISE learning project on M&E for reintegration highlighted some interesting learning around building an M&E framework. Participants in India put together sets of indicators to help them monitor their programmes more systematically and more holistically. For example:

1. Basic needs: children feel that their basic needs of care are fulfilled
2. Protection: children feel safe (both physically and emotionally)
3. Education: children feel comfortable to participate in the classroom
4. Health: children with an improved health status
5. Legal: children who understand their rights and their legal position

6. Psychosocial: children demonstrating increased confidence, leadership, communication, decision-making and problem-solving skills

One participant stated: “The [M&E] framework helped us understand that there are many things that go into reintegration... This requires interventions based on health, mental health, legal processes, economic processes, socio-cultural processes, etc. It also helped us understand that reintegration is not limited to reuniting the child with the family. It also includes reintegrating the child into the wider community.”

Other participants in the learning project mentioned that it was important to:

- Keep tools simple and easy to use;
- Use a range of tools to cover different areas of programming;
- Focus on changes in the lives of children and families so that you can understand the success of your programmes; and
- Include participatory methods in order to capture the voice of children and respond to their needs appropriately.

Source: Edited from feedback collected as part of the review of the RISE learning project on M&E of reintegration in SCA ad SSA, 2018

38. Also see Rick Davies (2008) What should be found in an M&E Framework / Plan? <http://mande.co.uk/2009/uncategorized/what-should-be-found-within-an-me-framework-plan/>

ETHICAL ISSUES DURING M&E DATA COLLECTION

As with any form of data collection, it is critical to think about the ethical issues. There are many tools and guides that can help teams think about and develop appropriate ethical strategies and procedures. Here are a few key things to consider:

- **'Do no harm'** – M&E data activities must 'do no harm' to those involved. Children should not be exposed to further harm and data activities must not contribute to tensions or conflicts.
- **Risk assessments** – the team should carry out a risk assessment to think through all the possible risks that data collection may pose, particularly on children and young people. For example, if visiting children in their homes to collect data: will this draw attention to the child and lead the community to ask questions about their situation?
- **Child protection** – When collecting data there should be clear procedures in place concerning what to do if a child becomes upset or if a child reports something that requires follow-up action and support.
- **Informed consent** – M&E activities, like any data collection activities, requires that those involved understand the nature of the activities, what will happen with the information, who will see it etc, and give voluntary consent based on this information.
- **Payment** – Will participants be paid for their time? What form of payment is appropriate?
- **Confidentiality** – Data collected from children and young people should be confidential and any information that will be shared with others or through reports or through other means must be explained prior to data collection. However, it is not always possible to ensure that 100% of what is shared can be kept confidential – particularly if, during data collection, something comes to the attention of the team that would put someone in danger and which requires reporting in order to keep somebody safe. This needs to be explained clearly.

- **Anonymity** – Information collected should be anonymised. It may be useful to assign individuals to a number or to ask children to come up with their own pseudonym.
- **Storage of data** – Personal information and data collected should be safely stored in locked filing cabinets or on computer password-protected systems.³⁹
- **Dissemination** – When monitoring and evaluation reports are going to be shared it is critical to think through potential risks of dissemination. Will the report portray a group of children in a negative light?

SAMPLING

A lot of routine monitoring, especially as at the output level (tracking activities and services delivered) should cover all the children and families on a programme in order to inform care plans and day-to-day project decision-making. When gathering data at the outcome or impact level, and especially during evaluations, most organisations only select data from a sample of the population they are working with in order To save time and money. With this information they can then infer conclusions that are relevant to the whole population they are working with.

The two most common types of sampling are:

Random sampling – this is based on a calculation – so after determining the **sample frame** (all those affected or involved in a programme) and any **sub-samples** (eg those from ethnic minorities, boys, girls, those from rural areas) a sample size is calculated and then a method is used to randomly select the correct number of participants eg from the list of potential participants, every fifth name on the list is selected and asked if they would like to participate.

Purposive (non-random) sampling – this is based on convenience - eg all the children involve in a programme are asked to attend a consultation and only those who live close by and are able to attend do- this will lead to less generalisable findings.

Sampling can be very tricky, it is advisable to bring in external help with this. This may include getting advice or partnering with a local University for example.

STEP 4: TOOL DEVELOPMENT AND TRAINING

Based on your framework, you should have an idea of what methods and tools you will need to use to collect data. You may need to develop your own tools, based on the findings from consultations with young people, or **you may be able to adapt tools** that have already been created and tested by others. For example, you may be able to adapt a questionnaire, exit interview guide or evaluation form that has been used by a similar organisation or use guidance from others on how to run a session using participatory exercises. If developing a tool from scratch, such as a questionnaire, it may be helpful to seek guidance from M&E or external researchers to ensure the questionnaire will produce data that can be properly analysed.

Once you have a draft tool, such as a questionnaire, it's important that you **pilot the tool** to make sure that the questions are interpreted and understood correctly. You will also need to know how long it takes to fill in a form, carry out the interview or run the session so you can properly plan and inform participants of the time needed. If translating tools, **it's important that they are translated and back-translated**. It's also useful for those collecting the data to have a **trial run in using the tools**. Those collecting the data (whether staff, external personnel or children and young people) should all be properly trained so that they are at ease with using the tools, and are aware of ethical issues and how to collect information in a sensitive manner.



KEY RESOURCES ON CONDUCTING ETHICAL RESEARCH

- Schenk, K. & Williamson, J. (2005) Ethical Approaches to Gathering Information from Children and Adolescents in International Settings: Guidelines and Resources. Washington, DC: Population Council.
- Global Alliance Against Traffic in Women (no date) Seeking Feedback from Trafficked Persons on Assistance Services: principles and ethics. Briefing Paper.
- Zimmerman, C. & Watts, C. (2003) WHO ethical and safety recommendations for interviewing trafficked women. Geneva: WHO
- Morrow, V. (2009).The Ethics of Social Research with Children and Families in Young Lives: Practical Experiences. Oxford: Young Lives
- UNIAP (2008) Guide to ethics and human rights in counter-trafficking .Ethical standards for counter trafficking research and programming. Bangkok: UNIAP

KEY RESOURCES ON SAMPLING

- Save the Children (2012) Evaluation Handbook. Annex 2: What you need to know about sampling. Save the Children
- Ager, A, Ager, W, Stavrou, V. & Boothby, N. (2011) Inter-Agency Guide to the Evaluation of Psychosocial Programming in Emergencies. New York: UNICEF.

STEP 5: DATA MANAGEMENT AND QUALITY⁴⁰

Data management is critical as it involves the safeguarding, storage and access to M&E data. This may apply to paper documents or electronic files.

Data systems should be:

- Simple and user-friendly
- Use standard formats or templates for both recording and storage
- Able to handle different forms of data, including numerical (databases and spreadsheets), descriptive (narrative, stories), visual (pictures, maps, photographs), audio (recordings of interviews, DVDs)
- Set up logically allowing for data to be found – data should be stored and labelled according to date, location, focus area and format
- Secure, with only certain individuals having permissions to access the data - particularly confidential data. It's also important that any legal or organisational/ donor policy requirements are followed related to the storage of data⁴¹

Your data system may involve categorised paper files that are safely stored in a locked cabinet or it may involve the use of IT based software such as Excel spreadsheets or Access databases that can both store and analyse data. With any data collection system there should be an organisational plan on who is responsible for the data, how it will be stored and how long data should be kept after it's been collected.

In addition, during the process of collating data it is important to build in quality checks that can verify that the data is of high enough quality to be meaningfully analysed and used. Data quality checks should cover:

- **Validity:** the extent to which a measure actually represents what we intend to measure;
- **Reliability:** data should reflect stable and consistent data collection processes and analysis methods over time;
- **Precision:** data should have a sufficient level of detail to present a fair picture and enable decision-making;
- **Integrity:** whether there is proper manipulation of data;
- **Timeliness:** Data should be available and up to date enough to meet management needs.⁴²

TIPS: WHAT TO INCLUDE IN A TRAINING SESSION WITH DATA-COLLECTORS

- Step by step run through of the tools;
- Role play or trial-run of using the tools;
- Discussion over key terms and concepts to ensure these are understood and explained to participants in a simple and standard way;
- Discussion around ethical issues;
- Discussion and child protection procedures and what to do if a child protection issue arises;
- Discussion over the safety of the M&E team;
- The completion of a risk assessment for the data collection activity;

Signing of an agreement to work to the 'code of conduct' and ethical strategy in place.

40. Drawn from - International Federation of Red Cross and Red Crescent Societies (2011) Project/programme monitoring and evaluation (M&E) guide. IFRC

41. Please see the Inter-Agency Child Protection Management System <http://www.childprotectionims.org/> for an example of a standard management system for the child protection sector. It comprises a database software, templates and tools

42. Definitions taken from: USAID (2009) Performance Monitoring & Evaluation Tips: Data Quality Standards



STEP 6: DATA ANALYSIS AND REPORTING

The type and timing of analysis very much depends on the data. If you are looking at output indicators (eg how many children have received services, how many health workers have been trained) then these may need to be analysed and reported on a quarterly basis to flag up problems or concerns. Outcome indicators will typically be analysed less frequently for example yearly or every three years.

Analysis of data often involves more than one person and it can be useful to involve others in the analysis of data to ensure issues or themes are being picked up.

When analysing and presenting data, it is important to:

- Provide details of any bias or limitations to the data e.g. the evaluation form was only completed by one group not all groups who took part in the training
- Clean data and ensure there is no missing information/ inconsistent data eg making sure the ages recorded for the same individual do not differ
- Identify common themes in the data and categorise
- Comment on any variations in the data and give reasons for why this may have been the case
- Compare between groups eg were the results differ depending on whether children were of different age groups, gender or from different locations (rural , urban
- Validate data – ask for feedback from others working in the area or organise a workshop with those involved in the programme to get feedback on the findings
- Present data visually in graphs and diagrams to help show trends in the data.

It is essential to report and communicate data in a way that meets the needs of the users.

When considering how to present data, revisit your stakeholder analysis (from step 1) and consider the needs of the users. Think about the amount of detail different users will want. Typically those closer to implementation need a greater level of detail and those in management or strategic positions will need less detail but want to see the patterns and trends more. It may take a few goes to get the format right, don't be afraid of revisiting your report formats and refining them based on feedback you receive from data users.

EXAMPLE; EVALUATION FORM FOR WHEN A CHILD IS LEAVING THE PROGRAMME⁴³

- Please explain how you feel about the support received from the organisation?
- Is there anything in your life that is different now than it was before you were in contact with [organisation]?
- Please record your level of satisfaction with the following areas of support by selecting 'not satisfied', 'somewhat satisfied', 'satisfied', 'very satisfied'
 1. health care received
 2. basic needs (food, shelter etc)
 3. care and support
 4. educational support
 5. training received
 6. life skills
 7. legal support
 8. tracing and mediation with family and relatives
 9. preparation received for leaving the centre

5. MONITORING KEY REINTEGRATION ACTIVITIES

Quick glance...

What you will find in Section 5

Guidance on using these sections

- 5a. Basic needs, shelter and protection
- 5b. Legal support
- 5c. Health care
- 5d. Psychosocial support
- 5e. Education
- 5f. Economic strengthening
- 5g. Family strengthening
- 5h. Community sensitisation

As described in section 2, for the purposes of this toolkit reintegration activities have been divided into eight categories.

1. Basic needs, shelter and protection
2. Legal support
3. Health care
4. Psychosocial support
5. Education
6. Economic strengthening
7. Family strengthening
8. Community sensitization

Each section below describes this area of activity, makes suggestions for objectives, activities, output indicators and outcome indicators.

In order to use this section it's recommended that you:

- Step 1: Identify the objectives your project is aiming towards
- Step 2: Look for similar objectives and outcomes in the sections and the tables in the annexes
- Step 3: Consider the indicators suggested for each outcome
- Step 4: Use the indicators as a guide to develop your own specific indicators that fit your local context and programme
- Step 5: Look at some of the example and 'how to' boxes to get ideas of how you might collect information for each indicator

The annexes provide further tables of outcomes and indicators for each of the eight reintegration areas. The tables are not meant to provide an exhaustive list of every indicator that could be developed, and it is not expected that every organisation will be contributing to every area. The tables simply include examples and suggestions.



What you will find in this section

- Suggested objectives, activities, output and outcome indicators
- Children's views...Indicators of basic needs, shelter and protection
- How to...Use the H assessment to explore how children are involved in decision-making in interim care
- Example...Using suggestion boxes to increase children's participation and improve provision of care in shelters
- Story of change...Improving shelter life by listening to children's views put forward in a suggestion box
- How to...Develop an exit interview for young people leaving a centre
- Example...Using Focus Group Discussions to understand children's views care and transition
- Tips...Using case management files

Separated children often spend a certain period of time in shelters, transit or drop-in centres while plans can be made for their future care. At these centres children and young people often receive basic material assistance and shelter as well as health care, education and skills training⁴⁴. Many of these needs are also carried through to care in family (see section 5g), however children highlighted this initial phase of care as significant for them.

Below are possible objectives, activities, outputs and outcomes which fall under the area of basic needs and shelter. This is not an exhaustive list, but is intended as a starting point to guide further planning.

Objectives

- Ensuring the child's basic needs are met
- Providing safe shelter
- Breaking bonds with abusers/exploiters
- Improvements in behaviours
- Finding a permanent placement solution for the child.

Possible activities

- Providing emergency housing and care;
- Providing basic material assistance;
- Working with the child to understand their situation and break any negative bonds/patterns;
- Working with the child to improve bad behaviours and develop appropriate routines;
- Preparing children and young people for reintegration;
- Advocating for alternative care options for children and young people who cannot be reunified with their family;
- Contributing to the development of minimum standards and care guidelines;
- Sharing learning nationally and regionally.

Possible output indicators

- # of children and young people entering care of organisation (and # of children who go missing/runaway from care; # and % of children who make a complaint about care received)
- # and % of children in the care of the organisation leaving residential care for a family placement, including reunification, in the past 12 months
- # and % of children and young people who have a reintegration plan in place and whose cases are reviewed every month

See more in Annex A



INDICATORS OF BASIC SHELTER AND PROTECTION

These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations. Children and young people talked about the importance of basic needs being met, which included food, water and shelter. They also talked about the importance of love, safety and feeling safe. Issues are ranked from 1-10, one being the most important. Having their basic needs met at the shelter :

- **Food (#3)** – *'We found shelter and food in the centre.'* (TjeterVizion (TVO), Albania)
- **Shelter (#7)** – *'We found a safe shelter in the centre, surrounded by the social workers who helped us all.'* (TVO, Albania)
- **Fulfilment of basic needs (#1)** – *'Without the fulfilment of basic needs nobody can survive.'* (Retrak, Ethiopia)
- **Feeds well (#3)** – *'If you don't feed well, it encourages stealing. You can't be happy or healthy, cannot work or concentrate at school and cannot sleep well.'* (Retrak, Uganda)
- **Shelter (#4)** – *'Shelter is important too so that one is comfortable. When one feeds and has good shelter, he will live a healthy life and also be happy.'* (Retrak, Uganda)
- **Water (#5)** – *'You may have shelter & food but will need water to help you have them for example you will need water to cook. Not having water can cause children to miss school because they need to go looking for it, at times the water source is far.'* (Retrak, Uganda)
- **Feeling safe**
- **Has a safe house (#1)** – *'Housing is really important, family too. But 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.'* (Different & Equal, Albania)
- **Feel safe (#2)** – *'This means feeling safe and secure, without being afraid that someone can hurt you. There have been time where some of us were in the shelter and had denounced, and it was a very delicate situation when we were afraid to go out (because some of the people who hurt us were free and not in prison). We need to feel secure and safe and this feeling is very important for being happy and emotionally stabilised to start a new life.'* (Different & Equal, Albania)
- **Safety (#6)** – *'We feel safe and we know where to go in case we feel we are in danger. We learned this at the centre.'* (TVO, Albania)

TIPS: PRIORITISING INDICATORS

To keep things simple you should aim to start with just a few indicators. The findings from the survey with professionals – that was designed to help inform this toolkit – asked professionals what 'changes' organisations hope to see from their programming. The top five 'change areas' reported were changes in the child's safety and protection, education, life skills, confidence and self-esteem and communities' acceptance of and attitudes and behaviours towards the child. Based on this an organisation may then select the following indicators:

- # and % of children and young people (CYP) placed into their own families, or appropriate alternative care, who report that they feel safe and descriptions of how and why they feel safe
- # and % of CYP who have improved their educational level since coming into contact with the organisation
- # and % of CYP who report an increase in skills (eg communication, negotiation, decision-making) following a life skills programme
- Description of why and how confidence has been increased
- # and % of CYP who report, six months after leaving the programme, that there are people in the community who respect and protect them

According to children and young people who took part in the consultations in June and July 2013, to inform the toolkit, they ranked indicators to do with basic needs, emotional support and internal strengths as most important. Based on this the organisation may develop the following indicators:

- # and % of CYP who report that they were 'satisfied' or 'very satisfied' with the shelter and food received during their time at the shelter
- Description of how CYP feel loved, supported and cared for
- Description of why and how CYP have become role models in their own families and communities



HOW TO USE THE H ASSESSMENT TO EXPLORE HOW CHILDREN ARE INVOLVED IN DECISION-MAKING

What is it?

The H assessment allows individuals to think about the strengths and weaknesses of a programme or project and also to identify suggestions for improvement.

How does it measure change?

The H assessment could be repeated at a later date to see if some of the suggestions have led to real change and whether children feel they are more involved in decision-making processes.

It's good because ... It is simple.

Steps

On a large sheet of flipchart paper draw a big H. On the left side of the H draw a smiley face and on the right side draw a sad face – to represent the good and the bad. At the top of the bar write the subject you are discussing and under the bar draw a light bulb to represent ideas for improvement.

Ask the children and young people to think about the shelter home and the ways in which they are involved in decision-making, asking them to give examples. Ask them to also think about where they are not involved and ask for examples of this along with suggestions about how this could be improved.

Source: Save the Children (2014) A Toolkit for Monitoring and Evaluating Children's Participation: Tools for monitoring and evaluating children's participation: Booklet 5.



Strengths,
successes



Project name
and date

Suggestions
on how to
improve

Weaknesses,
challenges,
threats





HOW TO: DEVELOP AN EXIT INTERVIEW OF YOUNG PEOPLE LEAVING A CENTRE

These are some suggested questions which could be asked of children when they leave an interim centre. They should be worded in an appropriate and simple way and collected along with a separate evaluation form.

- What have been the biggest changes that have happened to you since joining the programme/centre?
- Let's talk about your health (has it improved If so, in what ways and how/why? Has it worsened in any areas/cases? If so, why?)
- Let's talk about education (has your educational achievement improved? If so, how?)
- Do you think you've developed new skills? If yes, in which areas?
- Do you think your behaviour and attitudes have changed since being in the centre?
- Were you offered other forms of support whilst staying at the shelter such as support from religious groups, traditional leaders etc? If yes did this help and how so
- While at the centre/ shelter were you involved in any decision making? (for example, in the day-to-day running of the shelter, in decision about your future?)
- How do you feel about leaving the shelter?
- Who are you going to live with?
- How do you feel about that?
- Do you have someone in your life outside the centre who you can trust and go to if you're in trouble?
- What would you do when you're home if you had a health problem?
- What would you do when you're at home if you needed to report violence or abuse? (Who would you call, where would you go, how would you get there?)
- How do you feel about your future?





Background

As part of the RISE Learning Project on M&E of reintegration a group of shelters, run by Good Shepherd International in Latin America, incorporated the use of suggestion boxes. Children living in these shelters included migrants, children from rural areas, children from minority groups and those that suffered various forms of abuse, violence and neglect. Children ranged in age from 4 years to 18.

Method

The suggestion boxes were introduced to children in shelters as a way to facilitate communication. Everyone was encouraged to leave their opinions and suggestions on pieces of paper in the box. It was important to emphasise that the box was not just for complaints, but also a place to share positive things that make them feel happy or that they find useful.

Young children or those who have not learned to write were encouraged to participate by drawing or by asking another child or adult to help them.

The children were encouraged to establish basic rules for the use of the boxes. It was important to highlight that everyone's opinions are important and that messages should be left anonymously.

Other important rules included not throwing garbage in the box, not writing bad words and not naming people in complaints. When the group was satisfied with the rules, they wrote them in a board and put it next to their suggestion box as a reminder.

Every three weeks an opening session was held in which children together read out all the notes that had been submitted, analysed them and tried to find solutions. The sessions were also an opportunity to recap what was discussed during the previous sessions and to have an update by staff members on how the previous suggestions had been addressed.

Results

The children were able to express what they liked and disliked which led to them influencing changes to the services they were receiving. This included

things like the menu, access to television, new recreational activities and further skills training for business development. In one shelter the box also allowed children to anonymously raise child protection issues which were swiftly addressed.

The regular use of the box and opening sessions created a change in culture in the organisations. The acts of voicing opinions and listening to suggestions of others started becoming habits. Although it was uncomfortable for staff initially to give some power over to the children, many staff appreciated it once they had adapted. As one participant commented: *"You can really see growth and how the quality of our services has improved. This learning project has been key in helping us identify problems and risk situations and has helped us become better at what we do."*

Challenges

The organisations reported that the first few times the boxes were opened not many comments were included. However, once the children understood the power that had been given to them, and they saw that they could influence the services they were receiving, more suggestions started to come up.

Key Observations

Allowing organisations to find ways to integrate the suggestion boxes into their current programming gave them a lot more ownership and ensured the activity became part of the routine of the shelter. It is also a monitoring tool that does not require great technical knowledge nor is it resource intensive so can be easily sustained.

Source: Good Shephard International's contribution to the mid-term review of the RISE learning project on M&E of reintegration in LAC and the final evaluation of the RISE Learning Network, 2018



Background

As part of the RISE Learning Project on M&E of reintegration FXB India Suraksha used focus group discussions (FGDs) to engage children in a participatory manner for feedback on their views on reintegration, independent living and after care. FGDs are a good way to gather together people with similar backgrounds and experiences to discuss such topics of shared interest. This tool was selected as it is participatory and allows children to be engaged as important stakeholders in monitoring the programmes.

Method

Children aged 9 to 15 years, were brought together in small groups to discuss a topic of interest to their care and reintegration. A discussion guide was developed with key questions and prompts, but this was flexible and the flow of discussion was adapted depending on the children's knowledge and interest.

Results

The FGDs method was not only used to track outcomes for reintegrating children in its Protection and Safety Programme for victims of trafficking, and also to hear from children about other programmes focused on education, health and livelihoods. As a result the organisation has been able to make changes to two of their Youth Club and the Children's Parliament, based on the feedback received from child participants during the FGDs.

One set of FGDs looking specifically at after care was able to highlight that the children had very little idea of what after care was and were struggling with the thought of having to leave the shelter and separate from their

caregivers. The children wanted to develop further skills and greater self-confidence as they approach their transition out of the centre. Hearing from the children highlighted a gap between government policies and the current situation at the shelter including the expectations and skills of children and staff.

Challenges

During the first time using FGDs it was challenging animating the group sessions. It took a while to establish the level of comfort, confidence and trust needed for the children to be able to participate and provide their recommendations for after care services based on their reintegration experiences. The staff realised that a key aspect of their role as animators was to encourage and respect the full views and opinions of the children.

Key Observations

“The strong message that we got by involving children through this tool is that each child is capable of understanding his or her environment and needs, and, with a little support, can express and contribute effectively to his or her own recovery and reintegration.”

Source: FXB India Suraksha's contribution to the final review of the RISE learning project on M&E of reintegration, 2018



STORY OF CHANGE: IMPROVING SHELTER LIFE BY LISTENING TO CHILDREN'S VIEWS VIA A SUGGESTION BOX

At Fundación Levantate Mujer we always had an open-door policy for the girls in our shelter to come and talk to us about their problems and how they felt, but we did not have an institutionalized channel or tool for them to communicate regularly and anonymously. We learned about RISE through an invitation by Good Shepherd International to participate in the Learning Project on M&E. As part of this we learned about suggestion boxes as a participatory method for hearing from the girls in our shelter about how they are feeling and any concerns or ideas they have. We did not realize until we had the first 'box opening' session all the issues that were going on among them that we had no idea about.

The suggestion box is very positive because it has allowed greater communication with the teenagers, which are at a complicated age. Even though we have an open-door policy, the suggestion box helps the girls feel they can express freely and share their suggestions, requests and even appreciation in a natural, spontaneous way without any fear. This has allowed us to better understand if and how they get along as a group, and has helped create a horizontal communication, without hierarchies between the staff and the girls that contributes to a more comprehensive intervention.

The girls have become more outspoken and collaborative. They are putting their ideas forward and organizing themselves. For example, they have used the suggestion box to organize room allocation (before we used to assign them based on age), to set schedules for cleaning and use of TV and radio.

The incorporation of a participatory tool to monitor allows us to hear how the girls are feeling, allowing us to analyse constantly as a team the failures and achievements reached, and to see the bond of affection and sense of protection the girls feel towards each of us. The girls are very motivated and enjoy participating of this activity. It has helped their self-esteem to see that their suggestions and requests are taken into consideration. At the same time, issues are discussed and solved jointly as a group, even cases of bullying bringing prompt solution.

This story of change is significant because it has helped us really see how the girls are feeling and find with them ways to improve their situation in the shelter. Although there are things we cannot change or have control over like the resolution of their legal case. And, it would have been helpful as well to have budget support, considering that some of the requests the girls had (like buying underwear or brooms) require funds. We were able to find ways to provide for them and certainly this has been a great initiative overall.

Source: Edited from a story collected as part of the RISE Learning Network's final evaluation, 2018

TIPS: USING CASE MANAGEMENT FILES

In most situations organisations supporting children will have case files for every child. These files will hold basic information about the child along with case notes made during meetings between the child and the worker. Typically, even when the child leaves the care of an organisation, the case will remain open as follow-up visits continue. If consent is acquired from children, the material in these case files could be used in monitoring and evaluation processes.

Information collected through case meetings could, if recorded well, provide a useful and rich source of data and minimise the burden of additional data gathering for both the child and organisation. It is also an ideal way to ensure that children and caregivers can give their perspectives on reintegration programmes and processes.

For example, if standard follow-up questionnaires were developed and workers were trained to interview and record accurately, then this information could provide essential evidence on how the child has integrated, their current situation in terms of school and work and their relationships with families and friends.

Tools such as the Child Status Index, which was designed as a case management tool but is able to generate monitoring data, are ideal to be built into case records. As part of the 4Children initiative,⁴⁵ focused on orphans and vulnerable children, benchmarks showing successful progress in key programme areas were agreed and a tool to track progress was included within case management records. The data collected was used to inform care plans and to show when families were ready to graduate from the programme.

Of course, it should not be forgotten that the primary reason for case management is not to collect data but to ensure the child is protected and supported and that their needs are being met.

It should be noted that there are a number of issues that may arise from staff collecting data – one of which may be bias. As staff who work for support organisations are not necessarily ‘neutral’, the information collected may be seen as biased.

On the other hand, staff who are regular contact with children and families are more likely to have gained their trust and be able to access information about their experiences and perspectives that outside data collectors might not.

These perspectives are vital in understanding reintegration since every family and child is unique and their feelings are key to the sustainability of their placement. Nonetheless, it has been argued that clear boundaries need to be set over the purpose of data, the qualifications and training of those recording information and the informed consent of individuals over how the data collected from them is going to be used.⁴⁶

45. 4Children (no date) Standard Operating Procedures for Case Management

46. Surtees, R. and Craggs, S. (2010) Beneath the surface. Methodological issues in research and data collection with assisted trafficking victims. IOM and NEXUS Institute; Child Protection Working Group (2014) Inter-Agency Guidelines on Case Management and Child Protection. Geneva: CPWG; Save the Children Fund (2011) Case management practice within Save the Children child protection programmes. London: Save the Children.



Objectives

- Improvements in the child's access to appropriate legal information and advice throughout the entire legal process;
- Better support and protection during the preparation for and duration of legal cases;
- Improvements in the police and court system allowing for special measures for children and young people.
- Improvements in community-based children protection systems, both formal and informal

Activities

- Ensuring legal information is imparted and available in a range of languages and in a child-friendly way;
- Ensuring children's safety and protection throughout the legal process;
- Accompanying children and young people on legal appointments and to court;
- Advocating for child-friendly police and court procedures;
- Providing basic legal education to children and young people to prepare them for proceedings and to ensure they know their rights;
- Advocating for legal identity documents for young people, including temporary visas and work permits to avoid deportation;
- Advocating for immunity from criminal liability for offences committed as a result of being trafficked;
- Supporting the development of community-based child protection systems;
- Fostering links between informal and formal child protection systems.

Output indicators

- # of legal cases the organisation is supporting
- # of children and young people who are supported to get legal identity documents
- # of functioning community-based child protection groups

See more in Annex B

Outcome indicators

- Children and young people are aware of their rights
- Children and young people know where to turn for protection
- Communities feel equipped to respond to child protection risks and complaints

See more in Annex B



INDICATORS FOR LEGAL SUPPORT

These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations. (# = ranked position from 1-10, one being the most important.)

Documents and knowledge about rights

- Documents and rights (#4) – *‘If you do not have documents you can’t fulfil the rights, if you are pregnant you can’t register a child, you need the documents for the most important things such as the going to the doctor and health card. It is important that all children have the same rights, without an exception, no matter if you are a Roma, Albanian (Kosovar) or a Romanian.’* (Atina, Serbia)
- Knowing of our basic child rights (#8) – *‘Our parents cannot abuse us unnecessarily because we know our rights.’* (Challenging Heights, Ghana)
- Child’s right (#8) – *‘When a child’s right is violated, the child will get hurt emotionally and his life will be at risk. If the child’s right is respected, the child lives happily in his home. If not, he will be forced to run away and live in the streets.’* (Retrak, Ethiopia)
- Rights (#8) – *‘We know our rights.’* (TjeterVizion, Albania)



Community-based Child Protection Mechanisms (CBCPMs) include the people, groups, and networks that exist in communities to prevent and respond to child protection risks and violations.

The goal of the mapping these mechanisms is to understand how communities define, prevent, and respond to child protection violations and how local systems connect (or not) to formal legal systems. This can then allow agencies to support such mechanisms so that they are enhanced, rather than undermined. This mapping explores community perceptions and experiences of child protection, highlighting different threats and sources of harm that community members and leaders believe affect the safety and wellbeing of their children, as well as the ways in which those challenges are prevented and addressed.

Data collection: In Northern Uganda this was undertaken over six days in eight communities. This combined:

- Community orientation and observation
 - Preliminary community orientation: physical map of location (key landmarks and sites that could contribute to protection or vulnerability of children);
 - Transect walk, revisiting sites and noting new sites off main roads, talking with community members and identifying key informants;
 - Updating maps, these are then used during process to ensure geographic diversity and identify key locations for observation and meeting key informants;
 - Observation to identify and interpret the interaction between children and community members, and how it relates to the protection or vulnerability of children.
- Focus Group Discussions
 - Each group comprises of 6-10 people (segregated by age, gender, status), with 1 facilitator and 1 note taker and lasts one to one and a half hours;

- Participatory ranking methodology used to identify and vote for the things in that particular community that make children feel unsafe or insecure, or can affect their development and wellbeing;
- Following this ranking process, the first and second most important issues are isolated and participants worked together to identify the people who usually contribute in responding to the issue, and what that response looks like.
- Key Informant Interviews
 - In-depth exploration of child protection issues and mechanisms with children, adults, community leaders, NGO/gov't workers, lasting 45 minutes to two hours;
 - Interviews are confidential, and follow a semi-structured questionnaire (one of four 4 guides for each type of respondent).

Limitations: Short time, only certain communities, new methods, responses not always probed or transcribed in enough depth, limited oversight in the field, masking of issues.

Results: The findings revealed concerns about parental care, child labour, early pregnancy and marriage and sexual abuse. Risks were being minimised through community norms and behaviours, and responded to through referrals beginning with community-based mechanisms, not formal legal structures. It was highlighted that there was a lack of common understanding about sexual abuse, lack of knowledge of ways to prevent and respond to child protection violations and they use both formal and informal structures, depending on which is expected to lead to a resolution in their favour.

Source: Child Protection in Crisis (2012) Mapping Community-based Child Protection Mechanisms – Uganda



KEY RESOURCES ON MEASURING POLICY CHANGE

Further information on monitoring advocacy and policy influence can be found in:

- Jones, H. (2011) A guide to monitoring and evaluating policy influence. ODI
- UNICEF Monitoring and evaluating advocacy. Companion to the advocacy toolkit. UNICEF



Quick glance...

What you will find in section 5c. Health care

- Suggested objectives, activities, output and outcome indicators
- Children's views...Indicators of health care
- Example...Using a body-mapping exercise with children in Mexico to understand the effects of agricultural labour on their bodies
- How to...Use body-mapping to understand health complaints
- Example...Using spider diagrams with street boys in Nepal to explore health

During the initial phase of support, it is quite likely that children and young people will require some form of medical attention, this includes physical and mental health ⁴⁸.

Below are possible objectives, activities, outputs and outcomes which fall under the area of health care. This is not an exhaustive list, but is intended as a starting point to guide further planning.

Objectives

- Improvements in the overall health of a child or young person
- Improvements in access to health care services to meet the needs of children and young people.

Activities

- Financially covering the costs for healthcare treatment and medication;
- Accompanying children to health-related appointments;
- Arranging for medical staff to attend premises so children can access health care on site;
- Offering a range of therapeutic support such as group therapy and mind-body techniques;

- Referring children onto specialised support and substance abuse programmes if required;
- Advocating for improved and free health care;
- Training health care workers to improve their knowledge, sensitivity and skill when supporting children, especially in regard to mental health issues which can lead to stigmatisation;
- Organising individual or group sessions on the right to health, the importance of hygiene and how to keep healthy;
- Raising awareness of the right to health with parents and carers;
- Advocating for access to free health care;
- Contributing to the development of minimum standards and health care guidelines;
- Sharing learning nationally and regionally.

Output indicators

- # of children and young people receiving health care services and description of services
- # of training sessions undertaken with health care professionals
- # of forums where the organisation has shared learning on health care

See more in Annex C

Outcome indicators

- Children and young people have an improved health status
- Parents and carers are able to take care of children's health needs
- Children and young people are able to access free/ better health care

See more in Annex C



INDICATORS OF HEALTH CARE

These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations. (# = ranked position from 1-10, one being the most important.)

In good health with access to health care

- **Health and love (#1)** – *'A child needs health, because without health it has nothing. A healthy man has a million wishes and a sick one only one. It is important that children know where to go if they have health problems. It is important to have the right to health protection. If you do not have documents you can't fulfil the rights, if you are pregnant you can't register a child, you need the documents for the most important things such as the going to the doctor and health card.'* (Atina, Serbia)
- **Health (#4)** – *'I know how to take care of myself. I received health care and health tips by the centre.'* (TjeterVizion, Albania)
- **Access to medical care (#4)** – *'Children are healthy and have access to proper medical care. This make us feel healthier and strong and have free mind to go to school and play with friends.'* (Challenging Heights, Ghana)
- **Has access medical care (#6)** – *'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.'* (Retrak, Uganda)

Good hygiene

- **Good hygiene/cleanliness/clean (#10)** – *'Somebody who is clean (nice hair, clean clothes, keeps the house clean, washes the body, brushes her teeth). You should be clean because cleanliness is second to godliness. When you are dirty, you are sent away from school, and no one wants to be you friend. You should be clean so that people can see you are different.'* (Pendekezo Letu, Kenya)

Example...

Using a body-mapping exercise with children in Mexico to understand the effects of agricultural labour on their bodies

Background: This exercise was part of a larger study on how indigenous migrant workers from the Huicholethnic group understand the effects of pesticides on their health. Observational data was gathered during the wider study and provided context and triangulation data for the information gathered for this piece of research.

Children involved in this form of labour spend their time picking, carrying and threading tobacco leaves. Tobacco production uses large amounts of agrochemicals and often children have no protective clothing or shelter from sun or chemicals.

Aim: This piece of research aimed to explore how children attending the Florececentres perceived the effects of their work on their bodies.

Method: Twenty-eight children aged between seven and 12 years who attended the government-run Florece centres for migrant working children participated in the body-mapping exercise.

Process: Children were split, by age, into two groups and asked to (1) draw how their bodies looked and (2) draw how their bodies felt after a day at work. After each question they were asked to explain what they had drawn and why.

Conclusion: (1) What does my body look like after a day at work?

Three main themes came up in relation to children's physical appearance: the type and state of clothing; dirt or goma; and redness in the eyes.

(2) How does my body feel after a day at work?

Children describe in turn how each part of their body felt at the end of each day, referring to internal and external sensations as well as illnesses and the feeling of hunger.

Children described their feet as tired, sore and swollen from walking in the mud and

carrying a lot. Some groups indicated how their legs and knees were sore from falling over when playing or stumbling between tobacco plants. Some mentioned bruises, mosquito bites and backache. Sore eyes was also identified.

Source: Gamlin, J.B. (2011) 'My eyes are red from looking and looking': Mexican working children's perspectives of how tobacco labour affects their bodies, *Vulnerable Children and Youth Studies* 6(4), 339-345

See also this video from Save the Children on Body Mapping.



USING BODY-MAPPING TO UNDERSTAND HEALTH COMPLAINTS

What is it?

A tool where children and young people are able to think about their body and identify any health complaints.

How does it measure change?

Children and young people may carry out this exercise to begin with (baseline) and then carry it out again to see whether their health complaints have improved.

It's good because... it is an active exercise.

Steps

This activity could be done in a group or individually with a child. Children are placed in groups and they ask for a volunteer to lie on a large piece of paper and let another child draw around them in order to capture the outline of their body.

Children are then asked to think about where they feel pain or when they are feeling sick and where these are in the body. Children are then asked to draw on the outline the places where they have problems.

This can then be used for a basis for discussion over what makes them ill or sick, some of the possible solutions and how this could be improved.

When does it work well? When exploring physical health and identity.

USING DIAGRAMS WITH STREET BOYS IN NEPAL TO EXPLORE HEALTH

Background

Research with street-connected children in Kathmandu was initiated in 1993 to compare growth status, family background and lifestyle of urban street-connected children with non street-children from rural and urban settings. In order to triangulate findings from health clinics on the conditions of street children, a Participatory Rural Appraisal (PRA) approach was developed to understand children's experiences and views on health.

Aim

To understand children's own experiences and views concerning periods of ill-health and any action taken.

Method

Focus group discussions and spider diagrams.

Process

Four groups comprising of between five to 15 children participated. All were boys between the ages of 10 and 16 years who were known to the researcher. In the centre of a large piece of paper a spider's body was drawn with the key word 'illness' in the middle. Participants then shared their experiences of illness at their family home, on the street and whilst being supported by the NGO. Each experience formed a leg to the spider. Once the health complaints had been documented, each complaint was ranked on a scale of 1 to 5, considering the frequency of the health complaint, the degree of pain and the effect on them in terms of their ability to earn money. Children were also asked to note where treatment could be obtained.

Source: Baker, R. (1996) PRA with Street Children in Nepal. PLA Notes (1996) Issue 25, 55-60. IIED London



Quick glance...

What you will find in section 5d. Psychosocial support

- Suggested objectives, activities, output and outcome indicators
- Children's views...Indicators for psychosocial support
- Tips...Domains of psychosocial support
- How to...Use rating scales to understand young people's views and attitudes
- Example...Power Girls Programme
- Example...Using 'river of life' to help children to create their own personal stories of change in seven countries
- Example...Use of the River of Life tool to understand behaviour change
- Example...Using diaries to monitor and support emotional well-being of reintegrating children
- Example...Using Most Significant Change to improve programming in Kenya
- How to ...Use stories of most significant change/challenge
- Key resources...Life skills

Psychosocial support can be provided through a range of activities, with the overall goal of improving children and young people's knowledge and skills, and supporting their emotional and social wellbeing.

One key area of support is around the development of 'life skills', a term used to refer to the skills, abilities, behaviour and knowledge that enables individuals to deal with the world around them. This includes the development of interpersonal, listening, relationship, communication, problem-solving and negotiation skills, as well as skills to cope with emotions and make positive decisions in life. All children and young people need to develop these common life skills in order to function and get on in

the world. However, children who have been affected by different forms of neglect, violence or exploitation may encounter particular difficulties in developing, or re-building, these skills and behaviours or may face specific risks.

Through developing these skills and behaviours and engaging in group activities, some young people may develop leadership qualities – allowing them to take a leadership role in their own lives or in the community. Due to young people's behaviours and achievements they may become role models to other children and some go on to become peer-educators, helping other young people who find themselves in similar circumstances⁴⁹.

In addition, some children and young people for example draw strength and hope from religion and spirituality. Attending places of worship and getting involved in related activities can be an important and helpful source of strength and can help promote integration. Similarly for some young people traditional rituals and ceremonies can be important in helping them overcome their past experiences. For others, they may be left with a physical reminder of their past from scars and tattoos that they bare - identifying them as being involved with a particular group, individual or lifestyle⁵⁰.

Below are possible objectives, activities, outputs and outcomes which fall under the area of psychosocial support. This is not an exhaustive list, but is intended as a starting point to guide further planning.

49. Read more life skills and leadership in the background paper - 'Overview of common themes in reintegration'

50. See more on broad areas of support in the background paper - 'Overview of common themes in reintegration'

Objectives

- Improvements in the knowledge of children and young people on issues such as safety, sex education, HIV, family planning, sexual violence, etc;
- Development of key skills – communication, decision-making, problem solving, etc;
- Improvements in confidence and self-esteem;
- Improvements in behaviours;
- Improvements in feelings and perceptions of oneself;
- Development of leaderships skills;
- Development of hope and trust;
- Increases in emotional support and social networks for the child and young person;
- A sense of being cleansed, an ability to move on from the past and of not self-blaming;
- A sense of acceptance from the community;
- To rid young people of the visible scars of their past.

Activities

- Working through a curriculum with individuals or groups;
- Providing guidance and modelling behaviours and values;
- One on one or group work.
- Supporting young people's choice to worship or pray and helping young people access different forms of religious or spiritual support;
- Supporting safe, appropriate traditional ceremonies and rituals by providing funds for meals and items associated with these activities;
- Providing access to funds for tattoo removal or to free services;
- Advocating for free tattoo removal for children and young people affected by different forms of adversity.

Output indicators

- # of life skills/counselling sessions provided
- # of children and young people who accessed support through religious groups
- # of children and young people who are involved in traditional ceremonies and rituals

See more in Annex D

Outcome indicators

- Children and young people demonstrate increased knowledge of XX and XX skills
- Children and young people demonstrate an increase in confidence and self-esteem
- Children and young people report that they are hopeful for the future

See more in Annex D



INDICATORS FOR PSYCHOSOCIAL SUPPORT

These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations. (# = ranked position from 1-10, one being the most important.)

Friends

- **Friends (#9)** – *‘We have lots of friends. We have known them in the centre and at school. I am not happy if I do not have friends to share my things with.’* (TjeterVizion, Albania)
- **Enjoy our basic rights to play (#6)** – *‘We have made friends whom we can share ideas and play together or receive support from.’* (Challenging Heights, Ghana)

Skills

- **When children are equipped with life skills that will help them later on in their lives (#10)** (Shalom, Tanzania)
- **Skills (#10)** – *‘Social workers taught us lots of skills that we use in our daily life.’* (TjeterVizion, Albania)

Attitudes

- **Children believe in themselves and their abilities (#9)** (Challenging Heights, Ghana)
- **Being confident (#2)** – *‘When I am confident I can do all I want; I am able to do what other people cannot expect me to do, and achieve my goals, do anything without fear, can enable you reach your dreams, helps you endure even the toughest times when in the community, and I am happy doing something that I confident in.’* (Uganda Youth Development Link (UYDEL), Uganda)

- **Self esteem (#3)** – *‘This means you respect yourself, even if your life is not good, even if people laugh at you, you show them you don’t care, and so they leave you alone. People can be abusing you telling you are useless because you used to be at the dumpsite.’* (Pendekezo Letu (PKL), Kenya)

Behaviours

- **Punctual and doing well in school (#2)** (Challenging Heights, Ghana)
- **Avoiding peer pressure (#2)** – *‘Because many friends are out of school and they can cheat you to go out of school, or to have sex, then you can get pregnant or get AIDS. When people tell you to do bad things don’t do them. It is second because many people refuse school because they are cheated by their friends.’* (PKL, Kenya)
- **No bullying #9** – *‘You shouldn’t fight others in school because you also don’t like being beaten. You should love other people like you love yourselves. When you beat others people will hate you and you will not have friends.’* (PKL, Kenya)
- **Improved behaviour (#7)** – *‘We can relate well with our families and people in the community.’* (Challenging Heights, Ghana)
- **Is hardworking (#8)** – *‘When you have a good life (meaning food, a good home, are healthy) you can be able to work well. People love children do their work at school and also help with work at home but without these you are weak and unhappy and cannot do anything.’* (Retrak, Uganda)
- **Discipline (#1)** – *‘People love children who behave well...’* (PKL, Kenya)
- **Self awareness (#7)** – *‘When you know yourself, like what you want to be when you grow up, you put more effort, because you want to achieve a goal.’* (PKL, Kenya)



Respect

- **Respecting family (#5)** – *‘Child who respect his parents or care givers. A child who honours his family is also respected by the community in return.’* (Retrak, Ethiopia)
- **When children respect their parents and the surrounding community (#8)** – (Shalom, Tanzania)
- **Being respectful and also respected (#10)** – *‘This made us feel accepted, loved and human.’* (Challenging Heights, Ghana)

Responsibilities

- **Support family but not exploited (#6)** – *‘A child has the duty to support his family. When a child does that the family becomes happy. This too is good for the child himself. But this does not mean his labour should be exploited. Heavy duties hurt the child. Child labour exploitation lead a child to run away from home and forcing him to live in the streets.’* (Retrak, Ethiopia)

Hope

- **Bright hope (#10)** – *‘A bright future makes the child to aspire to become a better and successful person. This helps the child to settle in his home and grow.’* (Retrak, Ethiopia)

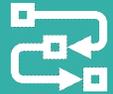
Helping others, being a role model and gaining respect

- **Go along with the community (#7)** – *‘Doing good things for our community, such as helping old people in our community, reward us respect and love from our community. Agreeing with the requirements of our community and avoiding things that the community rejects. To do this help us to be accepted and become model for other children.’* (Retrak, Ethiopia)
- **Being exemplary (#8)** – *‘Others are able to learn from you and you inspire them, avoid associating with bad people, being proud of yourself and self worth.’* (UYDEL, Uganda)
- **Being able to counsel others (#10)** – *‘Developed confidence experience, earn very many things from friends experiences, none is perfect so we can learn and support each other, joy in helping others achieve their dreams.’* (UYDEL, Uganda)

TIPS: DOMAINS OF PSYCHOSOCIAL SUPPORT

- The following three domains are the most helpful to evaluate how well psychosocial support influences the lives and experiences of individuals, families and communities:
- Skills and knowledge e.g. life skills, using culturally appropriate coping mechanisms, vocational skills, conflict management etc.
- Emotional well-being e.g. feeling safe, trust in others, self-worth, hopeful for the future etc.
- Social well-being e.g. attachment with caregivers, relationships with peers, sense of belonging to a community, access to assume socially appropriate roles, etc. resuming cultural activities and traditions

Source: Ager, A, Ager, W, Stavrou, V. & Boothby, N. (2011) *Inter-Agency Guide to the Evaluation of Psychosocial Programming in Emergencies*. New York: UNICEF.



HOW TO USE RATING SCALES TO UNDERSTAND YOUNG PEOPLE'S VIEWS AND ATTITUDES

Rating scales can help to understand young people's knowledge and attitudes towards issues addressed through life-skills programmes. They can also help young people to self-assess their skills. When undertaken in a participatory manner they not only provide insights for staff and young people, but can open up discussion among young people to explore why they believe certain things or view things in certain ways.

A project in Brazil, brought together a group of young people to do an evaluative exercise to test their decision-making skills. They were told a short vignette in which they were asked to imagine that they witness a neighbour beating his wife. They are then invited to move to different parts of the room according to the action they would take. The three options are:

- Intervene and stop the neighbour beating his wife (left side of the room)
- Ignore it (right side of the room)
- Don't know (centre of the room)

From their three physical positions in the room, participants then defend and discuss the reasons behind their decision to stand in one of the three places. An observation schedule was used not to judge the decision but the reasoning.

Source: Jacobs Foundation (2011) Monitoring and Evaluating Life Skills for Youth Development: Volume 2: The Toolkit. Zurich: Jacobs Foundation, p12

POWER GIRLS PROGRAMME

The Power Girls Life Skills Manual was developed by John Frederick, originally for The Asia Foundation and later contextualised for and implemented by Sanlaap- an organisation in West Bengal in India which operates a shelter for girls rescued from sexual exploitation.

This programme is in-depth, with around 40 sessions, and not only introduces girls to the different skills areas but also actively works with them to develop the necessary skills.

Module 1. Knowing myself

Module 2. Communicating with others – active listening

Module 3. Helping others – problem solving

Module 4. I feel bad, I feel good – relaxation, stress reduction, trust, working with negative emotions

Module 5. Being a friend – peer pressure

Module 6. My gender and my society – role models, strong women, gender inequity, assertiveness

Module 7. Men in my life – male attitudes

Module 8. My family – family roles, family conflicts

Module 9. Planning for my future – goal setting

Source: The Asia Foundation (2005) Power Girls: life skills for personal strength and social confidence. Kathmandu: The Asia Foundation



Using 'river of life' to help children to create their own personal stories of change in seven countries

Background

As part of the process of developing this toolkit, a number of consultations were held with 89 reintegrated children and young people. The purposes of the consultations were (a) to understand the types of changes that young people felt were important that had happened since coming into contact with assistance organisations and (b) for young people to develop locally relevant indicators of 'successful reintegration.'

Aim

One of the activities in the consultation used the 'river of life' technique to help children create and share their own personal stories of change.

Method

River of Life drawings and sharing stories

Process

The exercise took 30 minutes and involved groups of between seven and 15 children and young people. Participants were asked to think about stories or examples from their own lives which showed the important changes that have happened to them since they first came into contact with the Partner Organisation. It was emphasised that changes brought about in other areas of their lives should also be included – not just changes that had happened because of their contact with the support agency.

Children were asked if they would be happy to make a drawing to help them tell their story. It was explained that a 'river of life' drawing can help show important changes in their life, but the drawing does not need to be a beautiful picture – it just needs to help prompt them to tell their story.





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It was explained that the river represents themselves and that it may come across obstacles (big rocks) but, like them, it finds ways to go around the obstacles (challenges) in its path. In their life they may have changed direction, they may have had fast, turbulent times like a river, as well as slow gentle flowing times. In particular, they were asked to draw any obstacles in their way such as rocks or waterfalls and how they have overcome these obstacles.

In addition, children were asked to draw **people** or **activities** that were part of the story: 'people' in their story may include staff from the reintegration programme, family members, friends, teachers or community members. Activities they participated in or things they've done may include services that they use which are part of the reintegration programme – such as counselling and health clinics. But also, the team wanted them to look at other activities they were involved in – such as activities they did with friends or community or youth groups.

15-20 minutes were allocated for children to make their drawings and, while they were drawing, facilitators spent some time talking to each child.

After the drawings had been made there was a break and energiser. Children were asked if they would be happy to present their 'river of life' drawings to the whole group. Children were asked to talk through their story and were prompted with questions.

When the children had finished telling their story, they were asked which change that had happened to them was the most important.

Source: Veitch, H. (2013) '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. UHI Centre for Rural Childhood



Use of the River of Life tool to understand behaviour change

Background

As part of the RISE Learning Project on M&E of reintegration Undugu Society of Kenya used the River of Life tool to understand behaviour change amongst young people working on the streets. This participatory tool allows participants to share their stories of personal change through storytelling and drawings.

The organisation used the River of Life tool to monitor the outcomes of two of their peer-led youth associations for girls affected by sexual exploitation (9 participants in Nairobi and 5 in Kisumu). These youth associations are a means of providing livelihood and life skills training to facilitate members' reintegration into their communities. The main objective of the River of Life exercise was to understand the changes in the young people's lives and to reinforce the association members' collective trust and understanding of each other's experiences since the start of their reintegration journeys. They followed the method outlined in this toolkit.

Results

The participants were able to identify and acknowledge the changes in their lives, particularly the progress made since joining the associations. It also helped to strengthen the cohesiveness of both associations. Notably, as a result of the exercise, the Nairobi group decided to work together to advocate for the rights of children and campaign against sexual exploitation of children and youth within their community. The use of the tool also revealed key factors in supporting or hindering reintegration:

- support from peers who had transformed their lives was inspirational to others with similar backgrounds;
- livelihood support was a turning point in finding a way of making a living;
- acquisition of legal documents, like a national identity card, created a sense of belonging within the community;
- stigma and discrimination remained a key obstacle to building positive relationships, as some girls reported their partners and other community members used their past experiences against them, sometimes resulting in violent interactions.

Challenges

During the River of Life exercise some participants found it difficult to produce a drawing. One girl did not share her story because she felt her drawing was not up to standard. Participants were also more forthcoming about the positive outcomes gained as a result of the support received from the organisation than any challenges faced.

Key Observations

"The River of Life activity was very instrumental in aiding them to share their life experiences. It helped them to understand the important changes that had happened to them since they joined the organisation. They noted significant changes in their lives such as being independent to cater for their needs, being responsible parents to their children, improving their self-esteem, and being respected by their community."

Source: Undugu Society of Kenya's contribution to the final review of the RISE Learning Network's learning project on M&E of reintegration, 2018



Using diaries to monitor and support emotional well-being of reintegrating children

Background

As part of the RISE Learning Project on M&E of reintegration HAART Kenya and Lifeline/Childline Zambia piloted the use of diaries to track the emotional wellbeing of children and assess the results of their psychosocial support services and other interventions. In Kenya the girls using the diaries (aged 10-17 years) were receiving psychosocial support services whilst living in a temporary shelter.

In Zambia the tool was piloted with 25 children of the same age range in three Lusaka-based schools in order to monitor their emotional wellbeing post-reunification and to ascertain when to close a case. Due to positive results, the usage of diaries was extended to a project with children on the move close to the Zambia-Mozambique border. In that context, the diaries were used both pre- and post-reunification.

Method

The children were provided with personal diaries and asked to regularly record their social and emotional progress, including any incidents of trauma, discrimination and stigma. Their recorded entries were then periodically shared in confidential settings, with the child's permission, usually during one-to-one sessions with a therapist, social worker or counsellor.

In Kenya the diaries were introduced through the creative and fun use of storytelling and drawing, in a safe workshop environment, in order to build trust, confidence and self-expression. The girls were also encouraged to incorporate drawings and pictures in their diary entries to aid their own expression. In Zambia the diaries were specially branded with key child protection information such as where to access assistance in times of need and a child helpline number.

In both Kenya and Zambia, some ground rules were established:

1. The diaries were personal and each child has her or his own.
2. The pages of the diary were a safe place for expression, the same way as the therapy session discussions.
3. Apart from sharing in the confidential sessions, no other member of staff was allowed to look at the diary unless the child wanted them to.

Results

In Kenya, as a result of implementing this tool, the organisation was able to effectively track the recovery progress of participating girls and better ascertain their level of preparedness prior to their return to family and community settings. They also gained valuable feedback on the girls' perceptions of support services. The organisation plans to continue the use of this tool in its monitoring process by providing diaries as part of the welcome package when girls initially arrive at the shelter.

In Zambia the use of diaries was effective in monitoring the psychosocial progress of children, especially since some children were more comfortable writing down their thoughts and feelings rather than talking. The children were able to play an active role in tracking their own changes and directing the course of their own healing journey, including the counselling process. As one staff member commented: *"It helped [us] to realise that not only the physical success of reintegration is important, but also the emotional and spiritual wellbeing is also important in order to have a fully functioning individual who can take up and participate in community life."*

Challenges

Supporting post-reunification use of diaries can be difficult when homes are geographically widely dispersed and maintaining confidentiality of the diaries at home is another hurdle. It is important that caregivers should understand the purpose of the diaries so they can support their use. Explaining this to families highlighted how important it is to have the engagement, understanding and support of families in their children's reintegration process overall.

As the partner from Kenya explains: *"We are investing more in having meetings with family members during rehabilitation and explaining the case management process so that they can clearly understand their role and the importance of us working together. We are also hoping that we can learn from them what they think will work."*

Key Observations

This tool reinforced the importance of participatory M&E so that staff can hear directly from children about how they are experiencing interventions. This enables staff to design new services or adjust existing ones to better serve the children's expressed needs, interests and opinions.

The organizations realized that it is important to create a conducive environment that allows children to easily voice their thoughts and concerns.

To help children freely interact with each other and with staff it is important to create an enabling culture through regular meetings, suggestion boxes, participation in case planning and ensuring real change in response to suggestions is felt.

In Kenya to team noticed that the *"girls have become very confident the more we have reinforced the idea that speaking up would not get them into trouble."*

Source: HAART's and Lifeline/Childline Zambia's contribution to the final review of the RISE Learning Network's learning project on M&E of reintegration, 2018





Using Most Significant Change (MSC) to improve programming in Kenya

Background

Trace Kenya works with individuals and agencies to counter the trafficking of persons in Kenya. Trace Kenya creates awareness on human trafficking, offers direct support to children and youth, assists law enforcement to gather prosecutorial evidence against traffickers, and builds resilience of vulnerable communities through education, skills development, peace building and good governance programmes. Trace Kenya assists separated children to reconnect with their families. In undertaking its work, Trace Kenya measures impact through MSC stories.

Method

The Most Significant Change story process consists of:

- Identification of beneficiaries in the period under review;
- Participation of beneficiaries in interviews or focus group discussions;
- Selection of the stories that best reflect the objectives of the interventions;
- Grading of the stories with the Most Significant Change appearing first;
- Validating the stories with the beneficiaries;
- Presenting the Most Significant Change story for the period under review.

These stories reflect the impact the beneficiaries believe occurred to them as a result of Trace Kenya's intervention. Occasionally a combination of interventions may be recorded and hence care need to be taken to ensure that it is the one significant story or action that is being discussed.

Results

The selected stories uncovered the role of project interventions in helping advance the personal development and empowerment of beneficiaries in their reintegration journeys. The stories highlighted that they were better able to articulate and advocate for their needs and take action to reduce their vulnerability to exploitation, as a result of accessing various project services. Other valuable benefits of MSC for the organisation included helping to:

- Enhance a shared understanding of project goals between beneficiaries and project staff and other stakeholders, including donors.
- Strengthen beneficiaries' sense of ownership in the monitoring and evaluation process.
- Build staff capacity in monitoring and evaluation, particularly in gathering qualitative data through participatory processes.

Challenges

It should be noted that *“the MSC story is a complementary tool and limited to the personal experience of specific beneficiaries. To this extent, it does not cover all aspects of programming and may be skewed to the opinion of an interviewee. To overcome this limitation, there is a need to interview as many participants as possible and thus get a broader understanding of the project through ‘many voices’ and different perspectives as well.”*

Key Observations

“Storytelling is very basic and easy. Participants in MSC want to have their issues raised in their own words. Through their own experiences told in their own way, we are able to refine programming to meet their needs and use these same stories to deepen impact...Where we have used other tools, we still apply the MSC story as a way of both documenting the voice of the beneficiary and raising their voices. In this way, they too come to understand the project and how far ‘they have journeyed’ in the process of reintegration.”

Well-articulated stories are also a useful advocacy tool. When the story is told, the matter becomes real and personal, allowing the voice of the victim to be raised in advocating for change. (The use of stories in this way must only be done with the consent and collaboration of beneficiaries.)

Source: written by Paul Adhoch, Director, Trace Kenya, Mombasa, March 2016 and supplemented by Trace Kenya’s contribution to the final review of the RISE learning project on M&E of reintegration, 2018





KEY RESOURCES ON LIFE SKILLS

- International Federation of Red Cross and Red Crescent Societies (2013) Life Skills – Skills for Life: A handbook. Copenhagen: International Federation of Red Cross and Red Crescent Societies
- Jacobs Foundation (2011) Monitoring and Evaluating Life Skills for Youth Development: Volume 2: The Toolkit. Zurich: Jacobs Foundation.
- Ager, A, Ager, W, Stavrou, V. & Boothby, N. (2011) Inter-Agency Guide to the Evaluation of Psychosocial Programming in Emergencies. New York: UNICEF.



Quick glance...

What you will find in section 5e. Education

- Suggested objectives, activities, output and outcome indicators
- Children's views...Indicators for education
- Example...Use of the Most Significant Change stories to understand children's views of changes in their life
- Example...A Tracer Study in Burundi to measure long term outcomes for children who have been involved in the 'worst forms of child labour'
- Key resources...Measuring education and livelihood outcomes

Some children and young people involved in work or exploitative labour are likely to have missed out on some schooling. For many, education is a priority. If young people initially left home in search of work to support themselves and their families, earning money is likely to be one of their most immediate priorities⁵¹. Skills training and assistance to enter employment or income generation will be more appropriate for these young people. (Further information on income generation is found in the following section on economic strengthening.)

Below are possible objectives, activities, outputs and outcomes which fall under the area of education and skills training. This is not an exhaustive list, but is intended as a starting point to guide further planning.

Objectives

- Re-engagement of children with education;
- Improvements in educational attainment;
- Acquisition of skills and training that will lead to employment or income generation;
- Reduction of stigma and discrimination in schools and in the workplace.

Activities

- Providing non-formal education, bridging classes, accelerated classes or flexible evening classes to allow young people to earn and learn;
- Providing education on site;
- Advocating for improved and free education;

- Training teachers to improve their knowledge, sensitivity and skill when supporting reintegrated children in the classroom;
- Financially covering costs or providing scholarships for reintegrated children to attend school;
- Helping children get identity documents so they can enrol;
- Providing basic literacy and numeracy skills;
- Providing vocational training;
- Developing work readiness programmes that cover basic skills such as time management, communication and presentation;
- Arranging work experience placements and apprenticeships;
- Offering training in transferable and entrepreneurial skills and marketing;
- Building social capital;
- Building support through mentoring and peer support groups;
- Supporting child care for those young people with children;
- Advocating for young people to benefit from other vocational and employment schemes and programmes.

Output indicators

- # and % of children and young people being supported who are accessing education
- # and % of children and young people enrolled who have been reintegrated and are in school
- # and % of children and young people who completed work readiness programmes or other trainings/ work placements

See more in Annex E

Outcome indicators

- Children and young people have access to flexible, quality education and have improved their educational level during assistance
- Children and young people feel welcomed and accepted in the classroom
- Young people are in dignified, age-appropriate, safe employment/ or generating a sustainable income



Indicators for education

These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations. (# = ranked position from 1-10, one being the most important.)

In school and doing well

- **The children are in school or skills training (#1)** – *‘We believed that we were rescued to have good education and secure our future. We feel happy and better when we are in school.’* (Challenging Heights, Ghana)
- **Punctual and doing well in school (#2)** – *‘This helps us to enjoy going to school. We were able to compete with the other children in school.’* (Challenging Heights, Ghana)
- **School (#8)** – (Atina, Serbia)
- **School (#2)** – (TjeterVizion, Albania)
- **Education (#3)** – *‘Education is the base for development. Educated child will support himself and his family. Education gives hope and ability to think in long terms.’* (Retrak, Ethiopia)
- **Goes to school (#7)** – (Retrak Uganda)
- **Re-enters in the school system or follows a professional course (#8)** – *‘With continuing school someone can have a better life. With a diploma you can find a job or get a promotion. In school you can make new friends, and being in school is not dangerous. If you are not in the school bad people can take advantage by the street situation that you may be in.’* (Different & Equal, Albania)

Has vocational skills

- **Having vocational skills (#3)** – *‘I can also work well when I have vocational skills like hairdressing, obviously when you have a skill you cannot go hungry or die poor.’* (UYDEL, Uganda)
- **Has a set of skills in a certain professional area (#9)** – *‘The professional skills are needed in order to have a success in a job place. The job is very important to earn the living so successful professional skills are needed always for a successful reintegrated person.’*

Has an income

- **Income (#4)** – *‘A child that is able to generate income is able to continue his education and support his families. Income generation help a child not to create too much pressure in his family for his needs.’* (Retrak, Ethiopia)
- **Getting my own money from my sweat (#9)** – *‘This money has no strings attached....’* (UYDEL, Uganda)
- **Has a sustainable income (#7)** – *‘The first important thing is to have a job place and some incomes to survive. The second one is to be sustainable. All the indicators that we mentioned will be nothing without incomes sustainability. Someone who has sustainable incomes experiences less stress and feels safe about the future.’* (Different & Equal, Albania)



Use of the Most Significant Change stories to understand children's views of changes in their life

Background

As part of the RISE Learning Project on M&E of reintegration a partner in Kenya, Rescue Dada Centre, used an adapted version of the Most Significant Change (MSC) stories called the Tree of Change.

This was used as a way of gathering qualitative data to determine the most significant changes, as perceived by children, during their stay at a short-term residential programme for street-connected girls. The programme incorporates life skills training, psychosocial support, informal education and economic empowerment in order to prepare the girls for reunification with their families and communities.

Method

The girls and programme staff developed a Tree of Change by drawing the outline of a tree on a wall and using coloured cards to construct leaves and pieces of the tree's trunk. The girls then walked along a timeline fixed to the floor of the room, while reflecting on their personal changes by comparing where they were before they entered the rehabilitation programme to where they are now.

Each girl then wrote or drew her most significant change on a leaf of the tree and, on a piece of the trunk, indicated who or what was most helpful to achieve this change.

Results

The most significant changes described by the girls centred on improvements in behaviour, self-identity, and attitude towards others; increased knowledge and abilities in education and life skills; and being able to access basic needs. Supportive to these changes were especially the counsellors, social workers, teachers, and their own peers at the rehabilitation centre.

Here are some of the statements the girls wrote down on the leaves:

"I have stopped thinking that no one loves me."

"I know there is someone who cares for me and this has made me have a positive attitude towards myself."

"I have changed. Am not stealing anymore, am not a bad girl."

"The biggest change is that I used to be the last one in any exam we did, but now am able to read and write. Am usually the top pupil in our class."

Key Observations

The use of this tool served to highlight the importance of participatory monitoring. The staff also realised a need to establish a more coherent monitoring and evaluation system. They have therefore sought additional technical support to achieve this.

Source: Rescue Dada's contribution to the final review of the RISE learning project on M&E of reintegration, 2018



A Tracer Study in Burundi to measure long term outcomes for children who have been involved in the ‘worst forms of child labour’

Background

The International Labor Organization (ILO) conducted a programme that aimed to improve the economic reintegration into civilian life of former child soldiers and prevent future recruitment of at-risk children (those who had not been recruited).

- The intervention consisted of one or several of the following components:
- Vocational training
- Entrepreneurship training
- On-the-job training
- Informal education and/or life-skills training.

Assistance in starting and maintaining self-employment was given through:

- Coaching and support in the management of small business associations
- Equipment kits or start-up materials and/or
- Micro-finance support.

In addition the programmes included an awareness-raising component, targeting negative community attitudes towards former child soldiers. These economic empowerment services, it was thought, would help to increase the productivity, self-sufficiency and normalisation of former child soldiers, aiding their readjustment to civilian and community life.

Aim

The study aimed to assess reintegration trajectories several years after demobilisation, looking broadly at socio-economic and mental health indicators of a large group of former child soldiers and never-recruited peers, both of whom participated in an economic support programme.

Method

A retrospective tracer methodology was used. The objectives of the study were to compare the present socio-economic and mental health status of former child soldiers and never-recruited peers after participating in an economic support programme four years prior, and to assess the role of an economic support programme.

Process

All former child soldiers who participated in the reintegration support programme were eligible to be included in this study. In addition, the study also sampled a selection of the non-child soldier beneficiaries who participated in the programme as a comparison group. After finalising lists of eligible participants, tracing took place to locate target respondents and subsequently conduct interviews. 452 former child soldiers and 191 never-recruited children were traced and interviewed.

A tracer methodology was used to retrospectively document former beneficiaries’ perspectives on socio-economic outcome indicators for the period directly after demobilisation and before participating in the support program (T1), the period directly afterwards (T2), and in the present (T3). The data was only collected one time, ie during the 2010 interviews. The scores for the periods T1 and T2 were recollections. In a situation where baseline information of social, economic, and education status is missing, tracer studies are used to estimate changes over time.

The interview consisted self-report questionnaires using scales to rank satisfaction, covering various topics, including the following. A scale on 'work satisfaction' consisted of four items with a 4-point response format to assess the level of satisfaction with conditions of labour:

- Was the income you made sufficient to sustain yourself and family?
- How would you rate your work conditions?

A scale on '*household economic wellbeing*' consisted of eight items with a 3-point response format to assess the level of satisfaction with the family's livelihood situation:

- Did your household own animals?
- Was your household able to pay for medical expenses?
- Did your family have sufficient food to eat [3x/day]?

A scale on '*economic opportunities*' consisted of four items with a 4-point response format to assess the level of perceived economic prospects:

- How did you perceive your future?
- How did your economic opportunities compare to those of your peers?
- Do you think you can improve your economic situation?

A scale on '*program endorsement*' consisted of five items with a 4-point response format to assess the level of satisfaction with the support program the respondents participated in:

- Were you satisfied with the support you received?
- Did the received support meet your needs?

Conclusion: Overall, the findings illustrated that former child soldiers felt, by and large, socially integrated within communities, with high work/employment rates, literacy rates above national average (66%) and no differences in present functioning and mental health compared to never-recruited peers.

Source: Jordans, M.J.D., Komproe, I.H., Tol, W.A., Ndayisaba, A., Nisabwe, T. and Kohrt, B.A. (2012) Reintegration of child soldiers in Burundi: a tracer study. *BMC Public Health* 2012, 12:905





KEY RESOURCES ON MEASURING EDUCATION AND LIVELIHOOD OUTCOMES

- For a comprehensive list of indicators looking at all aspects of education see BOND's Improve it Framework - education <http://my.bond.org.uk/sites/default/files/impact-builder/Education.pdf>
- Hempet, K. and Fiala, N. (2011) Measuring success of youth livelihood interventions: A practical guide to monitoring and evaluation: Global Partnership for Youth Employment, 2011



Quick glance...

What you will find in section 5g Economic strengthening

- Suggested objectives, activities, output and outcome indicators
- Children's views...Indicators for economic strengthening
- How to...Use the grain pot to measure changes in household income
- Example...Use of the Grain Pot tool to track household economic development
- Example...Progress Out of Poverty Index
- Key resources...Children and economic strengthening

It is acknowledged that while poverty is never the sole driver of child separation, it is a large contributing factor. Poverty affects families' abilities to receive children home and to provide adequately for their needs.⁵²

Caregivers who are under stress due to economic difficulties will also be less able to focus on providing care and attention that their children need.⁵³

Many families and young people will need support to ensure they are able to provide for their basic needs. When children are returning home organisations may provide 'reunification kits' to the family, which may include clothes, food, bicycles or livestock. In some cases organisations may assist members of the household in terms of income generation through providing small grants, livestock or other resources in the hope that this will improve the economic security of the household, allowing the child to be better cared for.⁵⁴

Below are possible objectives, activities, outputs and outcomes which fall under the area of economic strengthening. This is not an exhaustive list, but is intended as a starting point to guide further planning.

Objectives

- Changes in knowledge, attitudes and behaviours of parents or carers to be better able to support, care for and keep the child safe;
- Improvements in the child's relationship with parents and family members;
- Improvements in the living conditions of the child and family;
- Improvements in the household's economic situation.

Activities

- Providing 'reintegration kits'
- Providing funds, training and resources to support young people's, parents' and carer's income generation;
- Advocating on the families behalf to access support and services;

Output indicators

- # and details of contents of any reintegration kits provided
- # of meetings/ sessions/ and type of support provided to families
- # and details of economic support provided

See more in Annex F

Outcome indicators

- Children and young people's households are economically stable
- Children and young people's households provide for them
- % of household income spent on food, health and education for children in a month

See more in Annex F

52. Chaffin, J. & Kalyanpur, A. (2014) What do we know about economic strengthening for family reintegration of separated children? Child Protection in Crisis (CPC) Network & Women's Refugee Commission

53. Wichmann, H (forthcoming) Retrak technical note: Reintegration and economic strengthening. Manchester, Retrak

54. See more on working with parents, carers and families in the background paper - 'Overview of common themes in reintegration'



Background

As part of the RISE Learning Project on M&E of reintegration Challenging Heights in Ghana, Terre des hommes Foundation Lausanne in Nepal and UYDEL in Uganda used the Grain Pot tool to measure the effectiveness of financial literacy training, cash grants and income generation activities of young people becoming independent and of families with reintegrating children (15 in Ghana, 23 in Nepal and 55 in Uganda).

Method

Participants using this tool were provided with or asked to draw a blank diagram of a grain pot, a familiar household storage container, and to use the drawing to regularly record their income from all sources (indicated as arrows flowing into the pot) and expenses (arrows flowing out) as well as any savings (inside the pot). Comparing drawings over time showed changes and helped inform next steps.

Results

In Uganda and Ghana economic strengthening was promoted through the development of small-scale businesses such as bakeries, fish mongers, grocery shops and charcoal stalls. The weekly use of the Grain Pot tool helped the parents to keep track of their income, expenditures and savings. This resulted in the parents having a better understanding of:

- expenditures and how to adjust to focus on priority issues;
- their rate of savings and how and when to increase or reinvest; and
- sources of income and how to diversify in order to maximise opportunities and better support household needs.

In Uganda, two savings groups were a key avenue for assistance and mentorship regarding the use of the Grain Pot tool since parents regularly reported their progress and challenges using the tool during group meetings.

In Nepal, young people running small businesses, such as tailoring shops and street vending, as part of their move into supported independent living, were able to use the Grain Pot to identify gaps and areas where they needed further assistance such as business skills or links to wholesalers.

Challenges

The main challenge that was encountered in Uganda was some parents not having sufficient literacy skills to well document changes. To overcome this small peer groups were formed who could assist each other in the use of the tool. In Ghana, it was felt that there was insufficient staff to fully support the use of this tool. The organisation hopes to build capacity through including monitoring tasks in job descriptions, improving coordination between livelihood officers and reintegration officers, and hiring an M&E officer. The time intensive nature of the tool was also noted in Nepal, where it was also felt that the Grain Pot was helpful to individuals but was not as effective with groups.

Key Observations

In Uganda the Grain Pot tool has filled a gap in the organisation's M&E, allowing them to assess the effectiveness of economic strengthening interventions: *"The Grain Pot tool is now supporting us to engage with families and households on improving incomes, closing the valve on [unnecessary] expenditures and supporting the tracking of their savings...[and also] develop clear indicators that can explain successful reintegration from the viewpoint of the beneficiaries of the project."*

Similarly in Nepal it was noted that *"The main learning for us is that [the Grain Pot] can be used as a key M&E tool for the reintegrated children doing small business. It can be used as a participatory tool to explore the results of [engagement] in income generating activities."*

Source: Challenging Heights', Terre des hommes Foundation Lausanne Nepal's and UYDEL's contributions to the final review of the RISE Learning Network's learning project on M&E of reintegration, 2018



The Progress out of Poverty Index has been developed by the Grameen Foundation, a global nonprofit, which helps the world's poorest people lift themselves out of poverty by providing financing, technology support and management services to organizations that serve them. In 2005, Grameen Foundation developed the Progress out of Poverty Index, a client-level poverty measurement tool.

What can the PPI be used for?

The PPI can tell us the:

- Poverty rate of a group
- Likelihood that a single household is living at or below a poverty line

Allowing us to:

- Measure poverty outreach
- Track changes in poverty rate over time
- Target beneficiaries based on poverty level
- Segment results by services provided

What is the PPI?

The PPI consists of 10 questions and answers, each answer has a score which can be added up to a total score. This score can be looked up on a table to show the households' poverty likelihood. Scores for whole groups can be averaged and looked up to understand poverty rate of the group.

How does the PPI work?

The PPI is a reliable and accurate tool for poverty measurement because it has a solid statistical foundation. PPIs have been produced for many different countries, with reference to each country's latest national household survey.

Source: PPIs for different countries and guidance on use are available at www.progressoutofpoverty.org



KEY RESOURCES ON CHILDREN AND ECONOMIC STRENGTHENING

- STRIVE (2015) *Symposium Report: Keeping Children and Families together with Economic Strengthening*, March 6, 2015.
- Rutherford, D., Carmichael, J. and Christopherson, K. (2015) *Magnify Your Project's Impact: How to Incorporate Child-Level M&E in Economic Development*. STRIVE and FHI360
- Chaffin, J & A Kalyanpur (2014) *What do we know about economic strengthening for family reintegration of separated children?*, Child Protection in Crisis (CPC) Network & Women's Refugee Commission
- CPC Livelihoods and Economic Strengthening Task Force (2013) *Children and Economic Strengthening Programs: Maximizing Benefits and Minimizing Harm*, Child Protection in Crisis (CPC) Network, FHI360 & Women's Refugee Commission
- CPC Livelihoods and Economic Strengthening Task Force (2011) *The Impacts of Economic Strengthening Programs on Children: A review of the evidence*. Columbia University Mailman School of Public Health & Women's Refugee Commission



Quick glance...

What you will find in section 5g. Family Strengthening

- Suggested objectives, activities, output and outcome indicators
- Children's views...Indicators for family strengthening
- How to...Use the decision-making pocket chart to understand who makes decisions that affect the child
- Example...Using case studies to compare family strengthening approaches
- Story of change...Learning to appreciate rights-based programming through the use of case studies
- Example...Using the Child Status Index to measure well-being of street-connected children and their progress from the street to being reintegrated with family: Retrak's experience
- Example...Follow-up discussion guide for talking with the child or young person and family

For many organisations supporting children and young people the goal is to reunify children with their families. This is not to say that all children wish, or should return, to their parents, however reunification with family members is often the first choice.

Working with the family needs to take place before, during and after reunification. If it is determined by all those involved that the child can return home, organisations may provide support for the family members to ensure they are able to provide a caring environment for their child.

Follow-up by visiting the child and family a number of months after their return is seen as critical in order to assess how things are going and allow children to report if they have concerns.⁵⁵

Below are possible objectives, activities, outputs and outcomes which fall under the area family strengthening. This is not an exhaustive list, but is intended as a starting point to guide further planning.

Objectives

- Changes in knowledge, attitudes and behaviours of parents or carers to be better able to support, care for and keep the child safe;
- Improvements in the child's relationship with parents and family members;

Activities

- Family tracing;
- Family assessments;
- Mediation with families ;
- Providing information to parents;
- Supporting parents and carers through offering one-to-one support;
- Arranging support groups and meet-ups with other affected parents;
- Offering information on how parents can work in partnership with others involved in safeguarding the child.

Output indicators

- # of cases of family tracing undertaken;
- # of meetings/ sessions/ and type of support provided to families;
- # of forums where the organisation has shared learning on working with parents, carers and families

Outcome indicators

- Children and young people have positive relationships with their parents/ carers
- Children and young people feel comfortable and accepted in their households and communities
- Parents and carers are better able to support, care for and protect their children

See more in Annex G



Indicators for family strengthening

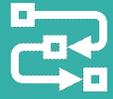
These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations. (# = ranked position from 1-10, one being the most important.)

A supporting and caring family who protect and love the child

- **Supporting and caring family (#2)** – *‘Caring and supporting family send children to school fulfil all the necessary things for the child and provide his basic need in the right time. Without caring and supporting family, a child could not live in his home. Caring and supporting family protect the child and keep him safe so that he will not be in the streets.’* (Retrak, Ethiopia)
- **Not neglected or abandoned (#9)** – *‘A child who is neglected and discriminated by his family will not have self-confidence and will always be ashamed of himself. Discriminating between siblings hurt feelings and saddens the child. A child living in his home should not be discriminated and neglected for any reason.’* (Retrak, Ethiopia)
- **When a child is shown love and valued within the family and the community (#5)** (Shalom Centre, Tanzania)
- **Family(#1)** – (TjeterVizion, Albania) and (# 3) – *‘It is important to have someone you can rely on, who will support you in everything, who wouldn’t judge you, and you always have somewhere to go back to.’* (Atina, Serbia)
- **Love (#4)** (TjeterVizion, Albania)

The child having a good relationship with family

- **Has good relationship with family and community (#2)** – *‘A good relationship with your family and others around you is important because you will have a good support network. This helps us fit in the community, be stable and have a positive attitude.’* (Retrak, Uganda)
- **Good relationships with familiar people and friends (#6)** – *‘This is very important but if you don't have a family, friends are very important too. It is really important to have family members, even a few because they will support you through every difficulty. When family and friends are supportive they can be a great help for the child and his needs. Otherwise they will look for help somewhere else. Without family life has no meaning.’* (Different & Equal, Albania)



HOW TO USE THE DECISION-MAKING POCKET CHART TO UNDERSTAND WHO MAKES DECISIONS THAT AFFECT THE CHILD

What is it? It is a tool that explores decision-making processes in the family – who currently participates and influences this process?

How does it measure change? Reviewing the tool over time can show how children are having more influence in decision-making.

It's good because...it can be done in a group setting or it can be adapted to be used with individual children.

Steps

The exercise is explained to children as a way to explore who has a say in decisions affecting their lives. Brainstorming begins where children are asked to think about and call out all the different areas of decision-making that happens in their lives. These are captured and written down on separate cards. The same is done to list the different people who may make the decisions. All the cards are laid out on flipchart paper with all the different decision areas across the top and all the different people involved down the side. Children are then asked to choose a red sticker or colour to represent 'no say', yellow for 'some say' and green for 'a lot of a say'. Stickers or colours are then placed in the relevant boxes to represent decision-making.

Decisions and people involved	When we play	Whether we stay in school	What type of work we do	When we marry
Child	Yellow	Yellow	Red	Red
Father	Yellow	Green	Green	Green
Mother	Green	Green	Green	Yellow
Grandparents	Yellow	Yellow	Yellow	Yellow
Religious Elders	Red	Yellow	Yellow	Yellow
Teacher	Yellow	Red	Red	Red
Elder Brother	Yellow	Red	Yellow	Green



Using the Child Status Index to measure well-being of street-connected children and their progress from the street to being reintegrated with family: Retrak's experience

Background

Retrak assists children connected to the street to make the transition back to living at home with families in Uganda, Ethiopia, Tanzania and Kenya. In order to understand the journey, Retrak established a system to monitor the changes in the lives of the children they work with. To do this they used the Child Status Index (CSI) developed by Measure Evaluation.

Aim

To trace the progress of the child along the Retrak journey as they transition from the street to family homes.

Method

The instrument consists of a system of indicators to assess the well-being of the individual child. The instrument is based on six core domains:

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

There are 12 measurable goals described by questions that are asked of the child or, in some instances, the care-giver.

When combined with observations this provides a rating guidance for the child's well-being as each goal is assessed as good, fair, bad or very bad.

The CSI assessments were conducted with cohorts of children on streets who access the drop-in centres (baseline), at the point of reintegration with their families (placement) and again at intervals of approximately six months to a year (follow-up).

Process

Assessments were undertaken by social workers trained to use the CSI tool. The assessments formed a part of wider case management tools, which are completed as part of a one-to-one counselling session or during meetings or phone calls with children in family settings.

Baseline data was collected when children first entered the Retrak programme or began participating in a consistent way. Data was taken again when they were placed in family care and then again at follow-up (which ranged from six months to one year following placement).

Conclusion

The tool has been extremely useful as it provides detailed information about multi-dimension well-being at the level of the individual child and can track the progress in a child's well-being as they journey from the street back to their family homes and during follow-up.

Source: Corcoran, S & J Wakia (2013) Evaluating Outcomes: Retrak's use of the Child Status Index to measure wellbeing of street-connected children, Manchester, Retrak



Background

As part of the RISE Learning Project on M&E of reintegration a partner in Uganda, TPO Uganda, used case studies to conduct a concurrent and comparative assessment of two family-support projects within their reintegration programme – one involved the allocation of cash support to low-income households and the other was focused on building positive family relationships by strengthening parenting skills.

Method

After developing interview questions and training staff on the approach, five families were randomly selected in each project and the staff conducted interviews with reintegrating children, caregivers and other children within the households. Further information was gathered through group discussion with family members and through observations of the families' interactions and emotions during monthly home visits. Data gathered was analysed qualitatively, looking for themes and patterns, and triangulated with other monitoring data.

Results

The use of this qualitative tool provided in-depth data on the outcomes of both projects, particularly in terms of positive behavioural changes in both children and their families. Overall, the findings of the case studies from the two projects revealed that strengthening parenting skills and nurturing family environments was a more significant contributing factor for sustaining reintegration of children than solely cash support.

There are plans to integrate this method into the partner's broader work. In the future, cases will be studied throughout the life of the project. This will help better assess how interventions are contributing to the wellbeing of beneficiaries. This approach also provides important descriptive data for the organisation's team to draw lessons and promising practices, which can be adapted for the benefit of other beneficiaries engaged in similar projects.

Challenges

There are limitations with this method since case studies allow for the in-depth observation of a small sample of beneficiaries. As such, the outcomes experienced by the selected beneficiaries (both positive and negative) should not be broadly generalised without supporting data from complementary M&E tools. This method is also time-intensive.

Key Observations

"The tool has influenced how we monitor reintegration interventions. This is because we initially used to mainly focus on the quantitative data like tracking the number of children identified for reintegration, those successfully reintegrated, and those being retained in their families after reintegration. However, the tool introduced us to the qualitative monitoring perspective, which is very vital for any monitoring process for reintegration...The tool [also] showed the significance of closely following up on children reintegrated, more especially understanding their feelings and attitudes towards their families."

Source: TPO's contribution to the final review of the RISE Learning Network's learning project on M&E of reintegration, 2018



LEARNING TO APPRECIATE RIGHTS-BASED PROGRAMMING THROUGH THE USE OF CASE STUDIES

I am the M&E Manager for an organisation supporting vulnerable children in Uganda. I then read the concept note for the RISE Learning Project on M&E of reintegration, which I found very impressive and so I decided to enrol.

Previously, my emphasis had been measuring the results once interventions are conducted without paying attention to the way children participate in the different stages of a project lifecycle. However, RISE helped me realize that children, by virtue of their rights, can and should be involved in all phases of the reintegration process, at planning, implementation, monitoring and evaluation.

Drawing lessons from what we had learned, we chose to pilot the case study tool as a way of documenting and identifying best practices in our reintegration approach. This was after sharing experiences with RISE colleagues from other organizations who have experience using case studies.

During the experience sharing, I realized that it's easy to use this tool. But most importantly, the tool requires you to plan well ahead of its implementation. This is because it necessitates you to document the progress at different intervals.

During the discussions, the teams from the other organizations shared with me simple tools and strategies, which I modified to suit our project intervention. We then sampled two of our reintegration projects where we carried out the case studies. To do this, we identified households where we had placed children and followed them, through the case study process, till the end.

One of the things I enjoyed most about the case study tool is that it gives you a more detailed story of the beneficiary changes. You are also able to capture the situation before, the journey of change, and change itself. It also creates a sense of ownership. I remember during the validation exercise for one of the stories, the beneficiary was so excited to see how far she had

come with her household and how much she had contributed to the welfare of the family. She kept referring to the bond she had created with her children because of respecting their rights such as the right to health, education, family life, play, and to be protected from abuse and harm.

Therefore, in my monitoring process, I try very much to look at how these children's rights are being observed, as they are key to the wellbeing of the children. Consequently, I have re-oriented my colleagues to rights-based programming and monitoring to enhance the growth, development and delight of children in all our sites.

This change is very significant to me because it highlights the salient aspect of children's wellbeing: the children's rights. When implementing child-related interventions, like reintegration, it is vital to recognize and monitor how the rights of the children are being observed.

Source: Edited from a story collected as part of the RISE Learning Network's final evaluation, 2018



General questions⁵⁶

How have things been?

- What's been happening with you since last time I saw you?

Home

- Are you happy here?
- How is your relationship going with your parent/carer?
- Do you feel cared for and supported?
- Do you feel safe living here?
- Do you feel you have been accepted and welcomed back into the family?
- Do you feel that you are listened too?
- Are you able to make decisions about what you do in your free time?

School

- Are you currently in school? If no, why not
- What grade are you in?
- Are there any problems in school?
- How are you doing in school?
- Do you have friends in school?
- Do you feel accepted and welcomed?
- How are your teachers?
- How does your family feel about you being in school?
- Is your family able to support any financial costs associated with school?

Work

- Are you currently working? If no, why are you not working? (for example, in school, can't find a job, etc) If yes, what do you do?
- How long have you been working in this job?
- Where do you work? (for example, from the home, in the fields, in an office etc)
- How many hours a day do you work? How many days a week?
- Do you work throughout the year?
- Have you ever been hurt or got sick because of the work you are doing?
- Have you experienced any stigma/discrimination during your work?
- How would you rate your work conditions? (poor, ok, good, excellent)

- What do you like about your work? What don't you like?
- How much do you earn a week/month doing this work?
- Is the income you make sufficient to sustain yourself and family?
- How does your income compare with your peers?
- Who or what helped you get this job? For example, did a family member or friend assist you?
- Did the training/support you received help you get this job/ do this work? If yes, how?
- How do you feel about your future? Do you think you'll be able to improve your current economic situation?

Household income

- If your family received livelihood support has this made a positive difference to the household finances?
- Do you feel you personally have benefited from this support?

Health

- How are you feeling health-wise?
- Are there any problems?
- Check health report and follow up on any long-term health issues

Community

- What do you do in your free time?
- Are you a member of any groups or do you participate in any community activities? Such as savings groups, sports groups, etc,
- Do you have friends in the community?
- Do you feel accepted and a part of the community?
- Have you ever felt that you've been gossiped about or teased?
- Have you ever felt that you've been excluded from any social events or activities for any reason?

Questions for parents and carers

- How have things been?
- How are you coping having X back?
- Have there been any particular problems?
- How is X settling in do you think?
- Has he/she or any of your family experienced any discrimination or gossiping from the community?
- If yes, did you confront the person and challenge it?
- Has X made any new friends?
- What does X do in his/her free time?
- Is X regularly attending school? If not, why not?
- Can we talk about the household income? (use grain pot)
- Have you seen an improvement in household income since XXX? If yes by how much?
- If no, why not?
- If there was a medical emergency how would you cover the costs?
- Do you know where to go to get help with XX?
- Are we able to help with anything?

Observation

Please comment on the relationship you observe between the child and carer. Does the carer seem nurturing and kind, is the tone of the voice towards the child positive and encouraging?

Please comment on the home environment and its suitability to keep children safe and protected.

Please sum up the main findings from your visit.

Are there any causes for concern? If yes please record them here?

Please state what action is required based on the cause/s for concern and who and when this action will be put into place.



Quick glance...

What you will find in section 5h. Community sensitization

- Suggested objectives, activities, output and outcome indicators
- Children's view...Indicators for community sensitisation
- How to...Use risk and resource mapping to understand support and resources in the community
- Example...Development and use of a survey in the context of war-affected young mothers in Liberia, Sierra Leone & Northern Uganda
- How to...Use diaries to understand the child's experiences during their first few months at home
- Example...Participation Wheel

Ensuring children and their families feel accepted and have a sense of belonging within their communities is key to the success of children's reintegration. It may be necessary to work with local communities to improve understanding of children's experiences, address harmful social norms and potential areas of stigma. Local communities are a potential source of support for reintegrating children.⁵⁷

Below are possible objectives, activities, outputs and outcomes which fall under the area of community sensitisation. This is not an exhaustive list, but is intended as a starting point to guide further planning.

Objectives

- Change in the knowledge, attitudes and behaviours of adult community members towards returning children;
- Increase in the support shown by those in positions of power towards vulnerable young people;
- Change in the knowledge, attitudes and behaviours of other children in the community towards returning children;
- Increase in safe spaces and community protection structures where returning children can receive support;
- Improvement in the inclusivity of systems and structures in the community that welcome returning children.

Activities

- Organising awareness-raising sessions through role play, drama, street painting, theatre and other means;
- Bringing the community together in meetings to allow them to explore what they think the challenges are for young people returning home and identifying what could be done by the community to support them;
- Training community leaders and members of informal child protection structures on child rights
- Offering incentives to schools and other institutions to encourage acceptance and support of young people.

Output indicators

- # and description of sensitisation activities carried out including details of target group/ numbers involved/type of event/date (for example, community meeting, training, street theatre etc)
- # of community leaders and members of informal child protection structures trained on rights of the child including on tackling stigma and discrimination
- # of forums where the organisation has shared learning on community sensitisation

See more in Annex H

Outcome indicators

- Community members do not fear, judge or discriminate against reintegrated children and young people
- Children and young people are included, accepted and respected by the community
- Community members respects and protects returning children and young people

See more in Annex H



Indicators for community sensitization

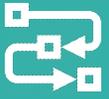
These indicators were suggested by children and young people and reported by Partner Organisations during the 2013 consultations (# = ranked position from 1-10, one being the most important)

Raising awareness, values and leadership and protection in communities

- **When the parents and the community is aware and have the knowledge of the importance of reintegrating a child (#1)** – (Shalom Centre, Tanzania)
- **When the community is aware of child rights and protect them (#4)**–(Shalom Centre, Tanzania)
- **Good leadership and security within the families and community in general (#6)** – *'This assures a child that the community is ready to take the responsibility in bringing them up and protecting them.'* (Shalom Centre, Tanzania)
- **The fear of God and good morals in the community (#9)** – *'This raises the standards of the good values in the community.'* (Shalom Centre, Tanzania)

Being respected, building relationships and doing things that aid in acceptance

- **Being able to associate with other people in the community (#6)** – *'You get new and more friends, some people can help you in what you need to know and help you perform better, no one helps someone who is not social, you need to get help from the right people, understand people that really matter in your life, build partnerships to achieve better and more goals in life, reach more and greater heights and even gain more knowledge.'* (UYDEL, Uganda)
- **Respected by people in the community (#7)** – *'Everyone needs to be respected in the community and give other people respect as well, when you respect yourself people get to love you and this limits you from behaving badly around people, this helps you to adopt good behaviours and fit very well in society, friends.'* (UYDEL, Uganda)
- **Go along with the community (#7)** – *'Doing good things for our community, such as helping old people in our community, reward us respect and love from our community. Agreeing with the requirements of our community and avoiding things that the community rejects. To do this help us to be accepted and become model for other children.'* (Retrak, Ethiopia)



HOW TO USE RISK AND RESOURCE MAPPING TO UNDERSTAND SUPPORT AND RESOURCES IN THE COMMUNITY

What is it?

A tool that allows children to draw their immediate surroundings and the areas they frequently visit to identify the places and things that provide them with protection and support; and the places and areas they are fearful of.

How does it measure change?

If used on an individual basis it could measure changes in the support and sensitivity of the community. The tool could be used when a child is preparing to or has just returned home to identify support and then used again a period later to see if support and resources have increased over time.

It's good because...

Drawing may allow children and young people to spend more time thinking about resources and risks. The exercise may have a positive impact, allowing the child to see all the support that is available to them.

Steps

Children are asked to draw their community, or area that is familiar to them. The child is then asked to draw on their map the people or places that they would go to if they needed help or protection.

The child is also asked to mark on the map anyone or any place that they are scared of or places where they might get teased or abused. The facilitator then asks prompt questions to elicit further information such as 'why is it safe here?' and 'what is it that is risky about this street?' etc.





Aim

A short demographic survey of all participants was implemented in the second year of a participatory action research (PAR) project. During the final year the team systematically evaluated the PAR through field ethnography and by administering a survey to participants.

Process

The survey was developed in partnership with the young mothers, agency staff and academics. In the second and third year of the project, participants compiled lists of important indicators of successful reintegration.

These lists were constructed during data analysis workshops often led by the in-country academic partners, and in young mothers' groups at the field sites. Academic and agency partners also used information from the young mothers to generate additional key indicators of social reintegration.

These indicators were compiled and then ranked by how frequently the indicator came up in the lists developed by the young mothers and academic and agency partners.

In total, 47 items – representing 20 categories – were catalogued, staying as close to participants' own words as possible. These items were then presented to participants to test for face validity and rank importance.

This process was conducted in Liberia, Sierra Leone and Northern Uganda to assure that the indicators selected were coherent across countries and to make adjustments in wording according to cultural understandings. Based on the ranking of the indicators and questions within each category, a pilot survey was developed.

This comprised 19 indicators with space to give narrative information in addition to answer each question on a three-point scale (yes, sometimes, no). This pilot was tested in at least two field sites in each country.

Using the results from the pilot, a final survey was created with 20 questions and at least one specific qualitative 'probe' per question. The survey process was facilitated by country-based academics.

Close contact with organisers and a narrative survey guide ensured that the survey process was similar in each country. Surveyors visited each field site and surveyed each participant in private in her home community. Data were entered locally, cleaned and analysed using epidemiologic methods.

Questions in the survey included:

- Involvement in the project has made me and my children more liked or loved by my family. (Yes / Sometimes / No)
- Community members think worse of me now than before I joined the project.(Yes / Sometimes / No)
- Many girls in Sierra Leone/Liberia/Uganda have sex partners to earn money. Is this true of the girls in the PAR project?(Yes / Sometimes / No)
- Do you think that this happens more or less than it did before the project began?
- I feel more supported and respected by community members now than I did before the project.(Yes / Sometimes / No)
- If you do not feel more supported or respected, why do you think that is?

Source: McKay, S., A. Veale, M. Worthen, and M. Wessells (2010) Community-Based Reintegration of War-Affected Young Mothers: Participatory Action Research (PAR) in Liberia, Sierra Leone & Northern Uganda



HOW TO USE DIARIES TO UNDERSTAND THE CHILD'S EXPERIENCES DURING THEIR FIRST FEW MONTHS AT HOME

What is it?

Diaries can be used to keep a record of basic day-to-day things such as what is consumed or spent over a period of time. Diaries can also be used to monitor experiences of discrimination or abuse.

How does it measure change?

Children and young people are asked to keep diaries of every time they feel discriminated against, stigmatized or abused. Every few months, during follow-up visits, children share their experiences of discrimination and stigma and rate these on a scale of one to five. The diaries are aggregated to give an indication of social change.

It's good because...

It keeps a record of incidences and does not rely on recall. Diaries also allow children and young people to capture other important events in their lives and gives them an opportunity to share this with their case worker during follow-up.

Steps

Children and young people are provided with diaries and pens when returning home and asked to record certain information on discrimination.

Source: A similar method mentioned in White, S. and Pettit, J. (2004) 'Participatory Methods and the Measurement of Well-being', Participatory Learning and Action 50: 88-96

EXAMPLE: PARTICIPATION WHEEL

IRC in Rwanda have developed a Participation Wheel which is used by staff as a self-evaluation tool and to monitor levels of partnership and self-reliance in the programme. Staff assess whether the reintegration process is: excellent – community and family managed, good - jointly managed by community, family and agency, or poor – directed solely by the agency. This is in relation to four areas:

- Family assessment
- Action planning
- Implementation
- Follow-up and closure

Through this regular assessment process the agency is able to judge how well it is meeting one of its reintegration principles: "Families and Communities are the first bodies responsible for the well-being of reunified children and should be supported, not replaced, by nongovernmental organizations."

Source: DeLay, B. (2003) Family reunification, alternative care and community reintegration of separated children in postconflict Rwanda. Rwanda: IRC Rwanda.

About this

Toolkit

Acknowledgement

Glossary

Introduction

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Why & What?

Why monitor reintegration?

What is reintegration?

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Section C:

Outcome

Indicators

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Legal support

Health

Psychosocial support

Education

Economic Strengthening

Family

Community

SECTION C

OUTCOME INDICATORS



The following tables contain examples of outcome indicators according to the different reintegration programme areas which were explained in the previous sections.

Some tools are suggested for different indicators. Further explanations of some tools can be found in Section B.

These tables are intended to help agencies think through areas of their programmes they would like to monitor and how results could be presented.

ANNEX A: BASIC NEEDS, SHELTER AND PROTECTION OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Basic needs	Assisted children and young people (CYP) report that their basic needs are met whilst in the shelter	Providing emergency housing and care Providing basic material assistance	# and % of CYP who report that they were 'satisfied' or 'very satisfied' with the shelter and food received during their time at the shelter	On leaving	Assisted children and young people	Evaluation
Safety	Assisted children and young people feel safe during their stay at the shelter	Providing emergency housing and care Providing basic material assistance	# and % of CYP that believe they are safe in the shelter Description of ways in which children feel safe Description of ways in which children do not feel safe	One-off	Assisted children and young people	Interviews Focus group discussion with participatory exercises
Involved in decision making	Assisted children and young people are able to make decisions and exert control and choice during their time at the shelter	Providing life skills	Description of how children are involved in decision making during their time at the shelter # and % of CYP who report they feel part of the centre # and % of CYP who report that they are involved in the running of and decisions about the shelter # and % of CYP who know how to make a complaint about the shelter or staff.	One-off and on leaving One-off and on leaving One-off One-off	Professionals Assisted children and young people	Programme reports Interviews Focus group discussion H assessment Evaluation Interviews Decision-making pocket chart

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Breaking bonds and improving behaviour	<p>CYP understand what a healthy relationship is and what safe work entails.</p> <p>CYP improve behaviours that will help them reintegrate</p>	<p>Working with the child to understand their situation and break any negative bonds/patterns</p> <p>Working with the child to improve bad behaviours and develop appropriate routines</p>	<p># and % of CYP who understand what a healthy relationship and safe work entail</p> <p># and % of CYP who demonstrate improved behaviours</p> <p># and % of CYP who report improvements in behaviours</p>	<p>Post intervention</p> <p>On leaving</p> <p>On leaving</p>	<p>CYP</p> <p>Professional</p> <p>CYP</p>	<p>Questionnaire</p> <p>Exit interview</p> <p>Exit interview</p>
Preparing and assisting with reintegration	CYP are prepared for leaving the centre	Preparing children and young people for reintegration	<p># and % of CYP who feel ready for moving on with their future</p> <p>Descriptions of how children feel about leaving the centre</p> <p># and % of CYP who have an adult in their life that they trust</p> <p># and % of CYP who are hopeful about their future</p> <p>Descriptions of how children feel about their future</p> <p># and % CYP who are aware of local child protection services and know how to formally report violence and abuse</p>	On leaving	Assisted children and young people	<p>Exit interview</p> <p>Participatory exercise</p>
Sharing and influencing	CYP have access to high quality care in the country / region	<p>Contributing to the development of minimum standards and care guidelines</p> <p>Sharing learning nationally and regionally</p>	Minimum care standards have been developed and are being implemented on the interim care of separated children			<p>Policy meeting notes</p> <p>Policy documents</p> <p>Record of learning events presented at</p>

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Advocating for alternative family-based or family-like care placements (e.g. foster care)	CYP have a number of alternative care options available to them if they cannot be reunified with family members	Advocating for alternative care options for children and young people who cannot be reunified with family members	# and/or description of legislative, policy or systems changes made and implemented which improve child protection with a verifiable contribution from (organization X), e.g. preference for placement of children in family-based care and the use of institutionalization as a last resort and temporary measure, involvement of children in decisions about their placement	One-off	Staff	Interview Policy document Changes in available provision

ANNEX B: LEGAL SUPPORT OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Access to legal information, advice and support	Assisted children and young people (CYP) have access to appropriate legal information, advice and support	<p>Accompanying children and young people on legal appointments and to court</p> <p>Ensuring legal information is imparted and available in a range of languages and in a child-friendly way</p> <p>Providing basic legal education to children and young people on their rights</p>	<p># and % of children that are 'very satisfied' or 'satisfied' with the legal advice and support received</p> <p>Description of legal information and support received</p>	<p>On leaving</p> <p>Ongoing</p>	Assisted children and young people (CYP)	<p>Evaluation</p> <p>Focus group discussion, H assessment</p>
Action	Action is being taken on CYP's legal cases	Advocating on behalf of young people	<p># of people arrested and charged for crimes against children</p> <p># of cases taken to judicial system</p> <p>% cases brought which result in conviction</p>	On going	<p>Case files</p> <p>Police records</p>	Review

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Rights	CYP are aware of their rights	Ensuring legal information is imparted and available in a range of languages and in a child-friendly way Providing basic legal education to children and young people on their rights	# and % of children who understand their rights to be protected from violations of their rights and their legal position	One off	Assisted children and young people (CYP)	Interview
Advocacy	CYP are able to participate in legal action	Advocating for child-friendly police and court procedures	# and/or description of legislative, policy or systems changes made and implemented which improve child-friendly legal procedures with a verifiable contribution from (organisation x) Evidence that CYP are participating effectively in legal cases	Periodic	Secondary data Case files	Examples of child friendly procedures/ cases Case study
Legal identity documents	CYP have legal identity documents	Advocating for legal identity documents for young people	# and/or description of legislative, policy or systems changes made and implemented which improve procedures for accessing legal identity documents for CYP with a verifiable contribution from (organisation x)	Periodic	Secondary data	Examples of change in procedures

ANNEX C: MEASURING HEALTH OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Knowledge of how to stay healthy	CYP know how to be healthy and how to access healthcare	Organising individual or group sessions on the right to health, the importance of hygiene and how to keep healthy life skills programming	# of correct questions to pre- and post-training tests administered	Pre and post programme	CYP	Quiz/ questionnaire at start and end of module/ discussions
			% and # of CYP who can accurately identify where they can access health care from	Leaving		

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Access to healthcare Satisfaction with health care	Assisted children and young people (CYP) have an improved health status CYP are satisfied with the health care received	Financially covering the costs for healthcare treatment and medication Accompanying children to health-related appointments Arranging for medical staff to attend premises so children can access health care on site Offering a range of therapeutic support such as group therapy and mind-body techniques Referring children onto specialised support and substance abuse programmes if required	# and % of professionals who report that CYP have an improved health status after being involved in the programme Description of health issues and experienced by CYP # and % of CYP reporting that they are 'satisfied' or 'very satisfied' with health service provided	Entry, Leaving Entry, Leaving Leaving	Professionals Assisted children and young people (CYP)	Health assessments of CYP Interviews, body-mapping Exit interviews
Decision making	CYP are able to make decisions regarding their own healthcare	Life skills programming Training health care workers to improve their knowledge, sensitivity and skill when supporting children	Description of examples of where children have been involved in decision around the healthcare		CYP	Exit interview Decision-making pocket chart Case files
Parental support of health	P&C are able to take care of children's health needs	Raising awareness of the right to health with parents and carers	# and % of P&C who know what to do if the child needs health care # and % of P&C who can access health care for the CPY	Leaving	P&C Resources produced for P&C on health resources	Family assessment Follow-up questionnaire
Advocating	CYP are able to access better/free health care	Advocating for better free health care	# and/or description of legislative, policy or system changes made and implemented with improve healthcare for CYP with a verifiable contribution from (organization X) e.g. free healthcare			Media tracking logs Policy documents Minutes of policy meetings attended

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Health care providers	Health care staff provide appropriate and sensitive support to CYP	Training health care workers to improve their knowledge, sensitivity and skill when supporting children	% and # of CYP who reported that they are satisfied or very satisfied with the attitude of the health staff # and % health care workers who reported that they feel better equipped to work with CYP who have experienced XX Description of changes in way health workers work in CYP	Leaving Post intervention	Assisted children and young people (CYP) Health care workers	Evaluation / Follow up questionnaire Evaluation from after training session Follow up interview
Sharing and influencing	Learning is documented, reflected on and shared	Sharing, learning nationally and regionally	Description of how and where learning has been shared			Record of learning events

ANNEX D: PSYCHOSOCIAL SUPPORT OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Attitudes	CYP demonstrate an increase in confidence and self-esteem	Working through a curriculum with individuals or groups One on one work Group work	# and % of CYP who report feeling an increase in confidence and self-esteem Description of why and how confidence has been increased	Post intervention	Assisted children and young people (CYP)	Evaluation of life skills programme Focus group discussion/ River of life and stories of change
Behaviours	CYP demonstrate improved positive behaviours	One on one work Group work	# and % of CYP who demonstrate improved behaviours (respectful, responsible, hard working, punctual, disciplined, etc) Description of why and how behaviours have changed	Post intervention	CYP CYP Professionals	Evaluation of life skills programme Focus group discussion/ River of life and stories of change Case studies of CYP showing behaviour changes Most Significant Change

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Knowledge and skills	Assisted children and young people (CYP) demonstrate increased knowledge of XX and XX skills	Working through a curriculum with individuals or groups Improving knowledge of children and young people on issues such as safety, sex education, HIV, family planning, sexual violence	# and % of CYP who demonstrate increased knowledge of XX (e.g, healthy relationships, sexual exploitation, child rights, migration, keeping safe, family planning) # and % of CYP who demonstrate knowledge of the main child protection risks in their community # and % of CYP who can identify someone to go to if they have a protection concern # and % of CYP who know when, where and how to formally report a protection violation # and % of CYP who report they have learnt new skills (e.g, communication, negotiation, decision-making) Description of skills and knowledge gained # and % of children that are 'very satisfied' or 'satisfied' with the life skills and leadership support received	Pre and post intervention Post intervention On leaving	Assisted children and young people (CYP)	Quiz Evaluation of life skills programme Focus group discussion River of life and stories of change Evaluation
Cultural forms of healing	CYP are supported if they wish to access traditional , safe forms of healing	Promoting access to different forms of support	Description of how CYP have been supported to access different forms of healing # and % of CYP who report a positive benefit from accessing this mode of support	On leaving, annual	CYP	Exit interview
Hope	CYP report that they are hopeful for the future	One on one work Group work	# and % of CYP who feel they have a bright future ahead	Post intervention	CYP	Evaluation of life skills programme

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Leadership	Assisted children and young people (CYP) demonstrate leadership skills	Working through a curriculum with individuals or groups One on one work Group work	Description of why and how CYP have become role models and leaders	L/ 12	Professionals	Case studies of CYP identifying how they have become role models and leaders Most Significant Change
Religion and spirituality	CYP are supported to access religious or spiritual support	Supporting and signposting children and young people on to different forms of spiritual care and guidance	Description of how CYP have been supported to access different forms of spiritual care and guidance # and % of CYP who report a positive benefit from accessing this mode of support Description of positive benefits	On leaving, annual	Assisted children and young people (CYP)	Exit interview Focus Group Discussions
Tattoo removal	CYP are supported to remove harmful tattoos that prevent them from moving on	Providing access to funds for tattoo removal or to free services Advocating for free tattoo removal for children affected by different forms of adversity	# and % of CYP who report a positive effect from tattoo removal Description of positive benefits # and/or description of legislative, policy or systems changes made and implemented which have led to free tattoo removal for CYP with verifiable contribution from (organisation x)	On leaving, annual	Assisted children and young people (CYP)	Exit interview Examples of policy documents Case studies

ANNEX E: EDUCATION OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Support of the CYP's education	P&C support children in their education	Advocating with parents	Improvement in parental attitudes on the value of education for all children	Periodic	P&C CYP	Follow-up questionnaire

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Education during assistance	CYP have access to flexible, quality education and have improved their educational level during assistance	<p>Providing non-formal education, bridging classes, accelerated classes or flexible evening classes</p> <p>Providing education on site</p> <p>Finding school placements in the local area</p>	<p># and % CYP who have improved their educational level</p> <p>Description of CYP's educational experience during assistance</p> <p># and % of children that are 'very satisfied' or 'satisfied' with learning outcomes.⁵⁷</p>	<p>On leaving</p> <p>On leaving</p> <p>On leaving</p>	<p>Assisted children and young people (CYP) 's case files</p> <p>Assisted children and young people (CYP)</p>	<p>Entry and exit interview</p> <p>Focus group discussion/ H assessment</p> <p>Evaluation</p>
Education when assistance ends	CYP have access to flexible, quality education when assistance ends	<p>Training teachers to improve their knowledge, sensitivity and skill when supporting children in the classroom</p> <p>Financially covering costs or providing scholarships for children to attend school</p> <p>Advocating with parents</p> <p>Advocating for improved and free education</p>	<p># and % of CYP who are accessing education X month after leaving the programme</p> <p>Description of reasons why CYP are not accessing education</p> <p># and/or description of policy changes made and implemented at local, national and international level which improve access to or quality of education with a verifiable contribution from (organisation x) e.g. new policy developed promoting the abolition of school fees</p>	Periodic	Assisted children and young people (CYP)	<p>Follow-up questionnaire</p> <p>Example of system or policy changes</p>
School environment	CYP feel welcomed and accepted in the classroom	Training teachers to improve their knowledge, sensitivity and skill when supporting children in the classroom	<p># and % of CYP who report that they were accepted and included in the classroom/ workplace</p> <p># and description of cases where CYP suffer discrimination from other children/teachers</p> <p># and % of CYP who report that they are treated the same as their peers in the classroom</p>	On leaving, periodic	Assisted children and young people (CYP)	<p>Follow-up interview</p> <p>Interview/ case study</p>

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Skills/ vocational training	CYP have access to flexible, quality and appropriate training during their support	<p>Providing basic literacy and numeracy skills</p> <p>Providing vocational training</p> <p>Building social capital</p> <p>Building support through mentoring and peer support groups</p>	<p># and % of children that are 'very satisfied' or 'satisfied' with learning outcomes</p> <p>Description of strengths and weaknesses of skills training received by young people</p>	<p>On leaving</p> <p>Post intervention</p>	Assisted children and young people (CYP)	<p>Evaluation</p> <p>Focus group discussion/ H assessment</p>
Advocacy and policy	Young people (YP) are able to access state-run training and livelihoods programmes	Advocating for YP to have the same opportunities as other young people	# and/or description of legislative, policy or systems changes made and implemented which improve YP's ability to access state-run training and livelihoods programmes that are open to other young people - with verifiable contribution from (organisation x)			<p>Examples how systems have changed</p> <p>Case studies of young people accessing state-run programmes</p>

ANNEX F: ECONOMIC STRENGTHENING OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Household Income	Children and young people's households are economically stable	<p>Household economic support</p> <p>Training</p> <p>Cash transfers</p> <p>Small business support</p> <p>Supporting savings</p>	<p># and % of households who have received livelihood related support from [organisation] who experience an increase in or diversification of income</p> <p># and % of households who report being better able to cope as a result of an improved economic situation</p>	Baseline, 1,6,12,24	Parents and carers	<p>Grain Storage Pot to record income/ expenditure and savings.⁵⁸</p> <p>Follow up questionnaire</p>

⁵⁸. Self Employed Women's Association and the Coady International Institute. *Participatory Monitoring and Evaluation: A Manual for Village Organizers*. Coady International Institute.

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Employment	Young people are in dignified, age- appropriate, safe employment / or generating a sustainable income	<p>Developing work readiness programmes</p> <p>Finding work experience placements and apprenticeships</p> <p>Offering training in transferable and entrepreneurial skills and marketing</p>	<p># and % of assisted CYP who are employed X month after intervention finishes</p> <p># and % of CYP who started their own business</p> <p># and % of CYP whose businesses are running at a profit X months after intervention</p> <p># and % of CYP who report greater satisfaction with their financial situation</p> <p># and % of CYP who report that they have experienced stigma or discrimination in the work place</p> <p>Description of CYP employment situation in terms of safety, satisfaction, self-esteem and sustainability</p>	Periodic	Assisted children and young people (CYP)	Follow-up questionnaire
Household income spent on children	Children and young people's households provide for them	<p>Household economic support</p> <p>Training</p> <p>Cash transfers</p> <p>Small business support</p> <p>Savings</p>	% of household income spent on food, health and education for children in a month	Baseline and follow up 6/12	Parents and carers	As above

ANNEX G: FAMILY STRENGTHENING OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Placed	CYP are living in a permanent, safe and appropriate home	Family tracing Family assessments Preparation with the child and family	# and % CYP placed into their own families disaggregated by family member eg mother, uncle etc)	On leaving	Assisted children and young people (CYP)	Exit interview
			# and %of assisted CYP placed into an alternative, stable, safe, family like setting (disaggregated by foster family, independent living etc)	On leaving		Exit interview
			# of placed children who are still in same placement 12 months later	Annually		Follow up questionnaire
Followed-up	CYP who have been placed are followed up	Follow up visits/ calls	# and % of reintegrated and reunited children whose case is followed up (e.g. 1/6/12/24 months after reintegration) Description of why cases are not followed up (e.g. family moved, child left home for work/ marriage etc.)	Annually	Case files and follow up questionnaires	Review of case files
Supported, cared for and valued	CYP feel loved, supported, cared for and are happy and safe in their placement	Parenting skills Family mediation	# and %of CYP placed into families who report that they feel loved, # and %of CYP placed into families who report that they feel supported and cared for # and %of CYP placed into families who report that they feel happy# and % of CYP placed into families who report that they feel safe Description of how CYP feel loved, supported and cared for	Periodic	Assisted children and young people (CYP)	Follow up questionnaire Focus group discussions
Relationships with family members and carers	CYP have a positive relationship with their parents/ carers	Family tracing Family mediation	# and % of CYP who report that they have a good relationship with their primary parent/ carer	Periodic	CYP	Follow up questionnaire

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Decision-making in the household	CYP are able to make decisions in the household	Family mediation Parenting skills Life skills	# and % of CYP who report that they are able to make decisions about their lives	Periodic	Assisted children and young people (CYP)	Follow-up questionnaire
Support of P&C	P&C feel supported	Family assessment Parenting skills Ad-hoc family support including help accessing services Household economic support	# and % of P&C that are 'very satisfied' or 'satisfied' with the support received from the organisation Description of support received and changes this has contributed to	Periodic	Parents and carers (P&C) P&C and professionals	Evaluation Most Significant Change
Ability to care for CYP	P&C are better able to support, care for and protect their children	Parenting skills Family support	# and % of P&C who can identify key child protection risks and violations of children's rights in their community # and % of P&C who know when, where and how to formally report an incident of violations of children's rights # and % of P&C who demonstrate improved attitudes towards child protection Description of how P&C are better able to support and protect their children	Periodic	Parents and carers (P&C)	Follow-up interview
Resilience	P&C are able to confront and challenge any shame and stigma they face	Parental support Parenting skills	# and % of households who report that they confronted or challenged stigma and discrimination	Periodic	P&Parents and carers (P&C)	Follow-up questionnaire

ANNEX H: COMMUNITY SENSITISATION OUTCOMES

AREA	OUTCOMES	ACTIVITIES	INDICATORS	WHEN	SOURCE	TOOL/METHOD
Discrimination of CYP	Community members do not fear, judge or discriminate CYP	Sensitisation and awareness raising campaigns	# and % of respondents who have reduced their fears, judgement and discrimination of CYP who have experienced/ been involved in X	Pre and post intervention	Community members	Survey/ questionnaire
Discrimination of CYP	CYP do not face stigma and discrimination in the community	Sensitisation and awareness raising campaigns Sensitisation programmes (for school, community leaders, etc)	# and % of CYP who report that they have faced stigma and discrimination because of XX Description of how and why CYP have experienced stigma and discrimination	Periodic	Assisted children and young people (CYP)	Questionnaire/ interview Diaries
Integration and acceptance	CYP are included, accepted and respected by the community	Sensitisation and awareness raising programmes	# and % of case managers who score children as 'acceptable' in terms of their community reintegration # and % of CYP who report feeling socially isolated Description of who and why CYP feel socially isolated # and % of CYP who report that they have the same opportunities in the community as their peers	One-off Periodic	Professionals Assisted children and young people (CYP)	Questionnaire Follow-up questionnaire
Respect and protection	The community respects and protects returning CYP Child rights training	Sensitisation and awareness raising programmes	Children's views on community members 's attitudes towards them # and description of actions taken by community members in cases of violence/ abuse against returning children # and % of assisted CYP who report that there are people in the community who respect and protect them	Pre and post intervention Ongoing Periodic	Assisted children and young people (CYP) Community members	Focus group discussion Questionnaires Follow-up interview Risk and resource mapping



Promoting Learning on
Recovery and (Re)Integration
from Child Sexual Exploitation