Improving the Education and Living Situation of Children Born in Captivity, from the Perspectives of Teachers and Parents/Guardians

-- A Collaborative Effort with Global Livingston Institute and Children of Peace Uganda

ISSUED

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Cornell Institute for Public Affairs Capstone Team

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1 Acronyms

GLI -- Global Livingston Institute
CPU -- Children of Peace Uganda
FC -- Focus group
FCS -- Former Child Soldiers
CBC/CBW -- Children Born in Captivity/Children Born of War
AIDA -- Assessment of Identity Development in Adolescence
PPTG -- Phoenix Players Theatre Group

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2 Executive Summary

Previous CIPA capstone teams partnered with the Global Livingston Institute (GLI) and Children of Peace Uganda (CPU) to help strengthen the socioeconomic situation of former child soldiers living in the Lira region in northern Uganda. Past projects have included working with members of the Lira community to develop agricultural training opportunities to create income and foster reintegration. This project involves exploring ways to improve circumstances for the children born in captivity, with a focus on learning from teachers and guardians about the challenges these children face. A fall 2020 capstone team revised the interview structure for this project and also analyzed survey data measuring the impacts of the agricultural training, as well as identifying room for continued development.

In order to provide the clients with a deeper understanding of the mental and social challenges faced by children who were born in captivity, the 2021 spring capstone team conducted desk research and literature reviews on the mental health of such children. Moreover, questions were also modified for the guardians participating in focus group interviews. When the outcomes of the focus group interviews are well understood, recommendations can be suggested. Consequently, the research question guiding this study is:

What measures can schools and the community take in response to the social stigma and trauma that children born in captivity have suffered?

The work outlined in this report aims to improve the living conditions of children born in captivity in Uganda. Building on the close partnership between CIPA, GLI, and CPU, the capstone team conducted holistic research by relying on the help from school faculties and staff in both organizations. This report includes analyzed data from the teacher survey and focus group, revealing the status quo of children born in captivity and their families. Recommendations were also proposed to the local education system to help guide further studies.

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3 Background and Scope

The Spring 2021 Capstone Team collaborated with the Global Livingston Institute (GLI) and Children of Peace Uganda (CPU) to conduct a study focusing on the children born in captivity or war, their guardians, and their teachers in order to improve local education systems and increase social awareness of alleviating the negative effects of social taboos and exclusions on these children. Global Livingston Institute (GLI), as a non-profit organization, aims to convene global communities learning and advancing best practices in community development and solve problems in the fields of health, economic development, and the environment (GLI. n.d.). Children of Peace Uganda (CPU) is a non-profit organization targeting to promote human security through holistic approaches creating a peaceful, healthy and self-sustaining community environment (Children of Peace - Uganda, n.d.).

Establishing on previous teams' hard work on designing surveys and collecting related data, an updated version of a questionnaire specific for focus group interviews was designed and implemented to further understand the thoughts of the guardians of children born in captivity. Based on analyses of teacher survey and focus group interview, the research question was determined as:

What measures can school and society take in response to the social stigma and unfair treatment that children born in captivity have suffered?

The scope of work includes the literature reviews, desk research, analysis of a teacher survey, updated questionnaire for parent/grandparent (guardians) focus groups, main findings from the focus groups, and other contents that may appear during the project. The final report will be used to develop articles or other publications providing more information to policymakers and CPU to improve and expand their current programs for children born in captivity or war.

Due to the ongoing Covid-19 pandemic, there were no field trips, and both of the team members worked remotely with CPU and GLI performing the tasks. Also, the focus group interviews were recorded for analysis.

4 Literature Review

The Capstone Team conducted the literature review to gain understanding of mental health issues, to better analyze the teacher survey and implement the parent/guardian focus group, as well as to gather information on best practices in engaging children born in captivity. Preliminary desk research and literature reviews were conducted to obtain more information on the physical and mental problems children born of war or born in captivity may encounter. The literature review first focused on the mental issues faced by children born in captivity, followed by potential intervention strategies and methods to address such mental issues of trauma-exposed children.

The literature review also included studies and practices with imprisoned groups, which shared high similarity with children born in captivity regarding emotional trauma, stigmatization, and exclusion from society. The meaning of imprisonment/captivity, in the case of children born in captivity, is not only physical: it is mental and spiritual as well. Other forces, such as stigmatization, social taboos, and inner insecurity, can all manifest in the sense of imprisonment. Thus, the study of imprisoned groups can shed light on the issue of children born in captivity as well.

All of the literature reviews are beneficial for the team to understand how past experiences devastatingly impacted those children and provide the team with insights on generating measures to improve their living conditions by promoting social de-stigmatization and engaging trauma-exposed children through school/teacher-initiated intervention.

Identity Development in Adolescents with Mental Problems by Emanuel Jung, Oliver Pick, Susanne Schlüter-Müller, Klaus Schmeck, and Kirstin Goth
In this literature, the authors mentioned a new self-report questionnaire called AIDA (Assessment of Identity Development in Adolescence) to assess pathology-related identity development in healthy and disturbed adolescents aged 12 to 18 years old. The objective of this study is to explore differences in identification between adolescents with different mental issues. By understanding the study results, this questionnaire was verified to help improve the assessment and treatment of adolescents with severe mental problems. Since "according to Kernberg, the transformation of the physical and psychological experiences of young people and the discrepancy between the sense of self and the other's view of the adolescent lead to identity crises" (Kernberg, 1978), this study could be the reference to the challenges that Children of Former Child Soldiers (FCS) are facing to find solutions alleviating the pressure exerted on

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them. It will also help develop final questions for the guardians of FCS as focus groups and appropriately analyze the results. In the AIDA scales, "continuity" and "coherence" are two main measurement factors to identity diffusion, and "one of the aims of AIDA was to differentiate between healthy identity integration, current identity crises, and severe identity diffusion" (Jung, Pick, Schlüter-Müller et al., 2013).

The outcomes of their study demonstrated that patients with personality disorders performed the highest scores and had consistent bad self-images toward themselves compared to those with other diagnoses. However, there were also some limitations in this study. Sample size should be enlarged to develop a more accurate conceptualization of "identity crisis".

The Self- Who Am I?: Children's Identity and Development through Early Childhood Education by Pamela A. Raburu
A total of 58 4 to 6 years old Kenyan boys and girls were involved in this study to explore what affects children's self-identification at a very young age. The authors made reference to Vygotsky's theoretical framework of social learning theory to understand the relationship between social contexts and children's identities. Since the capstone team aims to help strengthen the socioeconomic situation of children of FCS in the form of improving the education system in Uganda, this study could be learnt to know the challenges of self-identification during early childhood education. The study employed a descriptive method through interviews and observations by asking participants three identity-related research questions. In the end, the study found that children's self-identification is formed not only by the surroundings, values, but also by their own development.

Critical perspectives on teaching in prison: Students and instructors on pedagogy behind the wall by Ginsburg, R and Being child of prisoners of war: The case of mental health status by Najafi, M
Children born in captivity tend to share similar emotional trauma as their parents, as mentioned by Najafi. As a result, these children grew under unsuitable physical and mental effects, which likely leads to difficulty integrating into society in adulthood. In order to alleviate the negative effects on children born in captivity during their growth, it is crucial to provide adequate social support, especially support at school, for these children. Ginsburg includes an article which addresses the teacher when teaching this group of children, which stresses the role of the teacher as a facilitator. Under a classroom environment, social boundaries and biases that these children

often experience will largely dissolve, providing them chances to better engage with their peers and establish their social skills.

Theater as a Movement-based Intervention for Groups in Captivity: the Case of the Phoenix Players Theatre Group(PPTG)

The PPTG is a performance collective located in the Auburn Correctional Facility, a maximum-security prison in upstate New York. Since 2009, PPTG has held small, tight-knit workshops for two hours each Friday evening, with the aim of creating a space where imprisoned writers and performers can be witnessed, and where they can initiate a process of personal, cultural, and sociopolitical transformation (PPTG, 2019). Theater, as demonstrated by PPTG, is able to serve as a therapeutic model, a sanctuary for people with experience in captivity. Rather than counseling and guidance, theater engages its participants "as an integral part in creating steps towards their own rehabilitation" (Oyeneyin, 2014). Theater also achieves a transformation of identity, through "rehearsing new realities, developing new skills, and exploring a wide range of roles in a context of discipline, commitment and teamwork" (Oyeneyin, 2014).

Moreover, the experience of PPTG shows theater's effect on dealing with pain and rejection. One technique facilitators at PPTG used to encourage acknowledgement of pain and rejection is "juggling many tasks simultaneously." Specifically, in one of the exercises,

> *...might have the players act out of a particular coping mechanism while reciting a text they have memorized and simultaneously interact with other players in an improvisational scene. Often in this hyper creative and reactive situation, the actors begin sharing and expressing emotions and thoughts that would otherwise remain concealed. After the exercise, each player reflects on the scene and how they personally responded to the multiplicity of tasks. This and a myriad of other exercises slowly allow the actors to begin the process of personal acknowledgement (Turner, 2013).*

It is evident that the exercises employed by PPTG have been able to ease the self-protection of its members in captivity, putting their masks aside and discovering their true selves. By conversing their struggles and transformations through drama, participants are able to gain the ability to counteract the oppressive external environment.

Child Trauma Handbook: A Guide for Helping Trauma-Exposed Children and Adolescents by Ricky Greenwald

The Child Trauma Handbook is a comprehensive and in-depth tool for teachers and mental health professionals to engage in trauma-informed treatment for children and adolescents. Designed as the textbook for a course, the Handbook is an accessible manual that provides a phase-model intervention that focuses on 1) making the connection between child/adolescent behaviors and traumatic histories and 2) practical skills for successful interventions(Greenwald, 2005). Each chapter includes experimental exercises, case studies, and specific strategies for addressing different problems. The Child Trauma Handbook could serve as a universal tool and guidebook for teachers and parents engaging with trauma-exposed children, including children born in captivity.

5 Data Collection and Methodology

5.1 Teacher Survey Data Collection

The 2021 spring capstone project was a follow-up research from the previous ones. After one team designed the teacher survey and one team conducted the teacher survey, the 2021 capstone team intended to analyze the results and gave some interpretations. In the teacher survey, three demographic questions and two multiple choice questions were asked. The rest of the seven questions were open-ended regarding the behavioral observations of children born in captivity at school and what kind of resources that local schools can provide to create a relatively simple and relaxed environment for them to get education. The demographics of all 12 teacher participants were organized in pie charts for comparison. For the free-response questions, acquired information was summarized into paragraphs one by one below. Raw data of the teacher survey will be added to the appendix section in the form of spreadsheets.
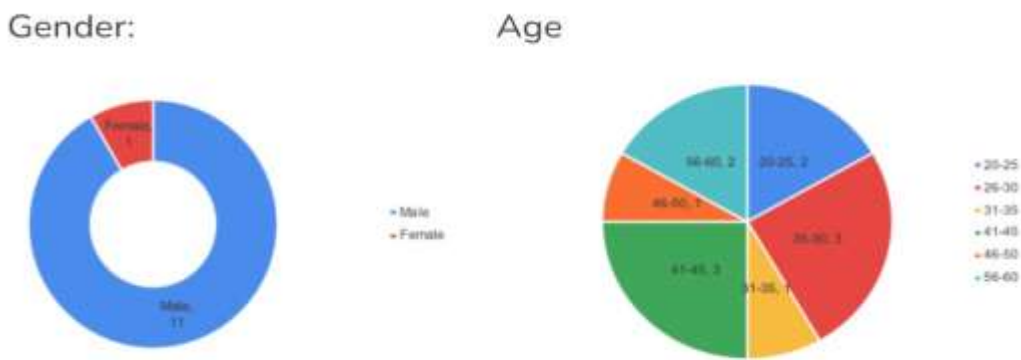

Figure 1. Demographic information of 12 participants in teacher survey
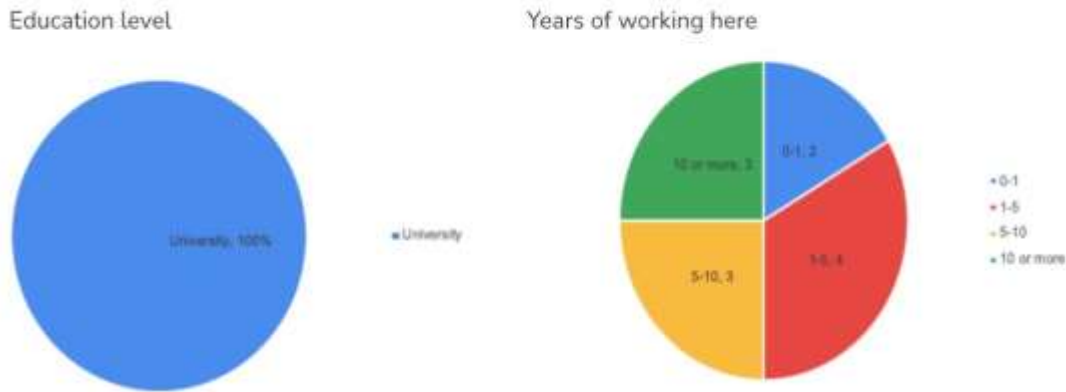
Education level

Years of working here

Figure 2. Educational information of 12 participants in teacher survey

According to Figure 1 and Figure 2, among all of the 12 teachers who participated in the survey, 11 of them were males while only one was female. The age of the teachers ranged from 20-60 years. 6 teacher participants have worked at current positions for 5 to 10 or more years, which meant that half of them are pretty familiar with the living conditions of children born in captivity. Moreover, all of the teachers were well-educated, graduating from the universities. In this case, their survey results can be considered as reliable and worth studying for the focus group.

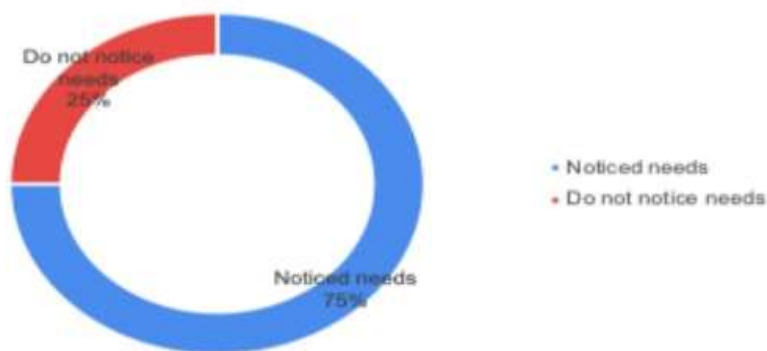## Notice the needs of children of FCS?

Figure 3. Number of teachers whether they noticed the needs of children born in captivity

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As shown in Figure 3, about 75% of the teacher participants believed that the needs of children born in captivity have been noticed. It is a positive signal since when more and more people get to know the difficulties that these children are facing, more resources and effort could be devoted to improving their current situations.

"1. Describe the ways the academic system(s) and structures have been altered to best fit the needs of children of FCS?"

Teachers acknowledged varying degrees of alteration in the academic systems to meet the needs of children born in captivity. Among the most mentioned elements, schools have often made changes to the assessments of tests and assignments to accommodate these children, as well as to develop more inclusive curriculums to fit their pace of learning. Other actions reported include de-stigmatization activities such as counselling and group discussion, extracurricular activities, and inclusive classroom arrangements to facilitate equal opportunity and better integration of children born of war. Few schools have also provided learning materials and financial support to these children.

"2. For your students who are children of FCS, please talk about the existing resources that are available to deal with the psychological/mental health needs? Are there any resources and programs you think that can be improved?"

The most mentioned resources in the surveys are counseling and guidance services provided at the schools. Teachers also indicated that books and libraries at schools are important resources for the psychological/mental health needs of children born in captivity. Some schools also provided multimedia resources and orientation to improve the soft skills of these children. Further psychological support was the most mentioned resource/program needing improvements.

"3. Describe some of the learning challenges you've observed when teaching children of FCS?"

Under this question, teachers primarily mentioned observed behavioral problems displayed by children born in captivity they taught. The children often had low participation at school, showing lack of interest and attention to the class materials. Due to low self-esteem, some of these students were shy and seemed lonely, which caused self-isolation and low participation at school.

"4. Describe some of the unidentified social, cultural and economic barriers faced by children of FCS related to school attendance and student performance?"

Teachers mentioned stigmatization and discrimination as the main barriers faced by these children. These factors led to hostile attitudes and actions of the local community and classmates towards these children, including bullying at school and victimization by local leaders. Poverty is another main issue faced by the children, as poverty led to lack of food and learning equipment for school, and parents' negative attitudes towards education affecting the children's attendance.

"5. Describe some behavioral challenges you have encountered with children of FCS in the classroom. Please describe the observed differences between boys and girls."

Class-dodging was one of the most mentioned behavioral challenges of children born in captivity. Other behavioral issues included aggressive actions towards their peers and teachers. While boys were more associated with bad and aggressive behaviors at school, teachers indicated that girls' behavioral challenges were mainly presented as passive and withdrawal attitudes caused by low self-esteem, which resulted in low participation at school. One teacher also reported raping of the girls.

"6. What kind of extracurricular activities or community programs are conducive to the educational success of children of FCS?"

Teachers stressed the importance of engagement at school, therefore mainly suggested team sports and activities such as music, dance, drama, and debate as conducive to the educational success of children born in captivity. Teachers also claimed that community works, writing, and church activities were beneficial to the children.

"7. Is there any additional support you think that FCS students need?"

All the teachers considered that additional support was needed, both materially and psychologically. Materially, the students needed financial and material support to mitigate the challenge from poverty, and they also needed capacity building programs in professional training to ensure a stable financial income after graduation. Psychologically, the students needed constant guidance and counselling, and activities for better integration with other students. Also worth mentioning that the majority of teachers deemed "exposure to the outside world" as extra support for these children.

5.2 Revisions to Questions for Focus Group

Based on the analysis of the teacher survey, the capstone team then revised the questions for focus group interviews. The team kept the main structure of the previous questionnaire, but made some changes in the contents and wording to ensure the questions were not too strong or sensitive. Since such topics and past experiences were undesirable, a more moderate tone was chosen when modifying the questions. All of the questions were open-ended, so the interviewees can say anything they would like to share and for the things that they did not want to talk about, they were free to skip. Their dignities were respected and privacy was protected, which meant that all the personal information would be confidential. The whole process of interviewing was recorded for later analysis. Due to the form of focus group interviewing, qualitative data analysis methods will be applied for the next stage.

In the first half of the questionnaire, an individual consent form was set to introduce the title of the project, the purpose of the project and what deliverables would be produced after interviewing. Interviewees were told that the research was anonymous and no names or other identifying information would be collected for other use. Although names were not needed, other personal information such as gender, age, education level and employment status were collected. Interviewer's names and dates were required. After signatures were obtained, the interviewing process can be said to initiate.

The capstone team had divided the questionnaire into 5 parts to comprehensively and profoundly understand the guardian's relationship with their children, the relationship with the community, the relationship with other families, their attitudes toward education and influences under the Covid-19 pandemic. Under each section, more than two questions would be asked and all of these questions were categorized into several indicators. These indicators such as trust, belonging, respect, etc. all presented the cores of the corresponding questions, showing what we would like to know through them. As a result, if the interviewees were kind of digressing from the subject, indicators can help the interviewers get back to the topic soon. There was a general opening question under each section, accompanied by several sub-questions with indicators. If the interviewees had no idea about the general question, they could be led to answer those more detailed sub-questions. The integrated questionnaire is in the appendix section.

Compared with previous questions, the updated version simplified not only the questions themselves, but the whole process as well. Only one version of the questions was adopted to interview the guardians of children born in captivity. Thus, the efficiency was greatly increased and both interviewers and interviewees could answer questions in a more relaxed way. For the

capstone team itself, a uniform questionnaire controlled the variables and allowed team members to do the analysis more accurately.

6 Findings and Next Steps

6.1 Findings from Teacher Survey

From the analysis of the teacher survey, the team was able to summarize the difficulties faced by children born in captivity under the context of schooling, their impacts to the children's behaviors at school, and the resources in place and resources needed to address the difficulties.

As identified by the teachers surveys, the two main issues faced by children born in captivity are:
1. Stigmatization and discrimination from the society;
2. Poverty and lack of resources

These two issues can be seen as the main causes of these children's potential problems at school. Stigmatization and discrimination from the society could create a discriminative environment at school, with these children facing hostile actions such as bullying and marginalization from their peers. Such stigmatization and the resulting consequences could lower the children's self-esteem, which leads to the lack of motivation, confidence and purpose at school, causing behavioral problems such as self-isolation, defensive behaviors, and low participation in class. Poverty and lack of resources directly impact these children's participation in school, as the immediate need of themselves and their families is livelihood rather than education. Poverty could lead to direct impacts of the children's access to schooling, resulting in parents' negative attitudes towards education, low participation at school, and discontinuation of schooling. At very least, poverty negatively impacts the children's learning quality, due to lack of necessary learning material and equipment, and hunger caused by lack of lunch at school.

According to the survey, schools have various degrees of related resources and measures in place for children born in captivity, which address both issues faced by these children. The most mentioned resources are counselling and guidance services, as well as extracurricular activities such as sports and music. Some schools provide economic and/or material assistance to the children, which includes free tuition, meals, and learning materials. It is evident that the mentioned resources have been tailored to the specific needs of children born of war both psychologically and materially.

Providing children born in captivity with adequate resources at school is crucial to these children's personal and socio-economic development, and the responses of the teacher survey

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shed light on the pathway to optimizing such resources. Specific programs and resources are able to incentivize school participation of these children, and receiving education itself is an opportunity for them to elevate their self-esteem and social-economic status. Just as many teachers mentioned in the survey, these children need chances to be exposed to the outside world, to see how different possibilities could unfold in their lives in the future. Schools could become such a platform to give these children meanings to study, and to live.

6.2 Findings from the Parent/Guardian Focus Group

After analyzing the parent/guardian focus group conducted in Lira, the Capstone Team found high relevance between the issues parents/guardians mentioned during the focus group and the answers from the teacher survey.

According to the focus group, the Capstone Team identified five frequently mentioned issues of children born in captivity:

1. Poverty, lack of resources, and lack of land rights of children born in captivity and their families
2. Stigmatization, discrimination and exclusion from peers, community member, and larger society towards these children
3. Paternal identity
4. Inner insecurity
5. Mental issues

From the focus group, parents/guardians indicated severe hostilities faced by the children and often their mother from community members, peers at school, and even their own family members, due to stigmatization and non-acceptance. Such stigmatization at school and elsewhere had been causing difficulties for the children to integrate with their peers and the community. Specifically, several parents stated that due to the stigmatization, their children were afraid of going to school, also seeing no meaning in life due to the hostile external environment. Discriminated and excluded at school and elsewhere due to their paternal identity, and with little chance of integrating, these children often display behavior issues, acting violent or self-defensive against others.

As a result, many parents mentioned transferring school/ moving out of the current community as a direct way out, because only after they move to a place that no one knows about their past can they have equal opportunity for their children. This has coincided with the information from

the teacher survey, in which a number of teachers indicated an exposure to the outside world as a way to mitigate the problems faced by these children.

Parents also mentioned that after they told their children about their identity and past, their children displayed positive behavioral change. This phenomenon matched the experience of PPTG in dealing with pain and rejection. By being frank with their children, these parents helped their children to let down their self-protection and start the process of self-acknowledgement.

6.3 Next Steps

According to the analysis of the teacher survey and the parent/guardian focus group, the Capstone Team was able to identify the main needs of children born in captivity/of war, as indicated by both teachers and parents. The main needs are:

1. Basic necessities (food, clothes, school material, land)
2. De-stigmatization of the community
3. Developmental support (mental, emotional, education, etc.)

After identifying the main issues and needs of children born in captivity/of war and their families, the Capstone Team recommends that the objectives in the next phase should focus on interventions at school. While the Team acknowledges the problem faced by children born in captivity/of war is complex and deep-rooted, it is still possible to make a tangible impact in the short run. Unlike anywhere else in the community, schools are highly controlled and less complex spaces both socially and physically. Therefore, training teachers and school officials and preparing them for more proper engagement with children born in captivity/of war and building awareness among the student body will make a long-lasting impact and potential social change. Detailed objectives may be the following: design an educational program specifically for children born in captivity/of war; develop capacity building projects, specifically a toolkit for teachers engaging these children, with resources available from sources such as the *Child Trauma Handbook* mentioned in the literature review and online platforms such as Edutopia. Equally important is the capacity-building action for the families of children born in captivity/of war, especially their mothers. Future Capstone Teams are advised to develop means to address the families/mothers, such as a toolkit, a support system, or a collaborative that brings together families/mothers and generates productivity.

7 Conclusion

The Capstone Team cooperatively conducted the data analysis of the teacher survey and focus group interviews, guaranteeing objectivity and reducing personal bias. However, due to the relatively small size of samples, the margin of error may be increased. With the available information, we already have built a profound understanding of the difficulties that children born in captivity and their family members encountered. Although the Team has offered various suggestions for improvement, we should not expect that the problems will be solved immediately since such chronic issues have been formed over the years, and they are related to many other factors. Fortunately, the problem has gotten much attention, and more and more people are participating in promoting the social and school environment, so the prospect of this engagement is promising. Future capstone teams' inputs will also help GLI and CPU ensure consistent empowerment for these children born in captivity. For further studies, more specific evaluation systems can be designed to measure the effectiveness of the Capstone Team's suggestions.

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Appendixes

Appendix 1: Analysis of Teacher Survey

Sex	Age	Education level	Working years here	Notice needs	Altered academic system to fit their needs	Existing resources to deal with health needs	Learning challenges	Unidentified barriers faced by FCS	Encountered behavioral challenges	Programs conducive to educational success of FCS	Additional support needed
M	25	U	1-5	No	-Assesments of tests, assignments etc. -pe activities -fieldworks -seminars	-Counseling teams -e-learning	-Indisciplined and dont want to be guided -Slow learners -Low self-esteem and can't easily express themselves -Need patience (from the teacher)	-Intimidating cultural practices -Negative attitudes of the parents towards education affects attendance and performance -Poverty affects attendance and performece	-Girls are less participatory due to low self-esteem	-Sports -Community work -Church activities	-Need guidance and corselling -Need financial support -Need parental love and care -Need motivation from teachers
M	29	U	5-10	Yes	-Extra time for FCS to understand class contents -Assesments -Extracurricular activities	-Sensitization program -Motivational vidleos -Learning equipments -learning environments -Friendly social workers	-Forgetfulness -Low self-esteem led to behavioral problems -Low concentration	-Poverty -Low self-esteems led to difficulty in integrating -Bullying -Psychological torture by local people -Victimizing of these children by local leaders	-Girls are good at adapting	-Music, dance, drama -Team sports	-Financial and material support -Capacity building on presentation skills -Learn more about the world
M	27	U	1-5	Yes	-Learner centered education system	-Orientation to teack soft skills -Professional skills	-Low self-esteem	-Poverty		-Community works -Sports -Music	-Soft skills -Professional skills
M	26	U	0-1	Yes	-Class planning	-Counseling and guidance	-Hostile -Self isolate -Quiet	-Stigmatization -Poverty	-Boys hostile, vandalizm -Girls shy	-Music -Concelling and guidance	-Financial support -Learn more about the world

Sex	Age	Education level	Working years here	Notice needs	Altered academic system to fit their needs	Existing resources to deal with health needs	Learning challenges	Unidentified barriers faced by FCS	Encountered behavioral challenges	Programs conducive to educational success of FCS	Additional support needed
M	24	U	1-5	Yes	-Assesments of tests, assignments etc. -equal opportunity and accessibility to education resources	-Library -Sabbath rest -Sports -Music, dance, drama	-Shy -Smart	-No relatives to talk to and rely on, leads to low self-esteem	-Boys dodge classes -Girls lonely	-Sports -Debate competition -Music, dance and drama	-Spiritual guidance -Leam more about the world -Constant Counseling
M	31	U	5-10	Yes	-Equal opportunity -Chances for Socialization	-Library -Guidance and conselling -Games and Sports -Videos	-Low participation -Lack of interest -Lack of learning materials -Loneliness	-Low self-esteem -Poverty -Shy	-Boys dodge classes -Boys immoral behaviors -Girls class dodging	-Sports -Music and drama -Debate competition	-Constant Counseling -Spiritual guidance -Leam more about the world
M	57	U	10 or more	Yes	-Conselling -Mixing up with other students -Supplying with edu materials -Group discussion	-Formation of clubs -Giving them responsibilities	-inattentive -Short-tempered, aggressive -absent-minded			-clubs	
F	45	U	1-5	Yes	-No stigmatization -sensitization	-Financial aids -Provide learning materials -Guidance and conselling	-Shy -Lonely	-Discriminations -Poverty		-Sports -Music and drama -Debate competition	Intermingle

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Sex	Age	Education level	Working years here	Notice needs	Altered academic system to fit their needs	Existing resources to deal with health needs	Learning challenges	Unidentified barriers faced by FCS	Encountered behavioral challenges	Programs conducive to educational success of FCS	Additional support needed
M	44	u	0-1	No	Organization of activities Provide learning materials Designing inclusive curriculum	Books -Guidance and counselling services Play materials Require psychological support	-Stubborn -Behavioral problem	-Poverty -Orphanage -Forced marriage	-Girls more shy	-Sports -Music, dance, Drama -Debate -Writing -Indoor games	-Financial support
M	45	u	5-10	No				Discrimination	-Self-defensive		Financial support e.g. school fees
M	46	u	10 or more	Yes	Technical training, special schools	Guidance and counselling -Balls Learning materials Food, both home and school	Behavior problem	Poverty	Boys rape girts?? Boys bad behavior		
M	58	u	10 or more	Yes	-Financial support	NGOs, designated teachers	-lonely but bright	Quiet, lonely and humble but can be very aggressive when disturbed for longer			

Appendix 2: Updated Questionnaire for Parents/Grandparents (Guardians)

Individual Consent Form
CIPA Capstone Spring 2021

Principal Investigator: Laurie Miller
Study Title: Study of the Current Conditions of Children Born of War or Children Born in Captivity.

Dear Candidate,

Children of Peace Uganda is working with a team of researchers at Cornell University in the United States to understand parent-child relationships and school and community support. Children of Peace Uganda is a non-profit organization that provides mental health and support services to FCS and their families. We would like to interview you, to hear your perspectives on relationships with family, friends, teachers, and other members of the community.

If you agree to participate in our study, we are going to ask you some questions about your family, your friends, and other things you do in the community. For example, we will ask about your relationship with others in the community. The interview will take no more than one hour.

This research is anonymous. No names or other identifying information will be collected. If a report of this study is published or presented at a professional conference, only group results will be communicated and not individual responses.

You can ask questions about this study at any time. If you decide at any time not to finish, you can ask us to stop. The questions we will ask are only about what you think. There are no right or wrong answers because this is not a test.

If you sign this paper, it means that you want to be in the study. Agreeing to participate in this study is completely voluntary. The research team is happy to answer any questions you have about the study.

Thank you!

Your signature:_____**Date** _____

Your printed name:_____**Date** _____

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Signature of person obtaining consent:_____**Date** _____

Printed name of person obtaining consent:_____**Date** _____

**Global Livingston Institute-Cornell Interview Form for Parents /Guardians
April 2021**

Interviewer Name:
Date:
Interview Number:
Consent interview:
Consent recording:
Data entry complete:

Demographics

Gender:
Age:
Education level:
Employment Status:

1. **Relationship with children**

General opening question	How would you describe your relationship with your children?

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#	Indicators	Questions
	Trust	How often do your children share feelings with you?
	Support	How do you help when your children share some challenges they encountered with you?
	Responsibility	Do you feel responsible for your children's growth?
	Knowledge about past experience	Do you tell your children anything about your past experiences? ● What have you said about past experiences if you are FCS (if applicable)? ● Have you seen any changes after they know about it (if applicable)?
	Communication	What do your children say about their relationship with their friends? ● Do they say something about their experiences in school? ● Whether your children talked about any form of abuse they experienced in school? (mental or physical)

	Mental health	Please talk about observed behavioral issues from your children which most disturbed you (if applicable).
	Future prospects of their children	How do you envision your child's future? ● Describe your hopes. ● Would you like your children to stay in this community? ● Do you think your children will be safe here? ● Do you believe they would have equal job opportunities in this community?
	Help	What kind of support do you think your children need? - At school - At home

2. Relationship with the community

General opening question		**How do you feel living in this community?**
#	**Indicators**	**Questions**

	Personal feelings 1. **Physical Violence** 2. **Mental abuse**	Tell us about a time when you experienced hardships or community exclusions (if applicable) ● Tell us about a time when you faced physical violence or mental abuse (if applicable) ● Whether your children were treated differently?
	Belonging	How does the community respond when you need help or support? ● How many people within the community can you trust?
	Respect	How respected do you feel in this community? ● Please talk about the observed differences in social treatment between families of FCS and families of non-FCS (if applicable).

3. **Relationship with other families**

General opening question	**How would you describe your relationship with other families?**	
#	**Indicators**	**Questions**

	Perspectives	Do you think families of FCS face more difficulties? If so, please give some examples? ● Do your children mention how children born of war or children born in captivity are treated at school?
	Future actions	Do you believe that other families should change their behavior or thoughts towards families of FCS? ● What do you think other families can do to better help the families of FCS?

4. Attitude towards education

General opening question		**Do you think going to school is important?**
#	**Indicators**	**Questions**
	Awareness of education	Do you believe that education can give your children a better life? ● What do you think school should do to better benefit children?

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	School life	Are your children getting along well with their classmates or teachers? ● Have you heard about any inappropriate behavior that children born of war or children born in captivity have done in school? ● Have you heard about whether teachers treat children born of war or children born in captivity and children of non-FCS differently? ● Do you encourage your children to make friends with children born of war or children born in captivity?
	Help	Do you have difficulties providing your children's schooling? ● What do you think the community or school can do if there are some difficulties?

5. Influence under COVID-19

General opening question	How is your life since the Covid-19?	
#	Indicators	Questions

	livelihood	Do you feel it's harder to make money under the situation of Covid-19?
	Help	What has become more difficult since the pandemic? ● Are you still able to maintain contact with neighbors or community members? How? ● How are your children impacted since the pandemic?

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