

# **DON BOSCO AID REPORT**

## *Salesians with Refugees in Palabek*





## FOREWORD

### *Salesians with Refugees in Palabek*

Refugees are ‘People on the Move’. They keep moving or rather they are made to move from place to place as the situation demands. Indeed, it is unfortunate. They are really ‘People of Concern’ as refugee agencies term them. According to UNHCR-United Nations High Commission for Refugees’ latest statistics “Uganda – Refugee Statistics January 2021 – Palabek” the Settlement located in Lamwo district in the mid-north of Uganda houses 54,530 refugees. Of these 83% are women and children; 51% are adult women; 24% are youth; 2% elderly. This means there are over 13,000 youths and more than 12,500 children (<https://reliefweb.int/report/uganda/uganda-refugee-statistics-january-2021-palabek>)

The Salesians are currently one of the major service partners working within the Settlement Camp offering much needed educational and youth services to the most vulnerable young people of our times—Refugees. In fact, as the only responding body living within the settlement itself, they experience at first hand the needs of these young people face to face. Responding is both complex and demanding of resources and skills.

In the Settlement Camp there are 11 primary schools, one secondary school and one Vocational Training institute. This is totally inadequate. The existing schools lack basic facilities — the classrooms, teachers, training materials are much less than the needs require and of minimum standard. Often refugees flee to the camps and later prolong their stay in the camp to avail of the educational opportunities

being provided. It is being left to the Refugee Agencies and their partners to meet these needs. Given the vulnerability of the children it is important to provide the educational services in a planned and focused manner.

It could be said that what the Salesians offer is just a drop in a very large ocean. But every drop is important and every drop counts. The Vocational Training (TVET) officially began in January 2019 offering a six-month hands-on training course to youth. This initiative has resulted in 900 young people being trained over the last two years. This number would have been higher if Covid had not hit the settlement.

Currently 250 young people are doing their one-year programme in different skills such as Tailoring, Cosmetology, Masonry, Electrical/ Solar installation, Motor Vehicle Mechanics and Agriculture. A considerable number of trainees have gone for employment in South Sudan, and many are gainfully employed locally.

Besides TVET, the Salesians provide four nursery schools, eight playing fields spread across the settlement site, and are involved in informal counselling and other emergency services. This has been part funded thanks to our partners such as Don Bosco Ireland and their donor-partners. From their fundraising the Salesians provide 1 million Uganda Shillings (about 300 US \$) for the training of one student for six months. Efforts to source funding is ongoing so as to keep the training program going. Many thanks in particular to Don Bosco Switzerland for their big help in this areas.



Through our youth services, which are supported by programmes such as the Misesan Cara innovation Fund, we were able to both offer and review the recreational and support services we are offering the young people outside of formal educational settings. The number involved in these services runs to several thousand youth on a daily and weekly basis. Our Don Bosco centres spread across the settlement are places where young people from the refugee camp and local communities integrate. Here they come to forget their difficult, sad and traumatic memories and experiences while learning to relax and spend time constructively in each other's company and that of the facilitators. Many thanks to all our friends and supporters.

I am delighted to receive the conclusion of research done relating to our project “*Children’s Right to Play Palabek*”. Indeed, children have a right to play! Their play might look childish, but in little ways they express deep-seated needs that are required for their integral growth. The project’s main objective was: Playing together, mutual understanding and acceptance and friendship grows, giving young people an opportunity to develop their talents, and help them as refugees to integrate with other tribes and with the host community.

I believe that the research has captured all the details of the project and helped the project to implement and obtain the desired

results. We are happy to tell you that the results were beyond our expectation and we are still enjoying the benefits of the project. The research also helped us to deepen our understanding of the situation and the needs of the refugee children and gave us insights into finding the right solution for their challenging situations.

Children’s right to play and its objectives—being together, mutual understanding, accepting each other and finding integration—is in line with our father Don Bosco’s famous saying, “Play, run, jump and dance, but do not sin”. This project has helped us to integrate our good intentions with a more formal and informed research approach. We are willing to share the findings with like-minded partners helping children to “play” and grow.

I thank Misesan Cara for the timely help in giving us this project fund, Caroline Vancraeyveldt of UCLL for coordinating the research and the Irish partners Don Bosco Aid and Misesan Cara for their continued support, as well as the local Salesians and their collaborators who did the research on the ground. A big thank you to you all.

May this research help us to reach out to the children in need in more thoughtful ways.

Fr Lazar Arasu SDB  
*Director of Don Bosco Mission in Palabek*

## GENERAL BACKGROUND AND CONTEXT

The Research Report, *Uganda: Vulnerability and Essential Needs Assessment Volume 1, 2020*, describes Uganda as one of the top refugee-hosting countries in the world, with a protracted refugee situation and ongoing influx of refugees from neighbouring countries. As of January 2020, the country hosted nearly 1.4 million refugees, mostly from South Sudan, the Democratic Republic of Congo, and Burundi, with smaller populations from elsewhere in the East Africa region. The majority of refugees currently in Uganda fled to the country in the past four years, but the country has hosted refugee populations for decades, with an open-door approach and progressive refugee laws. The report goes on to say that despite the range of origins, the varying lengths of displacement, the different exposure to protection risks, and the different levels of income of refugees, past assessments have shown that the needs among the refugee population are consistently high across the country.

In an interview with a refugee and the local chair of the Refugee Welfare Council in the Palabek settlement, the March 2020 Report by the Scalabrini Institute for Human Mobility in Africa (SIHMA) highlights a number of issues relating to the settlement population itself:

- The fact that the people in the settlement come from different communities, from various parts of South Sudan, who have been forced by the condition of war to live together.
- The conflict in South Sudan has already taken the area of tribal and

communities, so the war divided the community among themselves and against themselves. “For this reason, the challenge is to bring all these people to see themselves as South Sudanese and as people created by God, so that they can embrace each other and live together in peace.”<sup>1</sup>

- Another important issue is the presence of unaccompanied children who have lost their loved ones, their parents, and who are living for example with their grandmothers. The children are supposed to be taken care of, but they are now taking care of the old.
- There are the youth who, because of the emergency situation, cannot continue with higher level education. They cannot attend university or higher levels of learning.
- There are young parents who, because of the war situation in South Sudan from 2013 to 2017, either were forced to marry, or they were sexually harassed by the rebels or by the government militias.
- Most of the recent entries into Uganda are not specifically because of war or insecurity. Many people are running away from hunger and drought. They are looking for facilities, schools, hospitals, all of which are lacking in South Sudan, with a view to giving their children a better future.

Reference is also made to the presence and role of the Salesian Community in the

settlement, the community at the heart of facilitating this piece of research. Three areas were highlighted: the contribution of the Salesians in supporting the spiritual wellbeing of the settlement, their role in establishing livelihood activities and vocational training on site, and finally help in building a new sense of community among such a diverse group of peoples. The author sums up what he believes to be the real contribution of such activities in the following words:

*“I think these are all good things to change people. This is not just an intervention that gives young people the skill to be able to learn some livelihood. We don’t just see a faithful generation coming up, we also see a new generation with a common identity. So, it is an effort not just to meet the immediate needs but it is raising a new generation for South Sudan - a new generation of people who embrace each other, who love each other, who have some skill and who have their own sources of livelihood. I see them as a hope to change South Sudan because we will have a group of people who are a real community, “and this will certainly help to challenge what we left in South Sudan.””<sup>2</sup>*

As part of the discussion to bring the proposal together for this project with Misean Cara and Don Bosco Aid Ireland, the Salesians of the Palabek community put the emphasis on an area that to date appears to have had little research done on it, the role of sports and play and recreational activities as part of the ongoing provision of services to the youth and children of the settlement and local area.

This innovation fund with its focus on the *Right2Play* interests us particularly because

our Salesian charism understands the right to play, recreation, and joy as one of the four pillars of developing a person in life, the other three being formal education, having a place to belong and nurturance of the spirit. Play, for us Salesians, is complementary to formal education and essential for the full development of the child and young person.<sup>3</sup>

They went on to state that through the quality of their Salesian presence on the ground in Palabek they want to offer much needed psychosocial support to the many displaced young people. This is based on the belief that a child’s development can be supported by the presence of trained and experienced adult leaders. Participation with children in play provides adults with unique insights and understanding into the child’s perspectives. It builds respect between generations, contributes to effective understanding and communication between children and adults and affords opportunities to provide guidance and stimulus. Children, especially those that have experienced trauma, benefit from shared recreational activities which include suitably trained and qualified adults.

The finding of the research work, whose original form was affected by and adapted to deal with the situation of the outbreak of the Covid pandemic are presented on two formats:

- The first format is the report form for Misean Cara completed by the local Salesian team and collaborators.
- The second format is that presented by Dr Caroline Vancraeyveldt, researcher at UC Leuven-Limburg, Belgium.

## INNOVATION FUND - REPORT FORM

**What results did you achieve under the Innovation Fund theme you selected? Please explain if and how the results achieved differed from anticipated results – and what the results will mean for your work in the future.**

Under the Innovation Fund theme selected - Refugees, we have achieved the following results:

- We have provided youth outreach programmes and activities for young children based on games, sports, cultural and livelihood activities with refugees and host-communities.
- We acquired some much-needed equipment for sports and cultural activities.
- We organised courses and lessons from home to home for the youth.
- We have improved and contributed to the integration model of education and development of children and young people in the camp by organizing formation of youth/children groups in different zones of the Settlement.
- We facilitated training of youth leaders and building their capacity for leadership and peace animation.
- We have facilitated harmonious living among different tribes within the refugees and local communities so as to bring lasting peace. Playing together, mutual understanding and acceptance and friendship grows when play and recreation are done well.
- We have made efforts towards better integration between the refugees and the host-community.
- Psychosocial support through group and individual counselling and peace building training,
- We improved the existing infrastructure in a sustainable way with respect for the environment so as to reach out to more people and improve our activities with youth.
- We conducted the research on the impact of games and free activities on the integral development of the children in the camp. Part of the research was conducted during the Covid-19 restrictions and took into account the impact of the lockdown. (Results of the research are presented in a separate document which we will share with Misean Cara, Misean Cara members and other partners).

We feel that there is a big need of continuing the same kind of project or a similar project in other to bring the youth together and enhance the peace process among them.



Please detail the activities you undertook and how they helped deliver the results above. Please explain if these were as expected in the Expression of Interest, exceeded those, or if you did not manage to complete certain activities:

The following programmes were done to achieve our targeted goals:

- Formation of youth/children groups in different zones of the Settlement.
- Training of youth leaders and building their capacity for leadership and peace animation.
- Youth outreach programmes and activities for young children based on games, sports, music, cultural and livelihood activities with refugees and host-communities.
- Psychosocial support through group and individual counselling, peace building trainings,
- Improve the existing infrastructure in a sustainable way with respect for the environment so as to reach out to more people and improve our activities with youth and children.
- Acquire much needed equipment for sports and cultural activities.
- Conduct systematic analysis and research to assess the impact of our offer on the lives and the wellbeing of children and young people, and to substantiate the importance of play and rest for their integral development.
- An above all, the result of this research has been published in a research document and shared with Misesan Cara.

Overall, has the implementation of this initiative been a success?

**YES** (Yes / No / Partially)

Please provide an explanation for this selection (for example, how do you feel the Innovation Funding has benefited the project(s) affected, or your organisation? What helped you to achieve the results? What challenges were encountered, etc):

The innovation Funding has benefited the project affected in the manner that our youth have enjoyed the activities organized by Don Bosco and thereafter have started to practise some of the games and activities they learnt, such as volleyball, netball, cultural and animation programmes, etc. To achieve this result, we rely on the commitment of our youth and their willingness to learn.

One of the biggest challenges we faced was the Corona Virus. It was quite difficult to gather the youth because of the restrictions given by the Camp authorities and other government bodies. But we managed most of our activities by following Standard Operating Procedures-SOP. Some activities were organised on an individual basis by visiting young children in their homes. We took books to the children in their respective homes. The lockdown meant that we reached a smaller number of beneficiaries than initially planned, but individual visits were very fruitful and appreciated by the young people and their families.

The research conducted helped us to understand better the positive impact of games and free activities on the integral development of children in refugee camps. Children have "The Right to Play" and they needed games and free activities to overcome the trauma and negative past experiences, in this case refuge from war and the impact of the Covid-19 lockdown.

Will the project / organisation continue with the implementation of this initiative?

**YES** (Yes / No / Partially)

## TARGETED BENEFICIARIES

Enter below the project's Actual data for the initiative.

**Comment: Due to the Covid-19 restrictions and time spent on lockdown we were not able to reach to all the targeted beneficiaries.**

	Target	Actual		Target	Actual
Direct Beneficiaries Male - 18 and over:	<b>150</b>	<b>90</b>	Direct Beneficiaries Female - 18 and over:	<b>100</b>	<b>60</b>
Direct Beneficiaries Male under 18:	<b>4000</b>	<b>2500</b>	Direct Beneficiaries Female - Under 18:	<b>3000</b>	<b>1500</b>

## KEY LEARNINGS / CASE STUDY

Please provide any key learnings you have taken from the implementation of this initiative that you think would be of interest to others who may be interested in implementing this initiative:

Among the key learning areas, we have taken from the implementation of this initiative, we believe that the different games and lessons organized in the oratory are relevant to others who may be interested in youth activities. The variety of activities including sports, music, cultural activities, arts, group prayer, sharing their personal thoughts, helps in trauma healing and integral psychosocial development of the youth.

Briefly describe how you have shared the knowledge and lessons learned from this Innovation Fund initiative with other sections of your organisation, or other missionary organisations in development – or how it could be shared through Misesan Cara.

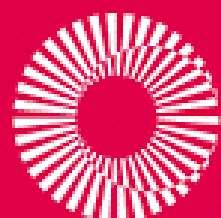
- Our youth activities are directly and indirectly supported and served by Don Bosco Vocational Training Centre and our four Nursery Schools in the Refugee Settlement.
- Youth from our 16 service centres/chapels have been involved in the youth activities so there is collaboration with the communities of these centres
- Periodically we have common programmes with other NGOs especially with AVSI, Caritas, Trocaire, CESVI, etc.



- UN agencies are in contact with Don Bosco in Palabek and UNHCR through their implementing partners which occasionally collaborate with our programs.
- We also interact with the schools within the settlement and in areas around the settlement.
- We implement and benefit from the Child Protection Policies of the Uganda Episcopal Conference and of the Frame of Reference of Salesian youth ministry.
- The document presenting research outcome was published and shared with Misesan Cara, Misesan Cara members and our other partners.

**Please provide a brief case study of someone (or a group of people) who have benefited from this initiative. If possible, include a photo(s), with their permission.**

Brian Mwaka, a youth from our youth centre, could be given as a good example. He has been with us since we came to Palabek. He is an exemplary youth, committed and enthusiastic. He has come to know our way of working and has imbibed well our Salesian charism. He was sent to our Secondary school in Bombo near Kampala where he completed Ordinary Level of secondary education (Senior 4). In his free time during his holidays, Brian cooperates with us in several activities. He is one of the best youth leaders we have trained. He assists us in distributing food to the disabled elders, and vulnerable people of the Settlement. He has learnt a lot from us, and we believe that he can become a responsible person and a good leader. We are very happy with his commitment and his giving of himself to others.



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## RESEARCH REPORT

*"CHILDREN'S RIGHT TO PLAY" - PALABEK*





# RESEARCH REPORT

## "CHILDREN'S RIGHT TO PLAY" - PALABEK

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### 1. Introduction: the project "Children's right to play"

This research is a part of the project "Children's right to play", which has been funded by Misesan Cara and the Don Bosco organisation.

This project ran from January 2020 to December 2020 in the Don Bosco Youth Centre of the refugee camp in Palabek, Uganda. More information on the refugee camp can be found via <https://www.youtube.com/watch?v=YjT9wdY6M4E&feature=youtu.be> and on the Facebook group "Don Bosco Palabek Mission".

The overall goals of the project were:

- to provide psychological support and guidance to the children and young people under 18 in the camp by offering them places and activities where they can play and develop their personal talents in a non-formal context.<sup>4</sup>
- to facilitate harmonious living among different tribes within the refugees so as to bring lasting peace. **Playing together, mutual understanding and acceptance and friendship grow.**
- to encourage integration between the refugees and the host-community.

Activities of the project that aim to deliver these results<sup>5</sup>:

- Formation of youth/children groups in different zones of the Settlement.
- Training of youth leaders and building their capacity for leadership and peace animation.
- **Youth outreach programmes and activities for young children based on games, sports, cultural and livelihood activities with refugees and host-communities.**<sup>6</sup>
- Psychosocial support through group and individual counselling, peace building trainings,
- Improve the existing infrastructure in a sustainable way with respect for the environment so as to reach out to more people and improve our activities with youth.
- Acquire some much-needed equipment for sports and cultural activities.

### 2. Goal of the project research

Extract of the approved project proposal:

- to investigate the **impact** of the project and the importance of **playing and relaxing** for children, and to share our insights.
- to do some systematic research to examine the **impact** of our offer on **the lives and the wellbeing** of children and young people and to **substantiate the importance of play and rest** for them.
- to **share the results** of this research with other organisations and instances in order to promote children's right to play and rest.

### 3. Methodology

#### 3.1. Target group and ethical considerations

In the research we focused on youth (12 -18 years) who participated in play activities in the Don Bosco Youth Centre in Palabek. We chose to follow up on 30 youth during the research. All participants signed an informed consent. The interviewers were asked to be sensitive to participants' needs during the interviews.

#### 3.2. Assessments

During the **first assessment (Feb 2020)** three categories of play activities were evaluated: sports activities, fine arts (e.g., drawing), and cultural (music and drama). Therefore 30 youth were observed and interviewed during the play activities. Observation focused on their wellbeing and involvement during the play activities. Interviews focused on the evaluation of the play activity. The observations and interviews were done by Fr Roger and Fr Arasu of the Don Bosco Youth Centre. The results are available in the research report of the first assessment (addendum 2).

Due to Covid-19, and the subsequent lockdown, the research had to change its focus. The project got an extended deadline (March 2021). It was decided that the play activities would be done at home. We chose one play activity (drawing) that we monitored, accompanied by observations and an interview.

During the **second assessment (July 2020)** Fr Roger collected the data of some of the same



participants (n = 10) as in the first assessment. The other participants (n = 20) could not be reached for the assessment (due to Covid-19). The assessment took place in the home of the participants. Participants were asked to draw their experience of the lockdown as youth living in Palabek. Interviews focused on their personal experience during the lockdown.

Afterwards the Don Bosco youth centre reopened. The play activities took place again at the Don Bosco Youth Centre.

During the **third assessment (November 2020)**, one play activity (drawing) was monitored, accompanied by an interview. Fr Julius collected the data of almost all the same participants (n = 28) as in the first assessment. The assessment was done in the Don Bosco Youth Centre. In the third assessment we also investigated what their personal experience during the Covid-19 lockdown had been like, looking back on this period.

### 3.3. Data analysis

After each assessment, **data were analysed** by Dr Caroline Vancraeyveldt (UCLL, Belgium). For the observations, the scores on wellbeing and involvement were interpreted according to Laevers (1993). The interviews were interpreted complementary to the observations. For the interpretation of the interviews, we used thematic analysis (qualitative analysis; Savin-Baden & Major, 2013).

## 4. Results

For the detailed results of the first, second and third assessment, we refer to addendum 2, 3, and 4.

During the **first assessment**, youth appreciated the activities that were organized in the Don Bosco Youth Centre. The play activities helped them to make friends and to get to know people. They particularly liked the cultural activity that was organized (drama of the war in South Sudan). They generally want more time for these activities (to prepare or to play).

During the **second assessment**, participants were at home due to the Covid-19 lockdown and Fr Roger paid them a home visit. Youth spoke about how difficult the lockdown was for them (starvation, fear, sexual violence...).

They particularly missed social contacts and were very bored. They appreciated that the Father paid them a home visit. The drawing activity gave them something to do, although they would rather have done it in the Don Bosco Youth Centre. They were also grateful that they could share their problems with the Father.

During the **third assessment**, participants were allowed to go the Don Bosco Youth Centre again and they were very grateful for this. They experienced the past lockdown as a great time of deprivation. Although the lockdown was over, there was still a great threat of starvation. Covid-19 was still on everybody's mind.

## 5. Conclusions

The first **goal** of the research of the project "Children's right to play" was to investigate the impact of the project and the importance of playing and relaxing for children and youth. The second goal was to examine the impact of the offer of the Don Bosco Youth Centre on the lives and the wellbeing of the youth and to substantiate the importance of play and rest for them. The third goal is to share the results with other organisations and instances.

The **30 youth** we followed up were aged between 12 and 18 and lived in the refugee camp of Palabek under very precarious circumstances. For these youth, play is very important. More specifically, youth mention the important social aspect of play: **through play, they make friends and they get to know people**. They would like to have more time for play, and they would also like to have more materials to play with. During the Covid-19 lockdown play activities at the Don Bosco Youth Centre were cancelled. The consequences were that youth **were very lonely and bored at home**. They appreciated the home visit of Father Roger in the context of this research. They were very happy when the Don Bosco Youth Centre re-opened and they could meet again. However, Covid-19 is not forgotten, and it remains a time of great deprivation for these youth.

## 6. References

On wellbeing of children: Leuven Scale for Wellbeing (Laevers, 1993)

<http://expertisecentrum.cego.be/well-being/?lang=en>

<http://expertisecentrum.cego.be/wp-content/uploads/2019/07/scale-for-well-being-sics.pdf>

On involvement in the activity: Leuven Scale for Involvement (Laevers, 1993)

<http://expertisecentrum.cego.be/involvement/?lang=en>

<http://expertisecentrum.cego.be/wp-content/uploads/2019/07/scale-for-involvement-sics.pdf>

The scanning technique to assess wellbeing and involvement in children:

<http://expertisecentrum.cego.be/scanning-technique/?lang=en>

On thematic analysis and qualitative analysis:

Savin-Baden, M., & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. New York: Routledge.

## 7. Addenda

**Addendum 1: Research plan**

**Addendum 2: Research report first assessment Palabek**

**Addendum 3: Research report second assessment Palabek**

**Addendum 4: Research report third assessment Palabek**







## ADDENDUM 1

### RESEARCH PLAN “CHILDREN’S RIGHT TO PLAY” – PALABEK, UGANDA

Author: Dr Caroline Vancraeyveldt, researcher at UC Leuven-Limburg, Belgium

#### Background

This research is part of the project “Children’s right to play”, which was funded by Misesan Cara and the Don Bosco organisation.

This project will run from January 2020 till December 2020 in the refugee camp in Palabak, Uganda. More information on the refugee camp: <https://www.youtube.com/watch?v=YjT9wdY6M4E&feature=youtu.be>

More information is available on the Facebook group “Don Bosco Palabek Mission.”

#### Overall goal of the project

Extracts of the approved project proposal:

The results that the project wants to achieve are the following:

- We want to provide psychological support and guidance to the children and young people under 18 in the camp by offering them **places and activities where they can play and develop their personal talents in a non-formal context**<sup>7</sup>.
- We want to facilitate the harmonious living among different tribes among the refugees so as to bring lasting peace. **Playing together, mutual understanding and acceptance and friendship grow.**
- At the same time, we want to encourage integration between the refugees and the host-community.

Activities that will aim to deliver these results<sup>8</sup>:

- Formation of youth/children groups in different zones of the Settlement.
- Training of youth leaders and building their capacity for leadership and peace animation.
- **Youth outreach programmes and activities for young children based on games, sports, cultural and livelihood activities with refugees and host-communities.**<sup>9</sup> *(In the context of this research we will not evaluate cultural and livelihood activities with refugees and host-communities.)*
- Psychosocial support through group and individual counselling and peace building trainings,
- Improve the existing infrastructure in a sustainable way with respect for the environment so as to reach out to more people and improve our activities with youth.
- Acquire some much-needed equipment for sports and cultural activities.

#### Goal of the project research

Extract of the approved project proposal:

- We want to investigate the **impact** of the project and the importance of **playing and relaxing** for children and to share our insights.
- We want to do some systematic research

to examine the **impact** of our offer on **the lives and the wellbeing** of children and young people and to **substantiate the importance of play and rest** for them.

- We want to **share the results** of this research with other organisations in order to promote children’s right to play and rest.

#### Description of the play activities that will be assessed

The following is based on emails with Fr Arasu and Fr Roger, who are key persons of the youth activities of the Salesian community in Palabek:

“At the moment we are running an oratory as well as many youth programs in the settlement with our students and our youth from 16 different chapels. We have football competitions, indoor games, cultural programs... And many others when needed.

In this project we are dealing with children, young people and young parents. The age range of the participants is from 3 to 35 years. The parents of the children are sometimes directly, sometime indirectly involved, for example in organizing some programs (cultural dance and drama) together with their children. This makes the parents feel fully part of our programs, as at the same time the topics we choose often touch both parents and children.

In the context of the project, we would like to add **sports activities** (because they really like them): **fine arts; cultural, music and drama (MDD)**. These are the activities most targeted.” *(In the context of this research we will not evaluate cultural and livelihood activities with refugees and host-communities.)*

#### Outline and timeframe of the research

February 2020: Start project

February 2020: First assessment (observations and interviews)

March – May 2020: Play activities

June 2020: Second assessment (observations and interviews)

July – September 2020: Play activities

October 2020: Third assessment (observations and interviews)

November 2020: Analysis

December 2020: Final report

Fr Arasu and Fr Roger collect the data. They write down the observations and write down the interviews in English. They send the data to Caroline via email in February, June and November. Caroline analyses the data together with Fr Arasu and Fr Roger. This will end up in a final report on the research that will be finalized in December 2020.

#### Research methods

##### 1. Observations

There will be **three assessment periods**: in February, June and October 2020 (see outline and timeframe of the research).

Observations of the children and the adults will be done **in three categories of play activities**:

- sports activities
- fine arts
- cultural, music and drama (MDD)

For illustration purposes, photos of the play activities will be made.

Per category of play activity, one play activity will be observed.

During the chosen play activity **10 youth (13-18 years)** will be observed and interviewed. This age-range is chosen based on the large number of young people between 13-18 years in the refugee camp. These youth are people who come regularly to the play activities. As there are three type of play activities that are being assessed, we will have the observations of **30 youth (13-18 years) in each assessment period**. In each assessment period, we will try to observe the same youth.

Before each observation, Fr Arasu and Fr Roger will tell the participants about the goals of the project and the research. Then the play activities will take place and Fr Arasu or Fr Roger will do the observation. Fr Arasu and Fr Roger will ask the participants to sign the **informed consent** to use the data of the observations for the research (see attachment 1). Fr Arasu and Fr Roger will fill out **observation forms** for each participant. Data will be processed anonymously.

The topic of observation is **the wellbeing and the involvement of the children and**



**adults in the play activities.** We will use the Leuven Scale for Wellbeing and the Leuven Scale for Involvement to assess the wellbeing and involvement of the participants.

More information on these scales can be found on the following links:

1. On wellbeing of children  
<http://expertisecentrum.cego.be/well-being/?lang=en>  
<http://expertisecentrum.cego.be/wp-content/uploads/2019/07/scale-for-well-being-sics.pdf>
2. On involvement in the activity  
<http://expertisecentrum.cego.be/involvement/?lang=en>  
<http://expertisecentrum.cego.be/wp-content/uploads/2019/07/scale-for-involvement-sics.pdf>
3. The scanning technique to assess wellbeing and involvement of children  
<http://expertisecentrum.cego.be/scanning-technique/?lang=en>

The observation protocol is found in the second attachment of this document.

## 2. Interviews

After observation, the participants will be interviewed. We will use a **semi-structured interview**. The interview questions will be open-ended questions that focus on the goals of the project. In attachment 3 you find the interview questionnaire.

Per category of play activity, we interview 10 youth (13-18 years old) after a play activity took place. These youth are people who come regularly to the play activities. They are also the youth who were observed during the play activity. As there are three categories of play activities that we will assess, we will have the observations of 30 youth in each observation period. In each assessment period, Fr Arasu and Fr Roger will try to interview the same youth.

If the youth don't speak English, a **translator** will help Fr Arasu and Fr Roger to do the interviews.

Fr Arasu and Fr Roger will type the answers to the interview in English. They will send these answers to researcher Caroline, who will analyse the answers together with Fr Arasu and Fr Roger.

When conducting the interviews, Fr Arasu and Fr Roger will take ethical considerations into account (see further).

## Ethical considerations

Fr Arasu and Fr Roger will tell the participants about the goal of the project and of the research. The participants observed and interviewed will also sign an **informed consent** (see attachment 1)

Extract from the project proposal "Children's right to play":

*"There are about 53.000 refugees living in Palabek Refugee Camp. They were forced to migrate from the war-torn South Sudan to Uganda. 60 % of the migrants are children and teenagers under 18. They suffer trauma due to the experiences they have gone through and the harsh everyday conditions and the struggle for surviving. Children and youngsters are also involved in this struggle and are deprived from several of their basic human rights like the right to nutrition, education, safe environment etc.*

*Their childhood is taken away from them and they are exposed to huge risks that endanger their future (sexual abuse, involvement in criminality, drugs addiction, exploitation...). They risk becoming a lost generation."*

When observing and conducting the interviews, **Fr Arasu and Fr Roger will be sensitive to the participants' needs**. If the participants don't want to participate or talk, Fr Arasu and Fr Roger will not start the observations/interviews or will stop the observations/interviews when necessary. They will also be present for further questions when needed. Fr Arasu and Fr Roger will collect and store the informed consent of the participants.

## Data analysis and report

There will be three data assessment periods (February, June, October). In every assessment period, three types of play activities will be evaluated (*games, sports, cultural and livelihood activities with refugees and host-communities*). Of every category of activities, the data of 10 youth will be collected by observation and by interview.

After every assessment period, Caroline will go through the data and will look at the data. She will cluster the recurrent themes according to the principles of qualitative analysis. She will present these in a PowerPoint presentation or in a written report.

## Attachment 1: Informed consent for the adults or for the parents of the children who participate

- I am informed about the goals of the project "Children's right to play."
- I have the right to withdrawal my participation.

- I can answer what I want without consequences for myself.
- I have the right to know what is being done with my answers.
- My answers are processed anonymously.
- I can always contact Fr Arasu and Fr Roger if I want to know more about the project.

Signature of Fr Arasu or Fr Roger

Signature of the participant





Attachment 2: Protocol for observation project “Children’s right to play”

In general:

- Date and time: .....
- Name of the observer: .....
- Do you have a signed informed consent of the participant?
- Mark the category of play activity that is observed:
  - sports activities
  - fine arts
  - cultural, music and drama (MDD)
- Describe the play that you are observing

.....

.....

.....

The participant that you observe:

- What is the first name of the participant? .....
- What is the age of the participant? .....

Describe the play that you observe:

- What does the participant exactly do during the activity?

.....

.....

.....

- Remarks about the play that you observed:

.....

.....

.....

- Other remarks:

.....

.....

.....

Date: ..... Name of the participant: .....

Tick the box of the wellbeing scale and the involvement scale you observed in this participant during the play activity<sup>10</sup>.

THE SCALE FOR WELL-BEING		
LEVEL	WELL-BEING	SIGNALS
1	Extremely low	The child clearly shows signals of discomfort: <ul style="list-style-type: none"><li>• whines, sobs, cries, screams;</li><li>• looks dejected, sad or frightened, is in panic;</li><li>• is angry or furious;</li><li>• shows signs feet, wriggles, throws objects, hurts others;</li><li>• sucks its tomb, rubs its eyes;</li><li>• doesn't respond to the environment, avoids contact, withdraws;</li><li>• hurts him/herself: bangs its head, throws him/herself on the floor.</li></ul>
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	During the observation episode, the child enjoys, in fact it feels great: <ul style="list-style-type: none"><li>• it looks happy and cheerful, smiles, beams, cries out of fun;</li><li>• is spontaneous, expressive and is really him/herself;</li><li>• talks to itself, plays with sounds, hums sings;</li><li>• is relaxed, does not show any signs of stress or tension;</li><li>• is open and accessible to the environment;</li><li>• is lively, full of energy, radiates;</li><li>• expresses self-confidence and self-assurance.</li></ul>

THE SCALE FOR INVOLVEMENT		
LEVEL	INVOLVEMENT	EXAMPLES
1	Extremely low	The child hardly shows any activity: <ul style="list-style-type: none"><li>• no concentration: staring, daydreaming;</li><li>• an absent, passive attitude;</li><li>• no goal-oriented activity, aimless actions, not producing anything;</li><li>• no signs of exploration and interest;</li><li>• not taking anything in, no mental activity</li></ul>
2	Low	The child shows some degree of activity but which is often interrupted: <ul style="list-style-type: none"><li>• limited concentration: looks away during the activity, fiddles, dreams;</li><li>• is easily distracted;</li><li>• action only leads to limited results.</li></ul>
3	Moderate	The child is busy the whole time, but without real concentration: <ul style="list-style-type: none"><li>• routine actions, attention is superficial;</li><li>• is not absorbed in the activity, activities are short lived;</li><li>• limited motivation, no real dedication, does not feel challenged;</li><li>• the child does not gain deep-level experiences;</li><li>• does not use his/her capabilities to full extent;</li><li>• the activity does not address the child's imagination.</li></ul>
4	High	There are clear signs of involvement, but these are not always present to their full extent: <ul style="list-style-type: none"><li>• the child is engaged in the activity without interruption;</li><li>• most of the time there is real concentration, but during some brief moments the attention is more superficial;</li><li>• the child feels challenged, there is a certain degree of motivation;</li><li>• the child's capabilities and its imagination to a certain extent are addressed in the activity</li></ul>
5	Extremely high	During the episode of observation the child is continuously engaged in the activity and completely absorbed in it: <ul style="list-style-type: none"><li>• is absolutely focussed, concentrated without interruption;</li><li>• is highly motivated, feels strongly appealed by the activity, perseveres;</li><li>• even strong stimuli cannot distract him/her;</li><li>• is alert, has attention for details, shows precision;</li><li>• its mental activity and experience are intense;</li><li>• the child constantly addresses all its capabilities: imagination and mental capacity are in top gear;</li><li>• obviously enjoys being engrossed in the activity</li></ul>



Attachment 3: Protocol for interview

It is important to write down the answers of the participant and make a translation in English to send to Caroline.

In general:

- Date and time: .....
- Name of the observer: .....
- Do you have a signed informed consent of the participant?
- Mark the category of play activity that is observed:
  - sports activities
  - fine arts
  - cultural, music and drama (MDD)
- Describe the play that you are observing

.....

.....

.....

Questions

- How do you feel after participating in this play activity?  
.....  
.....  
.....
- What is your opinion about this play activity?  
.....  
.....  
.....
- What do you like about this play activity?  
.....  
.....  
.....
- What do you want to see differently in this play activity? How would you improve this activity?  
.....  
.....  
.....
- What did you learn from this play activity?  
.....  
.....  
.....
- Will you come again to this play activity? Why (not)?  
.....  
.....  
.....

- Do you have suggestions for other play activities?

.....

.....

.....



## ADDENDUM 2

### RESEARCH REPORT FIRST ASSESSMENT PALABEK

This first assessment took place in the refugee camp Palabek in February 2020.

Three categories of play activities were evaluated.  
Therefore 30 youth were observed and interviewed during the play activities.

The data were collected by Fr Roger.

The data were analysed by Dr Caroline Vancraeyveldt.  
For the analysis, Caroline looked at general trends in the data.

#### 1. Fine arts

*The specific activity that was evaluated “drawing the experience of war”. 10 youth were observed during the activity and interviewed afterwards.*

##### Observation

In general, the youth had a score of 4 on the Laevers’<sup>11</sup> 5-point scale for wellbeing during this activity. This means that on average the youth have a high wellbeing<sup>12</sup> during this activity. The standard deviation (variation in scores) is 0.70.

The youth had on average a score of 4 on the Laevers’ 5-point scale for involvement during this activity. This means that on average the youth have a high involvement during this activity<sup>13</sup>. The standard deviation (variation in scores) is 0.94.

*Remark: The observations are merely to be interpreted as an indication. Only a small sample of youth were observed by one person who was not trained in these Laevers’-scales.*

##### Interview of youth

In general, most youth (with exception of 2) like this activity (“I like it”, “I feel good”, “I make

new friends”) Some youth find it too difficult. They have practical suggestions to improve the activity (*more pencils, more time, more youth to participate...*), but some youth suggest changing the activity to playing football. Eight of the ten youth want to come back to this activity (*the other ones: “yes, if they change the activity”, “yes, I will come back but not for drawing”*).

#### 2. Sports

*The activity that was evaluated is “volleyball”. 10 youth were observed during the game and interviewed afterwards.*

##### Observation

In general, the youth had on average a score of 3.4 on the Laevers’ 5-point scale for wellbeing during this activity. This means that the youth in general score between moderate wellbeing<sup>14</sup> and high wellbeing<sup>15</sup>. The standard deviation (variation in scores of the participants) is 1.26, which is relatively high.

The youth had on average a score of 3 on the Laevers’ 5-point scale for involvement during this activity. This means that the youth on general have a moderate involvement<sup>16</sup>. The standard deviation (variation in scores of the

participants) is 1.33, which is relatively high.

Interpretation: the relatively low scores for involvement may be linked to the fact that youth did not know this game very well and that the teams were not balanced (boys/girls). There is a relatively high variation in scores, which shows that some youth felt good during the activity and others did not. Also, some youth liked the activity whereas others did not.

*Remark: The observations are merely to be interpreted as an indication. Only a small sample of youth were observed by one person who was not trained in these Laevers’-scales.*

##### Interviews

*Note of the interviewer: “Two teams are playing volleyball. It seems to be hard (for them) though they really want to do something”.*

The results of this activity were mixed. Some youth mention that they like the activity (especially if they won). Other youth did not like it. A lot of youth found the activity difficult. According to most of the girls, the boys seemed to discuss the rules of the game a lot. Seven out of ten youth want to come back to the activity. Their suggestions to improve the activity: (1) to balance the teams more, (2) more time to practice, or (3) play another sports activity, such as football.

#### 3. Cultural, musical and drama

*The activity that was evaluated: “A drama on the war in south Soudan”. 10 youth were observed during the activity and interviewed afterwards.*

##### Observation

In general, the youth had on average a score of 3.7 on the Laevers’ 5-point scale for wellbeing during this activity. This means that youth on general score between moderate wellbeing<sup>17</sup> and high wellbeing (*i.e. the youth show obvious signs of satisfaction, but these signs are not always present with the same intensity*). The standard deviation (variation in scores) is 0.67

The youth had on average a score of 3.7 on the Laevers’ 5-point scale for involvement during this activity. This means that youth in general score between moderate involvement<sup>18</sup> and high involvement<sup>19</sup>. The standard deviation (variation in scores) is 0.95).

Remark: The observations are merely to be interpreted as an indication. Only a small sample of youth were observed by one person who was not trained in these Laevers’-scales.

##### Interviews

All interviewed youth like this activity (“we laugh”) and/or feel happy afterwards, although some youth think it is not an easy activity. They like the social aspect of this activity (“it helps us to make friends”). All youth come back to the same activity if it is organized again. The thing they learned the most is that war is bad. They have two suggestions to make this activity better: (1) get more youth to participate, (2) let us have some more time to prepare this drama.

##### Conclusion first assessment

- The cultural activity (drama of the war in Sudan) in general is most liked.
- The sports activity (volleyball) in general is less liked. Following the interviews and the observation, this is probably because the game is not well known by the youth and the teams were not balanced.
- A very high number of youth will come back to the activities (all children in the cultural activity and 7-8/10 of the youth in the sports and fine arts activity). This means that these activities are well appreciated by the youth.
- The youth give specific instructions to improve the activities. They generally want more time for these activities (to prepare or to play).
- In all activities, the youth say that the play helps them to make friends, to get to know people, etc.

##### To discuss during a WhatsApp or Skype Call

- Was this the first time the activity took place? (is the first time the activity took place also the first assessment?)
- How did you continue the activities?
- The next assessment
  - Timing?
  - Participants: Is it possible to assess the same children participating in the same activities? (If a child



participated in a fine arts activity during the first assessment, let him participate in a new fine arts activity during the second assessment, unless they don't come to these activities anymore -> then you may want to track them and ask them why they don't come anymore, and if they participate in other

activities, and assess these other activity if possible)

- New questions (improvement activity?)
- What do you want to know of the youth?
- Please use the same participant numbers.



## ADDENDUM 3

### RESEARCH REPORT SECOND ASSESSMENT PALABEK

This second assessment took place in the refugee camp Palabek in July 2020.

During the first assessment (Feb 2020), three categories of play activities were evaluated.

Therefore 30 youth were observed and interviewed during the play activities.

The results are available in the research report of the first assessment.

Due to COVID-19, and the subsequent lockdown, the research had to change its focus. The project got an extended deadline (March 2021). It was decided that the play activities would be done at home. We chose one play activity (drawing) that we monitored and for which we will discuss the data in the following report.

During the second assessment (July 2020) Fr Roger collected the data of some of the same participants (n = 10) as in the first assessment. The other participants (n = 20) could not be reached for the assessment (due to Covid).

The assessment took place in the home of the participants.

The data that Fr Roger collected were analysed by Dr Caroline Vancraeyveldt.

## Assignment – home play activity

*During the COVID-lockdown, Fr Arasu visited 10 youth at home. The youth received the following assignment: “How do you experience the lockdown as a youth living in Palabek? Could you make a drawing of it?” Fr Arasu observed the youth while drawing and he also did an interview with each of them.*

### 1. Observation during the drawing activity at home

In general, the youth had a score of 3.5 on the Laevers’<sup>20</sup> 5-point scale for **wellbeing** during this activity. This means that on average the youth score between “moderate” wellbeing and “high wellbeing”<sup>21</sup> during this activity. The standard deviation (variation in scores) is large (2.12). This means that some youth’s wellbeing was very low during this activity, whereas other youth’s wellbeing was very high. We can only speculate about the cause of these large differences in well-being.

If we compare the scores of wellbeing of the first assessment (fine arts activity) to the scores of wellbeing in the second assessment (drawing activity), then we see that on average there is a decline in wellbeing (4 on the first assessment compared to 3.5 in the second assessment). The standard deviation (variation in scores) has increased (0.70 in the first assessment compared to 2.12 in the second assessment).

The youth had on average a score of 4 on the Laevers’ 5-point scale for **involvement** during this activity. This means that on average the youth have a high involvement during this activity<sup>22</sup>. The standard deviation (variation in scores) is 0.67.

If we compare the scores of involvement in the first assessment (fine arts activity), to the scores of involvement in the second assessment (drawing activity), then we see that on average there is no change in involvement (4 on the first and second assessment). The standard deviation (variation in scores) is a little lower in the second assessment than in the first assessment (0.94 in the first assessment compared to 0.67 in the second assessment).

*Remark: The observations are merely to be interpreted as an indication for well-being and involvement. Only a small sample of youth were observed by one person who was not trained in these Laevers’-scales.*

## 2. Interview with the youth

A large range of negative emotions is mentioned concerning the lockdown, with the common theme that it is a **very difficult time for the youth** (“We are really struggling. There is not enough food, no small works, our sisters are getting pregnant”). Most of the youth mention they are **bored** (“This situation takes too long”, “we are staying at home doing nothing”) and/or **afraid** (to get sick, to have to go to hospital, or for the people who enforce the lockdown rules). Corona is the talk of the town (“Many people come to our homes to talk about this covid, even white people”). The youth think it is a **strange** situation and they experience **conflicting emotions** (“People say corona is not true”, “I don’t understand why the school can’t open, but the market can”).

The thing they find **the most difficult is that they have to stay at home**, with the only exceptions for getting water, working in the garden, or making a little money by doing chores. Most of the youth mention that they **miss going to school** or that they **miss hanging out with their friends** and classmates. They also miss participating in the **church activities and in the Don Bosco youth activities** (“I miss the Don Bosco oratory activities a lot. We pray that things may return to normal”). If they mention positive things about corona-times, it is that they can make a bigger garden than last year, spend more time with brothers and sisters, or that they can sleep more. Many of them mention that “**prayer and games**” could help them in lockdown.

Most of them **appreciate the home visit** (“happy that the father came by”, “glad that we can share our difficulties with the father”) and they **appreciate the drawing activity at home** (“I’m happy to do something”, “it gives us something to do in this lockdown situation”). They would like to see the activity repeated soon. However, they would **prefer to do the activities in Don Bosco again as soon as possible**, or with their friends or brothers and sisters present. They **would also like to have other activities or other toys to play at home**. They have the following suggestions for toys: board games, a ball, more drawing papers,...



### 3. Examples of the drawings that the youth made (See figures below)



Figure 1. Drawing of a 15-year-old girl in Palabek: “These days many people are going to the hospital. I’m afraid of the sickness coming.”



Figure 2. Drawing of a 18-year-old boy in Palabek “With my drawing, I try to show how many people are coming to our homes to talk to us about this COVID”.



Figure 3. Drawing of a 13-year-old boy in Palabek: “Soldiers are threatening people if you don’t respect the restrictions.”



Figure 4. Drawing of a 16-year-old girl: “These days because of corona, we are praying more. We are also happy that the fathers are helping us”.



## Conclusion

- Both observations and interviews show that the Corona lockdown is a very difficult situation that implies a range of negative emotions for youth.
- Youth miss social contact and they are very bored. As a consequence, most youth appreciate the drawing activity because it gives them something to do. The youth request more materials for different activities at home (board games,...). The results show the importance of the Don Bosco play activities (preferably at Don Bosco, but if not possible: at home).
- Most youth appreciate the home visit, because they can share their problems with the Father. They feel appreciated again.
- Overall: The interview and home play activities are good ways to connect with the youth in lockdown and should be repeated if and whenever possible.

## WhatsApp conversation 08.10.20 to discuss the current situation in Palabek

- On October 15, some of the schools in Palabek will reopen after the corona-lockdown. Only the schools for the youth will reopen, not for the younger children.
- The Don Bosco Youth Centre will reopen. The activities for this project can continue there.
- The activities for the final assessment will be done at the end of November. These will be the same activities. We will finish the activities at the end of December. Next, the research report will be finished. The final research report should be handed in in June.
- Youth centre: salary for social workers: allocation – fluctuate, take records of number of children.
- Activities till end of November – next assessment.
- Finish project at end of December
- 31 March finish – June report



## ADDENDUM 4

### RESEARCH REPORT THIRD ASSESSMENT PALABEK

This third assessment took place in the Palabek refugee camp in November 2020. During the first assessment (Feb 2020) three categories of play activities were evaluated. Therefore 30 youth were observed and interviewed during the play activities. The results are available in the research report of the first assessment.

Due to COVID-19, and the subsequent lockdown, the research had to change its focus. The project got an extended deadline (March 2021). It was decided that the play activities would be done at home. We chose one play activity (drawing) that we monitored, accompanied by observations and an interview.

During the second assessment (July 2020) Fr Roger collected the data of some of the same participants (n = 10) as in the first assessment. The other participants (n = 20) could not be reached for the assessment (due to covid). The assessment took place in the home of the participants.

Afterwards the Don Bosco Youth Centre reopened. The play activities took place again at the youth centre. Again, one play activity (drawing) was monitored, accompanied by an interview.

During the third assessment (November 2020) Fr Julius collected the data of almost all the same participants (n = 28) as in the first assessment. The assessment was done in the Don Bosco Youth Centre.

All data were analysed by Dr Caroline Vancraeyveldt (UCLL, Belgium).

### Assignment – drawing at the youth centre

*Fr Julius interviewed the youth about their experiences during covid-times. The youth were also asked to make a drawing about their experiences during lockdown.*

#### 1. Interview with the youth about the past lockdown

All youth mention **positive feelings** (“joyful”, “grateful”, “enthusiastic”, etc.) **about returning to the youth centre of Don Bosco**. They are very happy that they can be and play with friends again. Some mention explicitly

that they are grateful for the opportunity that Don Bosco gives and that they are grateful that God is protecting them.

Almost all of them remember **the lockdown as a great time of deprivation**. Especially the lack of food is mentioned (“greatest food insecurity ever”). Other difficult situations that they mentioned during the lockdown are the poor medical support, the need to protect their lives against covid, being at home all day long, being bored and lonely. Some explicitly mention life lessons that they learned during



the lockdown: “The lockdown was a time I found out the importance of school in my life” and “If I learned one thing from this, it is the realization that we are all connected and dependent on each other.”

Concerning their current situation at home, **most of them mention lack of food and starvation** (“we are facing a great challenge: the access to food”). Most of them are in fact **surviving**. Other bad situations that they mention are teen pregnancy, malaria,... **Some are doing relatively well** (“Now we are OK, we have more time to joke and play” or “things are trying to get back to normal”).

Covid-19 is still on everybody’s mind. The pandemic is not gone (“we still have to adhere to the measures of the government”).

## 2. Drawings of the youth about their experiences during the lockdown

Most drawings show people wearing mouth masks. Omnipresent are the water pumps and the social distance that people have to keep. On the drawings there are hospitals and people that are being examined by a physician.

Note: Not all participants made a new drawing, some drawings of the second measurement were recuperated.



Figure 1. Drawing of a girl in Palabek showing the hospital, people getting sick, people being examined by physicians.



Figure 2. Drawing of a girl reflecting on other difficulties during the Covid lockdown. “Early marriage can lead to school drop-out or teenage pregnancy. All parents should safeguard their children during this lockdown to avoid early marriage, teen pregnancy, ...”





Photo 1. Youth making the drawing for the assignment.

## ENDNOTES

- <sup>1</sup> FORMAL SETTLEMENT VS EMERGENCY CAMP: Different refugee residence approaches in Uganda and South Sudan, Scalabrini Institute for Human Mobility in Africa, March 2020, p.29-30.
- <sup>2</sup> Ibid p.32.
- <sup>3</sup> Taken from the preparatory discussions leading to the 'Expression of interest form to apply for funding through the Innovation Fund.'
- <sup>4</sup> The research mainly focused on the results in bold.
- <sup>5</sup> The research mainly focused on the activities in bold.
- <sup>6</sup> The research mainly focused on the activities in bold.
- <sup>7</sup> The research will mainly focus on the results in bold.
- <sup>8</sup> The research will mainly focus on the activities in bold.
- <sup>9</sup> The research will mainly focus on the activities in bold.
- <sup>10</sup> Source: <http://expertisecentrum.cego.be/wp-content/uploads/2019/07/scale-for-well-being-sics.pdf> and <http://expertisecentrum.cego.be/wp-content/uploads/2019/07/scale-for-involvement-sics.pdf> For the context of this project you can change "child" also to "adult"
- <sup>11</sup> See research plan for the full reference of this scale.
- <sup>12</sup> *i.e., the youth show obvious signs of satisfaction, but these signs are not always present with the same intensity.*
- <sup>13</sup> *i.e., the youth show clear signs of involvement, but these signs are not always present to their full extent*
- <sup>14</sup> *i.e., the youth have a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.*
- <sup>15</sup> *i.e., the youth show obvious signs of satisfaction, but these signs are not always present with the same intensity.*
- <sup>16</sup> *i.e., the youth are busy the whole time but without real concentration*
- <sup>17</sup> *i.e., the youth have a neutral posture. Facial expression and posture show little or no emotion. There are no signals indicating sadness or pleasure, comfort or discomfort.*
- <sup>18</sup> *i.e., the youth are busy the whole time but without real concentration.*
- <sup>19</sup> *i.e., the youth show clear signs of involvement, but these signs are not always present to their full extent.*
- <sup>20</sup> See research plan for the full reference of this scale.
- <sup>21</sup> *i.e., the youth show obvious signs of satisfaction, but these signs are not always present with the same intensity.*
- <sup>22</sup> *i.e., the youth show clear signs of involvement, but these signs are not always present to their full extent*





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