

APPENDIX I
RESEARCH TOOLS

Focus Group Discussion Guide for Institutional Personnel

Good evening/morning everybody. I would like to thank you all for turning up for this interview. My name is Margaret Angucia and I am doing PhD research on the social reintegration of war-affected children in Northern Uganda. As you are working with these children your experiences and opinions about the children are very important to this research. This is why I am here to seek your contribution to the research on the activities you carry out with the children; your general assessment of them and how you think your activities could be improved. I am inviting you to be open; the information I get here will only be used for the purpose of this research and will be treated confidentially. Before we begin, could you also tell me your names, if you like? I would like to inform you that the discussions will be recorded for the purpose of the study. *(Take note of group characteristics, e.g., number of participants, training background, what duties they have, attitudes, age bracket, etc.)*

- What is your opinion of the war-affected children? (probe)
- In working with them how do you generally assess their physical, social and psychological conditions? (withdrawn, aggressive, compulsive)
- When the children are in your care what do you generally do with them? (play, counsel, medical treatment, dance, etc.)
- Could you share with me a typical case and what you did in the case?
- Do you think the activities you carry out with and for the children are sufficient to address their problems and needs? Why?
- What else do you think could be done for these children? (how could these be done?)
- If the organization had more resources what do you feel could be included on top of the current activities?

End: Thanks again and reassure about confidentiality and purpose of the study. Any other appropriate gesture.

Guide for Life Histories

Introductions (names, where we are coming from, thanks for accepting the invitation to speak to us, etc.)

I am interested in your experience as a war-affected child for study purposes. The information will only be used for this purpose and will be kept confidential. I am also requesting to record our conversation with you. *(Take note of personal attributes, appearance, body language, the way of talking, disposition, etc.)*

Could you tell me about yourself and your experiences from the time you were abducted, lived in the bush, escaped/rescued, your time at GUSCO/KICWA/CPA (where it is applicable) till now.

After the narration, probe where necessary but be attentive during the narration, while showing encouraging gestures.

A check list for investigating the life histories

Age	Sex	Age at abduction	Education	Experiences		
				<i>During</i>	<i>Reception centre (if applicable)</i>	<i>At home</i>
				Hunger	Medical treatment	Rejection
				Killed	Feeding	Sense of belonging
				Looted	Clothing	Feeling out of place
				Sexual abuse	Counselling	Feeling at home
						Traditional cleansing
				Abducted others	Communal work	Christian prayers
				Burnt homes	Dances	Youth groups
				Beaten	Drawing	Traditional

						dances
				Ambushes	Training	Acceptance from parents & neighbours
				Carried goods	Feel at home, etc.	Talked to by elders
						Storytelling
						School
				Others	Others	Miss being in the bush
						Others

End: Thank again and reassure about confidentiality and purpose of the study. Any other appropriate gesture.

Interview Guide for In-depth Interview with Parents of War-affected Children

Good evening/afternoon/morning Mr/Mrs.... I would like to thank you for accepting the invitation to talk to me. My name is Margaret Angucia and I am doing PhD research on the social reintegration of war-affected children in Northern Uganda. As you are a parent of (Name of the child) your experiences and opinions about the condition of your child after s/he came back from the bush are very important to this research. This is why I am here to seek your contribution to the research on the condition of your child, whether you see changes in him/her, how you treat him/her and what you would like to be done for children who were abducted and are now back home. I am inviting you to be open; the information I get from you will only be used for the purpose of this research and will be treated confidentially. I would like to inform you that the discussions will be recorded for the purpose of the study. *(Take note of the family setting, attributes of parents, e.g., social standing, displayed attitudes and emotions, etc.)*

- Would you tell me about/describe your daughter/son from the time of abduction up to now?

- Do you feel that your daughter/son has changed a lot since the abduction? How has s/he changed? (depressed, withdrawn, quiet, aggressive, takes a leaders role, more demanding, etc.)
- In your view as a parent, how is your child trying to fit into the family? (Feel at home, out of place, misfit, does s/he trust members of the family?)
- Generally how does the child behave? (Sleepless, nightmares, as a stranger, play, frightened)
- Do you feel comfortable with their behaviour? Can you explain?
- Do you sometimes have to treat your child in a special way? How?
- Since the return of the child what specific things have you done for him/her to cope within the family? (Traditional rituals, prayer, talk to them, use of elders' authority)
- Do you feel that you should be relating to your child in a better way? Can you explain?
- What else do you feel should be done for your child?

End: Thank again and reassure about confidentiality and purpose of the study. Any other appropriate gesture.

Focus Group Discussion Guide for Community Leaders (Local government officials and Elders)

Good evening/morning everybody. I would like to thank you all for turning up for this interview. My name is Margaret Angucia and I am doing PhD research on the social reintegration of war-affected children in northern Uganda. As you are the leaders of the community here where the children have come back home, your experiences and opinions about the children are very important to this research. This is why I am here to find out from you how the community feels about the children, whether the community identifies with them, if the community has some activities for the children and if there are future plans that the community has for them. I am inviting you to be open; the information I get here will only be used for the purpose of this research and will be treated confidentially.

But before we begin could you also tell me your names, if you like?...Thanks for introductions. I would also like to inform you that we are going to record the discussions for the purpose of the research. *(Take note of group attributes, composition of the group, e.g., men and women, social and leadership standing, age bracket, parents of abducted children?, etc.)*

- What is your opinion about the issue of war-affected children? (spoilt, good and active, disobedient, unruly, orderly)
- How does the community view the war-affected children? (Norms, values)
- How does the community feel about the returned children? (Acceptance, rejection)
- Do you feel that the children feel at home? (A sense of shared place, belonging)
- Do the children identify with the community? How? (Recognition and knowledge of people [children])
- How are the returned children contributing to the community? (Participation, e.g., marriage, communal work)
- What are the signs of harmony between the children and the community? (Cooperation, respect for others)
- What specific activities does the community offer the children? (Traditional rituals, dances, youth groups, income-generating activities, brick-laying, carpentry, etc.)
- Are you satisfied with the way the community and the children relate? Why?
- How could the community improve its relationship with the returned children?

*End: Thank again and reassure about confidentiality and purpose of the study.
Any other appropriate gesture.*

APPENDIX II

RESEARCH TOOLS FOR THE SECOND PHASE OF DATA COLLECTION

A guide for focus group discussion with community leaders (local councillors and elders)

What is your opinion about the war-affected children? (Spoilt, good and active, disobedient, unruly, orderly)

How does the community view the war-affected children? (Norms, values)

How does the community feel about the returned children? (Acceptance, rejection)

Do you feel that the children feel at home? (A sense of shared place, belonging)

Do the children identify with the community? How? (Recognition and knowledge of people [children])

How are the returned children contributing to the community? (Participation, e.g., marriage, communal work)

What are the signs of harmony between the children and the community? (Cooperation, respect for others)

What specific activities does the community offer the children? (Traditional rituals, dances, youth groups, income-generating activities, brick-laying, carpentry, etc)

Are you satisfied with the way the community and the children relate? Why?

How could the community improve its relationship with the returned children?

Could you draw a relationship between the children and future peace for the region?

A guide for focus group discussion with teachers

What is your opinion of the formerly abducted children?

How would you describe their qualities?

How do they interact with other children?

How do the other children see them?

What type of school activities do the returned children participate in?

Are there special programmes in the school for returned children? How do they operate?

From your experience of the children in the school, what new activities would you propose for them?

A guide for focus group discussion with non-abducted schoolchildren

What is your opinion of the formerly abducted children?
How do you like interacting with them? (Freely, fear, prejudice, support)
How do you see them (As colleagues and friends, soldiers)?
What difficulties, if any, do you face while studying with them?
What do the teachers say about them?
Do you think there should be special things done for them? (If yes, what?)

A guide for focus group discussion with formerly abducted schoolchildren

How do you feel about school?
Do you like being in school? (Why?)
What do you feel is the attitude of other pupils towards you?
How do you see the attitude of teachers towards you?
What activities are you involved in at school?
What difficulties, if any, do you have in school?
What, if anything, do you feel would make studying easier for you?
Do you think you need special support? (Can you mention how?)

A guide for focus group discussion with formerly abducted children in the community

How do you feel being back in the community?
What are your experiences of being in the community?
How do you see the attitude of the community towards you?
What activities are you involved in socially?
What difficulties do you have while in the community?
Do you feel part and parcel of the community?
What, according to you, would make your life in the community easier?
Do you think you have special needs that differ from those of the community?
Do you think you need special support? (Can you mention them?)

APPENDIX III

SUMMARY OF PARTICIPANTS IN THE FIELD
WORK

Category	Place	No	Data collection method
Formerly abducted children	Alokolum camp	3	Life history
	Lacor camp	3	Life history
	GUSCO (reception centre)	6	Life history
	Kitgum High SS	6	Life history
	YY Okot Memorial SS	3	Life history
	Kitgum camp	3	Life history
	Minakulu camp	3	Life history
	Sub-total		27
Institution Based participants			
GUSCO staff	GUSCO – Gulu town	7	Focus group discussion
GUSCO Center Administrator	GUSCO – Gulu town	1	Interview
Child protection unit Commander	CPU – barracks – Gulu town	1	Interview
Amnesty Commission (Commissioner)	Commission offices – Gulu town	1	Interview
Amnesty Commission (Resettlement Officer)	Commission offices – Gulu town	1	Interview
KICWA staff	Kitgum	2	Informal discussion
CPA (coordinator+volunteers)	Lira	3	Interview
	Subtotal	16	
Community Based participants			
Elders	Alokolum camp	12	Focus group discussion
Elders	Lacor camp	17	Focus group discussion
Captain on leave	Minakulu	1	interview
Elders	Minakulu	4	Focus group discussion
Acholi Paramount chief	Gulu town	1	interview

Appendix III

Elders	Anaka camp	5	Focus group discussion
Elders	Co-ope camp	7	Focus group discussion
Total number of parents	Lacor, Alokolum, Kitgum, Minakulu	8	interviews
Adult formerly abducted children living in the community	Co-ope camp	6	Focus group discussion
Adult formerly abducted children living in the community	Anaka camp	20	Focus group discussion
Elders	Industrial area –Gulu municipality	3	Interview
Elders	Cer Lendo	2	Interview
	Sub-total	86	
School based participants			
Teachers	St Joseph's primary	3	interview
Teachers	Kitgum high School	2	interview
Teachers	YY okot Memorial school	2	interview
Formerly abducted children	Anaka+Patira P7 school	7	Focus group discussion
Non- formerly abducted children	Anaka+Patira P7 school	10	Focus group discussion
Formerly abducted children	Anaka Central P7 school	1	Interview
Teachers	Anaka Central P7 school	7	Focus group discussion
Formerly abducted children	St Martin's Lukome P7	8	Focus group discussion
Non-formerly abducted children	St Martins Lukome P7	8	Focus group discussion
Teachers	St Martin's Lukome P7	3	Interview
Formerly abducted children	Bungatira P7	9	Focus group discussion
Non-formerly abducted children	Bungatira P7	5	Focus group discussion
Teachers	Bungatira P7	7	Focus group discussion
Formerly abducted children	Keyo P7	9	Focus group discussion
Non-formerly abducted children	Keyo P7	10	Focus group discussion
Head Teacher Youth Education Pack	Youth Education Pack – Gulu municipality	1	interview

Summary of participants

Formerly abducted children	Youth Education Pack – Gulu Municipality	10	Focus group discussion
Non-formerly abducted children	Youth Education Pack – Gulu municipality	10	Focus group discussion
	Sub-total	112	
Number of Feedback group		4	
Total number of participants = 255			

APPENDIX IV

GLOSSARY OF ACHOLI WORDS AND PHRASES

Agora	Tattooing on the arm showing the number of people one has killed
Apiti	Women's social dance
Atabo lobo	Clay bowl
Awak	Communal work
Bye aripo	Anthill whose ants come out at dawn
Cen	Manifestation of an angry spirit that has entered the physical body of a person
Dwog paco	Come back home
Dyel lapel	A black-and-white goat
Joggi	Spirits
Jok	Spirit
Ker kal kwaro	Homestead of the Acholi traditional chief
Kwero merok	A cleansing ritual for someone who has killed a stranger
Kwete ading	Beer made out of maize
Lalem	A hornless goat
Lam romo	Cursing a sheep
Larakaraka	Courtship dance
Layibi	Pole used for opening a granary (often it is made from bamboo)
Lwoko pik wang	Washing away tears (a ritual performed for someone who has been mourned for as dead and turns out to be alive)

Appendix IV

Mato oput	Drinking concoctions of a tree with bitter tasting roots and bark (also refers to a reconciliation ceremony)
Moi	Praise name
Moyo tipu/kom	Diagnosing social problems in the spiritual world
Mwoc	Expression of the identity of one's clan
Myel awal wi lyel	Funeral dance
Nyono tonggweno	Stepping on the egg (a cleansing ritual)
Ogali	Acholi name for a shrub used in the traditional cleansing rituals
Oput	Tree with bitter tasting roots and bark
Raa	Reeds
Ryemo anyenya	Chasing evil spirit
Ting ting	A little child
Tuggu	Borrassus palm tree
Tumu kir	Cleansing for a taboo committed
Wang oo	Fireplace
Wayo	War song for celebrating the killing of a large animal or even a person who is an enemy