

**Consultation Conducted with Children Receiving Family  
Strengthening Services in Ethiopia, Greece, Kenya,  
Nigeria, Palestine, Philippines, Romania and Sri Lanka**

**November 2020**

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## 1. Introduction

The current state of research highlights a lack of evidence drawn directly from the experiences of children and young people receiving family support services or living in alternative care across different regions of the world.

The European Commission is taking steps to prioritise child rights through two key initiatives:

- A child rights strategy, which will define the global EU policy directions and framework to advance child rights inside the EU and worldwide.
- A child guarantee that will focus on supporting and funding responses to increase the access to basic services for the most vulnerable children living in countries of the European Union (EU), including children without or at risk of losing parental care.

In addition, the European Commission and Parliament will continue supporting and increasing meaningful child participation in EU policy-making.

The EU child rights strategy should be finalised during the first quarter of 2021. In order to ensure children inform this important initiative, the European Commission has engaged with a number of children's rights organisations, including SOS Children Villages (SOS CV), to consult children on their views and recommendations for change. In particular, the Commission is interested in the input of children in programmes provided by SOS CV to better understand the situation and needs of children deprived, or at risk, of losing parental care both in the EU and worldwide. This input will inform actions to prevent separation of children from parental care and

## 2. Aim of the research

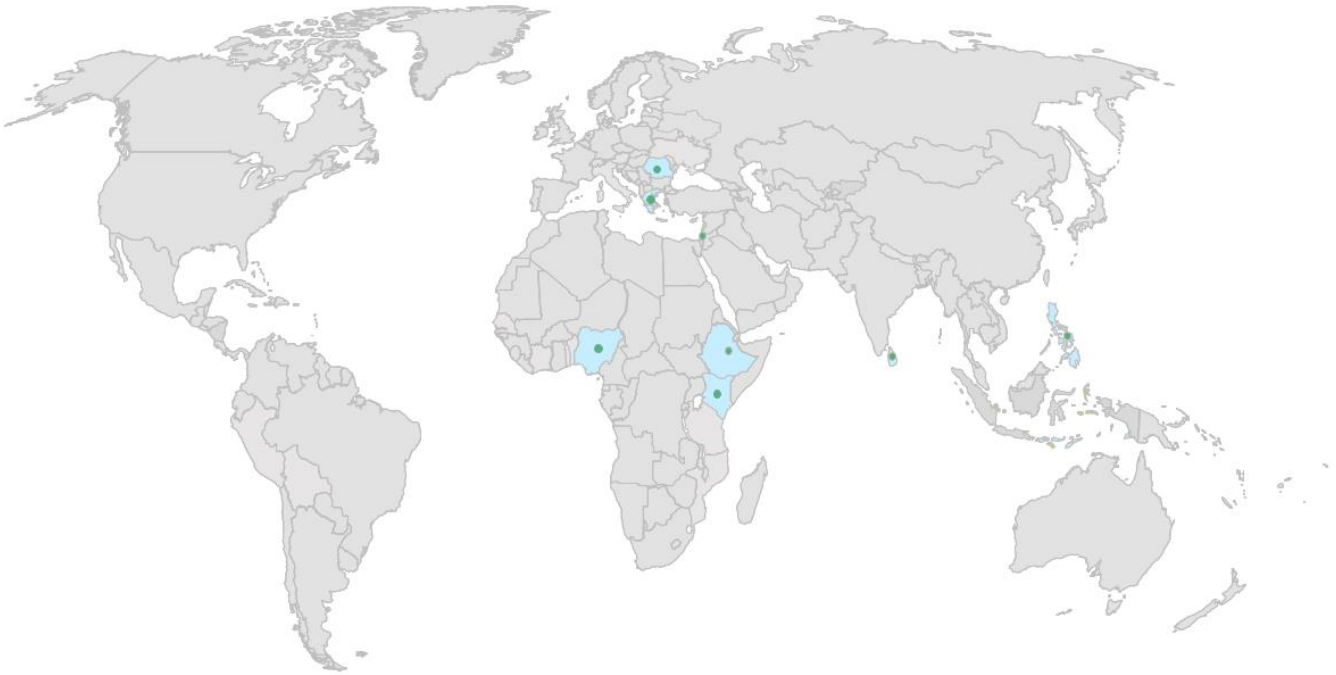
SOS CV has undertaken this research project with children who, along with their families, are participating in the Family Strengthening Service provided by SOS CV. The aim of the study was to gather the perspectives and ideas of children that would help answer the following questions:

- What are the main challenges for children at risk of separation from parental care and what are their main concerns?
- What will help improve the quality of support to prevent separation from parental care?

## 3. Children participating in the study

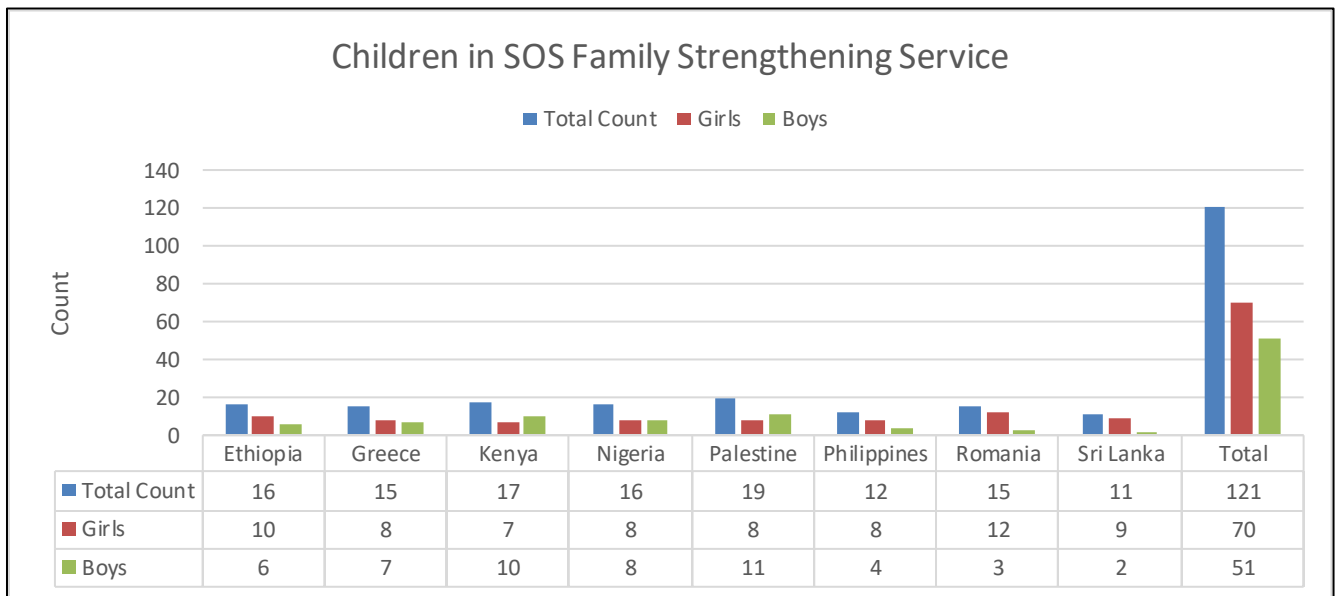
A survey was developed for children who are participants, along with their families, in the SOS Family Strengthening Service in eight countries: Ethiopia, Greece, Kenya, Nigeria, Palestine, Philippines, Romania and Sri Lanka (Figure 1).

**Figure 1. Participation of children from Ethiopia, Greece, Kenya, Nigeria, Palestine, Philippines, Romania and Sri Lanka**



Each country was encouraged to seek a balanced number of girls and boys aged between 12 and 17 years old in their sampling. The Family Strengthening Service (FS) survey was completed by 121 children from the eight participating countries (Figure 2).

**Figure 2. Children who completed the Family Strengthening Service survey by country and count**



## 4. Background

### 4.1. Family Strengthening services of SOS Children’s Villages

Family Strengthening aims to prevent children from losing the care of their family. It focuses on empowering families, to strengthen their capacity to protect and care for their children, and to strengthen safety nets for vulnerable children and their families within the community. The service is

directed towards families with children under 18 years of age, but the service may also continue while young adults are still in full-time education and considered dependent upon the parental care of their family. Services are made available to the family as a whole, including all of the children and care-givers within the family. While children at risk of losing the care of their family are the principal target group, the service also works with their care-givers to develop their capacity to protect and care for their children. The service works in partnership with individuals, families, communities, local authorities and others to build a society where all children can enjoy a caring family environment. To do so, a developmental and case-management approach is followed, which goes beyond the provision of essential services, and recognises the resources and potential of children, their families and communities to lead their own self-reliant development.

The SOS CV approach embraces a package of Services designed to:

- 1. Ensure that children have access to essential Services.** This requires fulfilling their survival and development needs, protection, and participation rights. This includes educational, nutrition, health, and psycho-social support; improvements of living conditions; as well as support to establish the child's identity. These Services reach children directly.
- 2. Support families to build their capacity to protect and care for their children.** This includes supporting care-givers to develop their parenting knowledge and skills; to secure a stable source of resources (e.g. income and food) to provide for their children's development needs now and in the future; and to manage their resources efficiently. These Services reach children through their families.
- 3. Strengthen support systems for vulnerable children and their families within the community.** In particular, support is provided to community members (from the target group, relevant Service-providers or other concerned members of the community) to self-organise and develop and sustain their own responses to the needs of vulnerable children and their families. These Services reach children through their communities.

## 5. Research methodology

### 5.1. The research process

The research process involved ongoing consultation between the Research and Learning team at SOS CV, the principal researcher, Dr Chrissie Gale, and eight SOS National Associations: Ethiopia, Greece, Kenya, Nigeria, Palestine, Philippines, Romania and Sri Lanka. Due to certain restrictions on international travel due to the COVID-19 pandemic, it was decided to undertake the research through an online survey. A copy of the survey questions can be found in Annex 1. It was agreed that 15 children from each country engaged in the Family Strengthening Service along with their families, would be selected, through purposive sampling. Each country was encouraged to seek a balanced number of girls and boys aged between 12 and 17 years old in their sampling.

### 5.2. Piloting and administering the final surveys

COVID-19 guidelines at the time of the survey, enabled participating countries, to bring children safely into SOS Children's Villages offices so that they could access computers and complete the surveys. The data software package Qualtrics was used to administer the surveys. The software is compliant with the General Data Protection Regulations (GDPR) governing data collection and processing in European countries.



A draft set of questions was developed. Due consideration was given to the fact the survey would be administered online, and careful thought was put into developing a range of questions that it would be appropriate to ask children in this way. In total, the Family Strengthening Service survey consisted of 52 questions. Children were offered a series of multiple choice questions as well the opportunities to provide qualitative information which they could write into text boxes.

A pilot of the survey was conducted in Nigeria. The completed pilot surveys were analysed and checked for quality of responses and any indications that changes were necessary. A short evaluation sheet was also sent to the National Association seeking feedback on the process. A final set of questions was developed in English and translated into five other languages. The survey was uploaded into Qualtrics and accessed by children via a link sent to participating countries.

### 5.3. Research tools

Information sheets were developed for members of participating National Associations containing guidance on research methodology including how to support children whilst using Qualtrics, research ethics and child safeguarding protocols. Guidance was also provided on ways staff could offer appropriate support to children in a manner that would not interfere with their independent completion of the surveys.

Age appropriate information sheets were developed for children, providing them with information about the purpose of the study, what their involvement would entail, and issues of confidentiality, consent and assent. An information sheet and consent form were also prepared for responsible adults of children who would be invited to participate in the research. Additionally, the consent form for children was built into the Qualtrics survey, with safeguards in place to prevent children from proceeding with the survey unless they provided their consent. All information sheets and consent forms were translated into relevant languages. All consent forms were returned to the principal researcher through a secure online application.

### 5.4. Ethical considerations

Careful consideration was given to safeguarding children and maintaining the dignity of those involved at all stages of the research process. All data has been collected and stored securely and only the researcher has access to the completed surveys. Great care has been taken to anonymise the dataset for analysis and reporting. All consent forms have been stored securely and separately from the completed surveys and results.

The research protocol followed SOS CV guidance on safeguarding. Should there have been any protection concerns for a child, or of anyone else the children mentioned, the researcher would have contacted the nominated child safeguarding officer from SOS CV who in turn would have investigated any disclosed information. In addition, preparations were made to provide support to children by staff should they experience any distress whilst completing the survey.

### 5.5. Analysis and reporting findings

Analysis of the data has been run in Qualtrics and consideration was given to differences between age, gender and countries. All percentages have been rounded up to the nearest decimal point by 0.5% meaning that some of the percentages will not equal 100%. Where questions provided participants the opportunity to select more than one answer, these percentages will also not equal 100%.

## 5.6. Challenges

The global COVID-19 pandemic has had a significant impact on research and evaluation worldwide. As a result, the research could only be pursued through the use of online surveys, meaning that there was no additional scope to gain any deeper insight into children's experiences through more qualitative methods. Overall, the types of questions that could sensitively be asked were limited. Further considerations in terms of conducting the survey in challenging circumstances, including time to reach out to families and children and organising children to come to the SOS offices safely. These challenges mean that the size of the cohort was relatively small. It is acknowledged that this may impact the findings, which mostly reveal no strong statistically significant relationship in responses when analysed by age, sex and country.

Children were also purposively selected by staff of National Associations which may have unconsciously caused an unknown bias. Whilst care was taken to encourage the staff of National Associations not to prompt children when answering their questions, and to make sure they did not feel they were being scrutinised, it is not possible to validate whether there was any impact of staff presence on children or, on their completing the survey in SOS premises.

## 6. Key findings: Responses from children in the SOS Family Strengthening Service

The survey was designed with different sections, to make it easier for children to navigate:

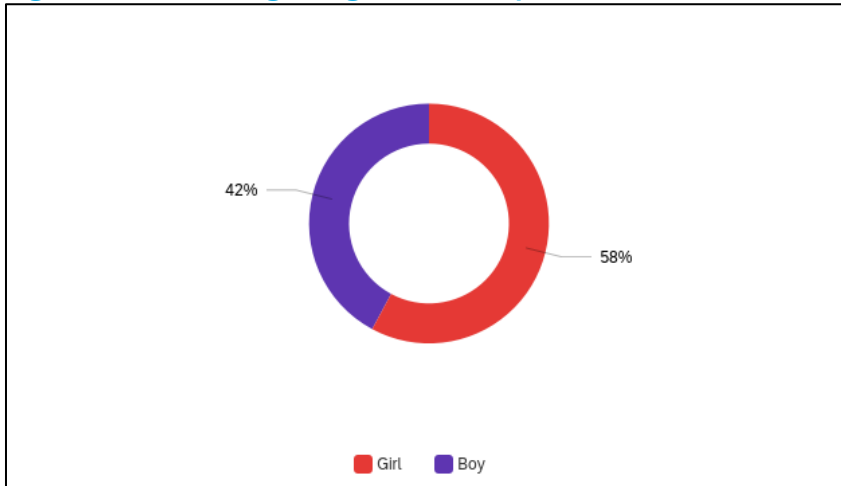
- About you
- My feelings
- Being supported
- Feeling safe
- Going to school
- Taking part in activities in my local community
- The relationship between you and the social worker that visits you and your family
- The support your family receive
- Changing things

### 6.1. About you

#### 6.1.1. Girls and boys

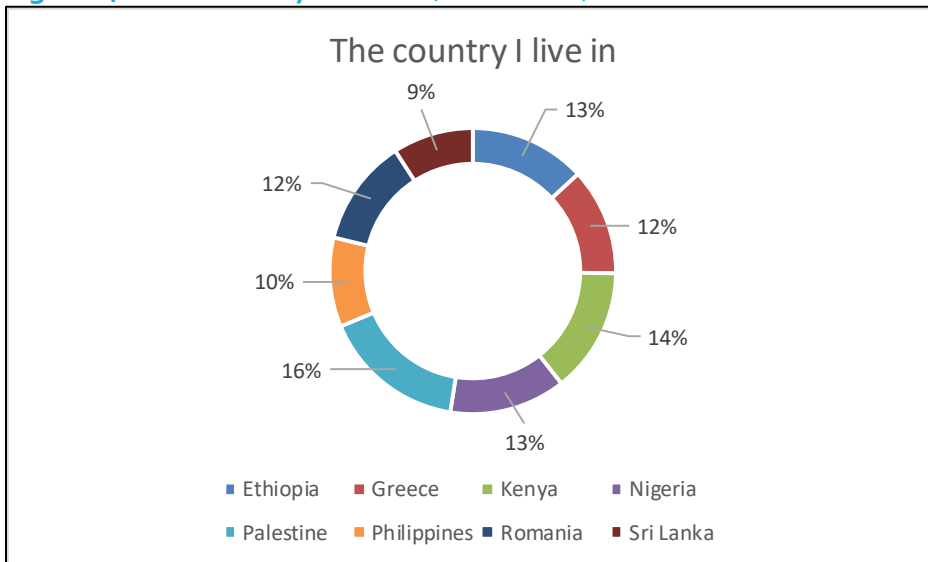
Slightly more girls (58%) completed the survey than boys (42%) (Figure 3).

Figure 3. Percentage of girls and boys (count 121)



The percentage of children that participated from each country varied slightly as illustrated in Figure 4.

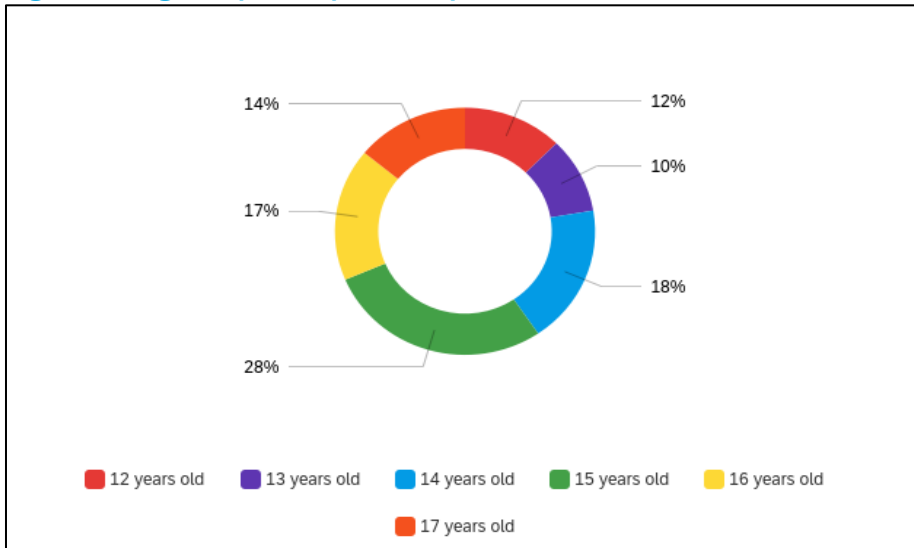
Figure 4. The country I live in (count 121)



### 6.1.2. Age of participants

In an effort to ensure children could complete the survey unaided, we purposively selected children aged between 12 and 17 years old. Each country was encouraged to evenly select children from across the age-span. Nonetheless, the final sample included a higher percentage of 15 year olds (28%) and a smaller percentage of 12 year olds (12%) (Figure 5).

Figure 5. Age of participants (by count 121)



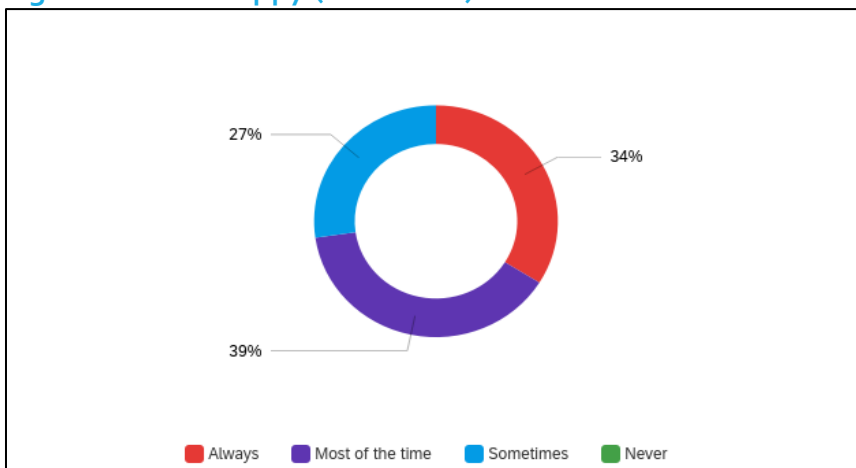
## 6.2. My feelings

### 6.2.1. What makes you feel happy?

A principal aim of the study was to listen to children so as gain a better understanding of the issues that impact their lives, including their feelings and wishes. To this end, children were asked about feeling happy and sad and what factors might influence these feelings.

The responses children provided to a question about feeling happy were almost equally divided between those that felt happy 'always' (34%), 'most of the time' (39%), and 'sometimes' (27%) (Figure 6). It was notable that no child answered that they 'never' felt happy. We did not find any significant difference in the responses from girls and boys.

Figure 6. I feel happy (count 121)



We invited children to tell us about things that make them feel happy. Of the responses provided (114), many wrote about their family (75) and how being part of a family brings them happiness. Children also wrote about their happiness being dependent on feeling secure in respect of the well-being of their family. One child wrote that having someone 'next' to them made them happy, and another about being treated 'well'. Another significant factor that contributes to children's happiness

is having friends: 34 children specifically wrote about this. They also indicated that going to school is important.

Some children also wrote about taking part in recreational activities with a few children writing about being happy when they feel a sense of achievement. Although a couple of children mentioned such items as food and the condition of their house, material possessions were not identified as a major factor contributing to a sense of happiness. This is an interesting finding, as children did identify such issues as being a cause of concern later in the survey. Below is a selection of the many responses that help us to better understand what we should be considering when helping to ensure children's happiness. We have included so many quotations throughout the report because we believe it is important for us to 'hear' what children themselves have told us.

### **Question: What makes you feel happy?**

#### Caring Relationships with Family and Friends

*'It makes me happy to see my mother healthy, her children happy, and we all rejoice when we all have a healthy life' (a child in Ethiopia)*

*'My relationship with my family' (a child in Ethiopia)*

*'One of the things that makes me happy is the family moments with my family and my friends' (a child in Greece)*

*'My family...my friends and those I love and care about and people who give me meaning in my life' (a child in Greece)*

*'It makes me feel happy when someone is next to me and makes me happy!' (a child in Greece)*

*'What makes me feel happy is that me and my family have survived this far no matter how much we struggle' (a child in Kenya)*

*'When I am with friends. When the whole family is there' (a child in Kenya)*

*'I am happy because I am staying with my parents, and they provide almost all the basics needs' (a child in Nigeria)*

*'I feel happy when I am with my parents because they take good care of me. They never maltreat me they try their best to give me a good education. They provide for my needs. I am always happy because they always lead me to the right place not the wrong place' (a child in Nigeria)*

*'Bonding with my family' (a child in the Philippines)*

*'I feel happy playing with my friends' (a child in the Philippines)*

*'Having a complete family that is healthy and full of love. Being with friends' (a child in the Philippines)*

*'I am happy because my mother is with me' (a child in Romania)*

#### Attending and Succeeding at School and Education

*'I feel happy when I understand what my teacher teaches me at school and also I feel happy whenever I pass my examination' (a child in Nigeria)*

*'When I see my mom happy. I feel happy when I get a good education' (a child in Palestine)*

*'That I go to school and that I and my sisters have the right to learn' (a child in Romania)*

*'Staying with my family. Studying. Playing with my friends' (a child in Sri Lanka)*

*'When I go to school and play with friends' (a child in Greece)*

*'When I learn things that will make me better at what I want to be' (a child in Greece)*

*'When I am with all my family members and when I am in school' (a child in Kenya)*

#### Achieving Goals

*'Because I have a vision that I think I will achieve in the future' (a child in Ethiopia)*

*'I feel happy when I know that I have or can achieve my goals... I try to achieve things that I like to do and develop as much as I can and still become better' (a child in Greece)*

*'My family. My friends. My achievements' (a child in Sri Lanka)*

#### Being Involved in Social Activities

*'Playing soccer' (a child in Palestine)*

*'Playing and swimming' (a child in Palestine)*

*'When I satisfy my mother and when I achieve something. I love my hobbies, such as running, football and swimming' (a child in Palestine)*

#### Being Treated Well

*'Because they treat me well' (a child in Kenya)*

*'That I have a supporting mum and at least there are some organisations that cares for the well-being of the children in the slums' (a child in Kenya)*

#### Feeling Loved

*'The love is in our family and how my mother takes care of me' (a child in Kenya)*

*'I live in a complete family united by love and mutual respect' (a child in Palestine)*

#### Having a Good Home or Physical Environment

*'When I have a good house' (a child in Kenya)*

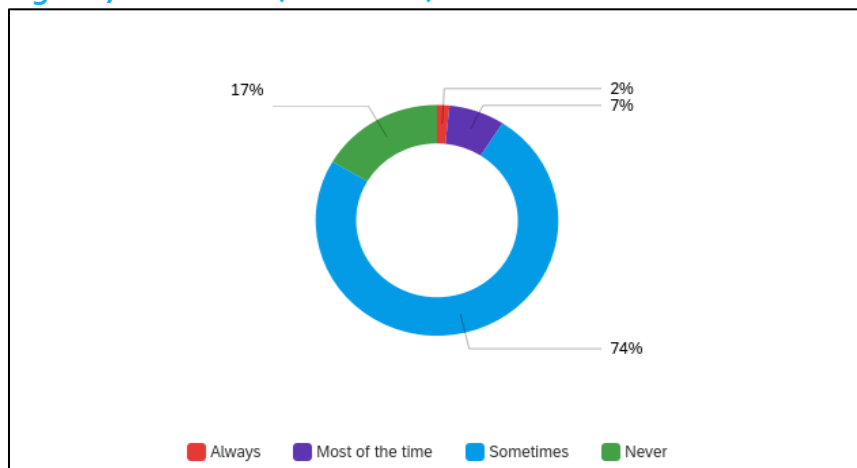
#### Having Food or Money

*'Food. My mum' (a child in Nigeria)*

### 6.2.2. Do you feel sad?

We asked children about feeling sad. Seventeen percent of children indicated they 'never' feel sad, whilst most children (74%) said they feel sad 'sometimes'. Only 2% of children indicated they 'always' feel sad, and 7% feel sad 'most of the time' (Figure 7).

Figure 7. I feel sad (count 121)



Children were provided with the opportunity to tell us about things that make them feel sad. A number of themes emerged across the responses children provided. This included a particular concern about the well-being of their family: this correlates with the information they provided earlier in the survey, where they indicated that having positive family relationships and knowing their family's well-being was protected brings them the most happiness. For example, children wrote about being unhappy if all their family were not together, because of lack of income, or when family members become ill. They also said they were concerned about conflict between family members, as well as occasions when they felt their parents were upset or disappointed with them. Being disliked or having arguments with other children is also something that makes them feel sad: again, relevant to their previous answers that friendships are important to their happiness. Some children wrote about feelings of instability and being judged badly, including by their friends. Meanwhile, others mentioned being unhappy if they miss school.

### **Question: What makes you feel sad?**

#### Relationships with Family and Friends

*'I feel sad when I am not with my parents' (a child in Nigeria)*

*'My mother's separation from my father and the lack of brothers to share with' (a child in Palestine)*

*'When my mother is upset because of me' (a child in Palestine)*

*'I feel sad when my family is sad' (a child in Palestine)*

*'I feel sad if my parents quarrel' (a child in the Philippines)*

*'When my parents are away' (a child in Sri Lanka)*

*'When I see my grieving mother upset' (a child in Ethiopia)*

*'When my mother is upset and my father doesn't give us the love we need' (a child in Ethiopia)*

*'I feel sad because sometimes my father fights with my grandmother in the house' (a child in Greece)*

#### A Lack of Food or Money

*'When my mother does not have the school fees' (a child in Kenya)*

*'Because of the financial situation and living conditions. Loss of a family member' (a child in Palestine)*

*'Looking at the financial hardships that my parents are having' (a child in Sri Lanka)*

*'Not having enough money for my family and sometimes my parent's health condition' (a child in Sri Lanka)*

*'Not having enough money for my family. Sometimes my parents health condition' (a child in Sri Lanka)*

*'Because we don't have enough income' (a child in Ethiopia)*

#### *Not Being Spoken About or Treated Nicely*

*'Things that I hear about me and are not nice and bother me' (a child in Greece)*

*'I feel sad when my auntie talked to me and started saying how I was born or when I think of the way my mum is behaving towards us' (a child in Nigeria)*

*'I feel sad whenever my mum and dad complains about me' (a child in Nigeria)*

*'Being judged. When someone doesn't appreciate things I do for them. When I can't help in terms of financial needs' (a child in the Philippines)*

#### *Not Accomplishing Goals or Being Unable to Attend School*

*'The reality is there are times that sometimes you're not able to accomplish something like, passing the exams or you're trying your best but you are still not able get what you want. But what makes me sad is the reality that someday I, my friend and my family will be separated because we need to know how to be independent in life' (a child in Greece)*

*'Low school grades' (a child in Romania)*

*'Not having opportunities for more education' (a child in Sri Lanka)*

*'I feel sad when I fail and when there are problems in the family' (a child in Romania)*

#### *Instability*

*'The fact that I do not know if my next day is secure because everyday is a new start. We have to survive to live to struggle to get food' (a child in Kenya)*

*'Because I don't live with my father. Children are not playing with me sometimes' (a child in Kenya)*

*'My family is not financially stable we hardly get our daily bread sometimes not able to pay school fee which sometimes make me feel the whole world has against me' (a child in Kenya)*

#### *Receiving Bad News or Disappointing Others*

*'Receiving bad or negative news, when I am put aside, when I know I can do more than I want to, when I feel the disappointment of others towards me' (a child in Romania)*

*'When I know I can do more... when I feel the disappointment of others towards me' (a child in Romania)*

#### *An Insufficient Home or Physical Environment*

*'That we don't have our own house' (a child in Romania)*

#### *A Lack of Social Activities*

*'Because I'm not allowed to play' (a child in Ethiopia)*

#### *Loneliness*

*'Being lonely' (a child in the Philippines)*

#### *Health Problems*

*'Family health problems' (a child in Romania)*



### 6.2.3. What makes you worried or unhappy?

To further explore factors that influence children’s feelings and issues that concern them, the survey contained a number of multiple choice questions listing certain factors that might cause them to feel worried or unhappy. Most prominent in their answers is the worry that their family does not have enough money (Table1). A total of 90% of children who answered this question indicated this worried them either ‘always’, ‘most of the time’ or ‘sometimes’.

When combining the responses to the other questions across the same three measurements, children indicated they are worried or unhappy when family members not being able to afford new clothes (77%) and not having enough to eat (64%). This was followed by worries about arguments and fights between members of their family (62%), poor housing conditions (59%) and having to help earn money (56%). The latter perhaps related to being concerned that members of their household are not able to go to work (55%) or are sick (55%).

Many children are worried or unhappy to some degree due to a lack of engagement in social activities (51%) and feeling they are not being treated in the same way as other children in their local community (50%). They also indicated not being involved in decisions being made about their lives concerns them (44%). Although, to a slightly lesser degree, nevertheless, children are also worried or unhappy that someone will hurt them, either a family member (35%) or someone else (40%). They are least worried that they will be sent to live somewhere else without their family (17%).

**Table 1. Do any of these things make you feel worried or unhappy?**

I am worried or unhappy ‘always’, ‘most of the time’ or, ‘sometimes’ because...	Percentage
<b>My family does not have enough money</b>	90%
<b>My family cannot afford new clothes</b>	77%
<b>My family does not have enough food to eat</b>	64%
<b>There are arguments and fights between people in my family</b>	62%
<b>Our house is in a bad condition</b>	59%
<b>I have to help my family earn money</b>	56%
<b>There are adults in my household that are not able to go to work</b>	55%
<b>Because the person who looks after me is sick</b>	55%
<b>I do not feel I am treated the same way as other children who live nearby</b>	50%
<b>I am not able to go and take part in social activities in my local community like doing sports or music</b>	51%
<b>I do not have help from a doctor or a nurse when I am sick</b>	47%
<b>I cannot protect my brothers and sisters</b>	46%
<b>People make decisions about my life without asking me</b>	44%
<b>I get hurt by someone who is not in my family</b>	40%
<b>My brothers or sisters might be sent to live somewhere else</b>	38%
<b>I get hurt by someone in my family</b>	35%
<b>I might be sent away to live somewhere else without my family</b>	17%

## 6.3. Being supported

### 6.3.1. What else I would like help with when I feel worried or unhappy

We invited children to tell us if there is about anything else that makes them worried or unhappy and what additional support they would like when they feel this way. As seen in the selection of responses below, having someone to talk to about their problems, someone who will listen to them and offer advice, is prominent amongst the information they provided. A number of children specifically referred to wanting a 'counsellor' to help with their 'problems'. Support to address financial concerns was also raised, and on this issue, several children specifically mentioned their mother in their responses.

**Question: What else would you like help with when you are feeling worried or unhappy?**

#### Being Listened to

*'I need someone to listen to me about my problems and advise me' (a child in Greece)*

*'I feel like I need help talking to someone' (a child in Greece)*

*'Someone to talk to' (a child in Kenya)*

*'I need someone to talk to' (a child in Nigeria)*

*'I need someone to hear me' (a child in Palestine)*

*'Answering my problems especially if it's hard' (a child in the Philippines)*

*'I want to have a person whom I trust to listen to me and help me with my problems' (a child in the Philippines)*

*'To be asked, to be supported and others to be more worried about me, because certain problems I have, I don't tell others, and because that everyone thinks I have a perfect life even though I have certain difficulties' (a child in Romania)*

*'To sit and talk to someone that makes me laugh' (a child in Romania)*

*'To be understood' (a child in Romania)*

*'Someone to listen to me' (a child in Sri Lanka)*

#### Financial Support

*'Support with school fees' (a child in Kenya)*

*'Someone to help my mother to pay for school. And for my little brother who is in class eight now' (a child in Kenya)*

*'I would like to have someone who will help my mother get treatment and also help her secure a job so that she will be able to pay the house rent and the electricity bill as well' (a child in Kenya)*

*'If there is not enough money to help my mum with things' (a child in Nigeria)*

*'Financial assistance so that I can live without shame' (a child in Palestine)*

*'Financial assistance so that we can fully purchase our needs' (a child in Palestine)*

*'Being judged. When someone doesn't appreciate things I do for them. When I can't help in terms of financial needs' (a child in the Philippines)*

#### Receiving General Support, Care or Comfort

*'I need someone to comfort me... and receive financial support when my mother loses money' (a child in Ethiopia)*

*'Advice, comfort' (a child in Ethiopia)*

*'Family support' (a child in Ethiopia)*

*'The help that someone can offer me when I am sad is to have a very good friend of mine by my side and to support me and give me hope that everything will go well' (a child in Greece)*

*'Some advice and encouragement' (a child in Kenya)*

*'I need my best friend to be by my side because she understands me and trusts her' (a child in Palestine)*

*'I would like to be given a hug and help me lift my spirits' (a child in Romania)*

*'I want my mother to be by my side all the time' (a child in Romania)*

*'Solve the problems and let someone be with me' (a child in Ethiopia)*

#### Counselling or Psychological Support

*'Counselling and support' (a child in Ethiopia)*

*'I think that at some point I feel some anxiety I would like to talk to a psychologist to give me an opinion on how it would be good to deal with things' (a child in Greece)*

*'Having a counsellor' (a child in Kenya)*

*'Counselling support' (a child in Sri Lanka)*

#### Being Involved in Social Activities

*'I would like to have some fun' (a child in Nigeria)*

*'Playing helps me' (a child in Palestine)*

*'Music and dancing' (a child in Palestine)*

#### Focusing on the Possibility that Things Might Get Better

*'The only thing that keeps me going is that I always hope things will be better one day' (a child in Kenya)*

#### Knowing that there are Other People who Understand

*'Someone who shares my problems' (a child in Ethiopia)*

### 6.3.2. Who I can turn to for support

We asked children whether there is an adult either in, or outside of, their family they can turn to for help if they feel unhappy or frightened. Of the responses children gave us, a significant number indicated they are more likely to have adults within their family they can 'always' turn to (59%). In addition, many children indicated they are also 'always' (31%), or 'sometimes' (44%) able to turn to someone outside the family if they feel unhappy or frightened. Many children have friends they can turn to 'always' (49%) or 'sometimes' (42%). This further endorses the significant role identified by children throughout the study that family and friends play in their lives.

Children also told us more about the help they receive from these adults and friends when they feel unhappy or frightened. They wrote about being listened to as well as receiving encouragement, comfort and being given confidence. We wanted to find out more about the sort of support children would like to be offered. Corresponding closely to the answers they gave us when writing about what would help them when they feel worried or unhappy, they told us they would like the people they turn to for help to give them more advice – although it was not specified what kind of advice. They also

wanted help to feel more secure about their future. Furthermore, several children mentioned additional help is needed to obtain money and food: a recurring theme across the survey.

**Question: What would help you when you feel worried or unhappy?**

Receiving Advice, Comfort and Support

'Comfort and advice' (a child in Kenya)

'I personally would like to have at least one important person next to me and with that I feel supported' (a child in Greece)

'Someone to guide me' (a child in Kenya)

'To encourage me' (a child in Palestine)

'It is enough for me they listen and understand me' (a child in Romania)

'Maybe more listening and good communication' (a child in Sri Lanka)

'Good communication with me' (a child in Sri Lanka)

Financial Support or Help with Food

'Some clothes, money' (a child in Kenya)

'Food and clothes' (a child in Kenya)

'They can help by giving my mum a job and assisting to pay school fees' (a child in Kenya)

'The only help I would like them to do is to send some things to my parent and my sibling' (a child in Nigeria)

'Clothes. A mobile. Comfort and calm. Allow enough money for my supplies' (a child in Palestine)

Feeling Loved

'He/She loves me always' (a child in the Philippines)

'Their understanding, patience and love' (a child in the Philippines)

Knowing that Other People have the same Experiences

'I'd like them to share their experiences with me before I have problems' (a child in Ethiopia)

Healthcare Help

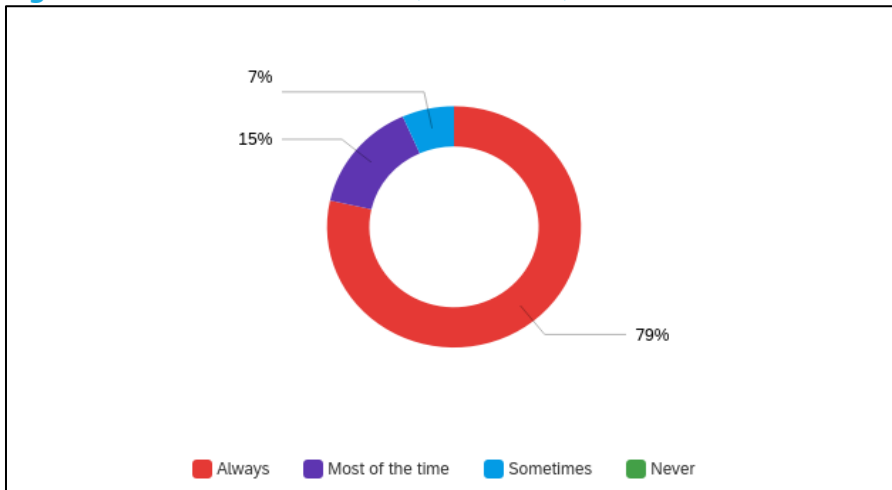
'To take care of my from getting a disease' (a child in Palestine)

## 6.4. Feeling safe

### 6.4.1. Feeling safe at home

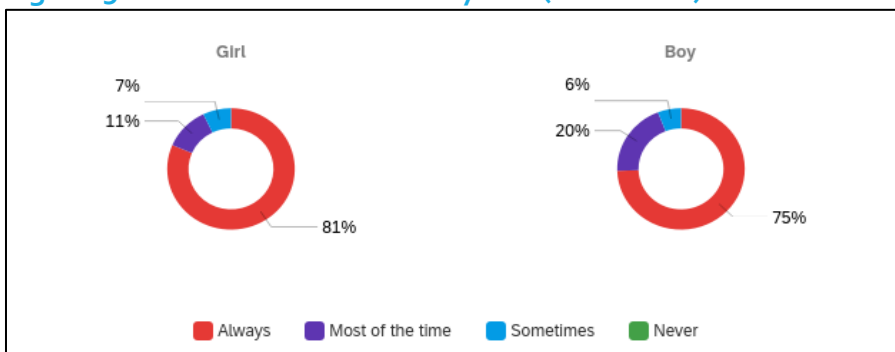
We wanted to know if children feel safe and what would help them feel safe. When asked about feeling safe at home, the majority of children (94%) answered they feel safe 'always' or 'most of the time' (Figure 8). Four children indicated they 'never' feel safe.

**Figure 8. I feel safe at home (count 121)**



There was only a slight difference in responses from girls and boys. Eighty-one percent of girls answered they 'always' feel safe, and 11% 'most of the time' (Figure 9). Seventy-five percent of boys answered they 'always' feel safe, and 20% indicated this is 'most of the time'.

**Figure 9. I feel safe at home... by sex (count 121)**



Children told us more about what makes them feel safe. They indicated that the main factor that contributes to feeling safe at home is their family relationships and their family's well-being.

**Question: What makes you feel safe at home?**

Caring Relationships with Family and Friends

*'I always feel safe in my home because my relationship with my family is perfectly healthy' (a child in Ethiopia)*

*'When the family is at peace' (a child in Ethiopia)*

*'My parents make me feel safe as they are very kind to me and are always there when I need them as much as my siblings' (a child in Greece)*

*'My family and self-confidence' (a child in Greece)*

*'That I am with my family' (a child in Greece)*

*'Because my parents are there' (a child in Kenya)*

*'I feel safe at home because when I am at home my sister and my mother are always by my side and all of our neighbours are at my side' (a child in Kenya)*

*'I feel safe at home because almost all the time my mother is always with me' (a child in Nigeria)*

*'I feel safe at home everyday because my aunt always looks after us and she will make sure that we do not get hurt by anybody' (a child in Nigeria)*

*'My brothers and my mum' (a child in Nigeria)*

*'The presence of my family members near me' (a child in Palestine)*

*'My mother is the reason for my safety' (a child in Palestine)*

*'Gathering with members of my happy family' (a child in Palestine)*

*'I am affectionate with my family, I can be calm' (a child in Palestine)*

*'I feel safe because my father and my mother take care of me' (a child in the Philippines)*

*'I feel safe at home when our mommy is around protecting and guiding us' (a child in the Philippines)*

*'I'm safe because my mother is watching us. If something happens, my mother is responsible for us' (a child in Romania)*

*'That I have my mother and father' (a child in Romania)*

*'I have parents protection. I trust my family' (a child in Sri Lanka)*

*'Having my family around me' (a child in Sri Lanka)*

#### Feeling Loved

*'Family love' (a child in Ethiopia)*

*'The love and support that my family offers me makes me feel safe' (a child in Greece)*

*'Loving parents and siblings' (a child in Sri Lanka)*

*'I feel safe because I am surrounded by people who love me and take care of me' (a child in Romania)*

#### Being Listened to

*'A good listening culture in my home' (a child in Ethiopia)*

*'To be asked, to be supported and others to be more worried about me, because certain problems I have, I don't tell others, and because that everyone thinks I have a perfect life even though I have certain difficulties' (a child in Romania)*

#### Freedom, Independence and Stability

*'I feel safe because we have freedom in our home, I play with my siblings and there is home supervision and support' (a child in Ethiopia)*

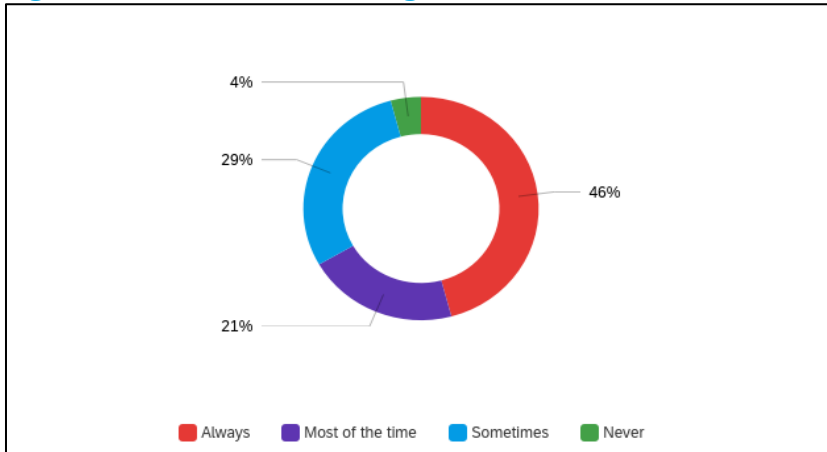
*'I'm feeling safe because I'm eating 3 times a day and doing daily exercise' (a child in the Philippines)*

There were very few responses when we asked children about what makes them feel unsafe at home. Several children mentioned fighting or conflict between family members, the fear that strangers will break into their house, and occasions when they are left alone. Only one child mentioned the COVID-19 pandemic made them feel unsafe at home.

#### 6.4.2. Feeling safe in the local community

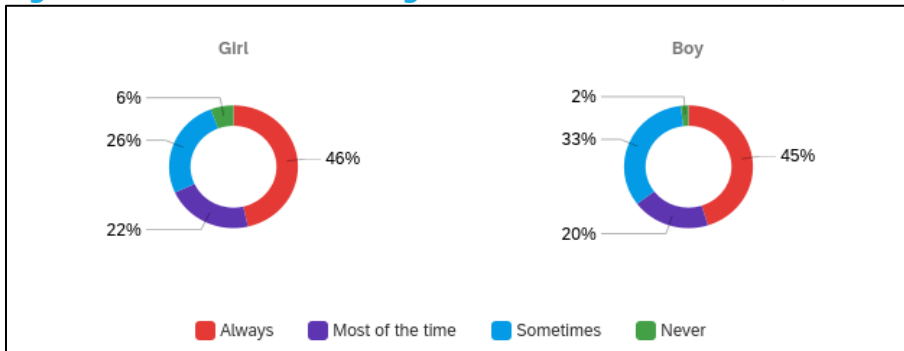
Children were also asked about feeling safe in their local community. Approximately, 46% of children indicated they 'always' feel safe in their local community, 21% 'most of the time', and 30% 'sometimes' (Figure 10). Four children, (4%) indicated they 'never' feel safe.

Figure 10. I feel safe when I go out in the area I live in (count 120)



There was no significant statistical difference in the responses we received from girls and boys. We do note the exception of their being 4 girls and 1 boy who indicated they 'never' feel safe (Figure 11).

Figure 11. I feel safe when I go out in the area I live in (count 120)

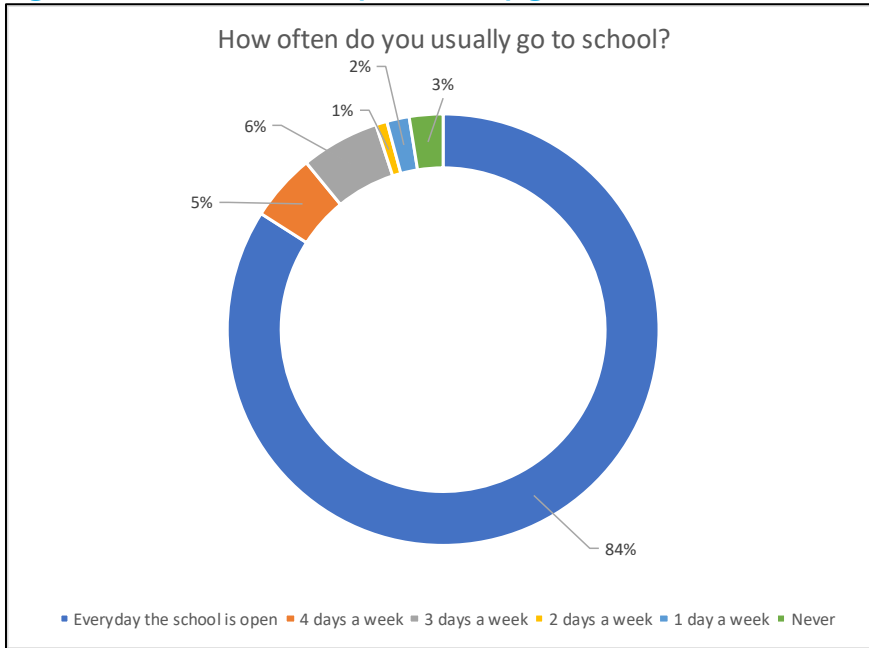


## 6.5. Going to school

### 6.5.1. How often you usually go to school?

Children signified in responses across the survey that going to school is important to them. Of the 119 children that responded to questions about going to school, only 3 indicated they never attend school. The reason they gave for not attending school is lack of money for school fees and school uniform. Most children (84%) attend school every day it is open (Figure 12). There is no significant difference between the answers provided by girls and boys in terms of regularity in school attendance.

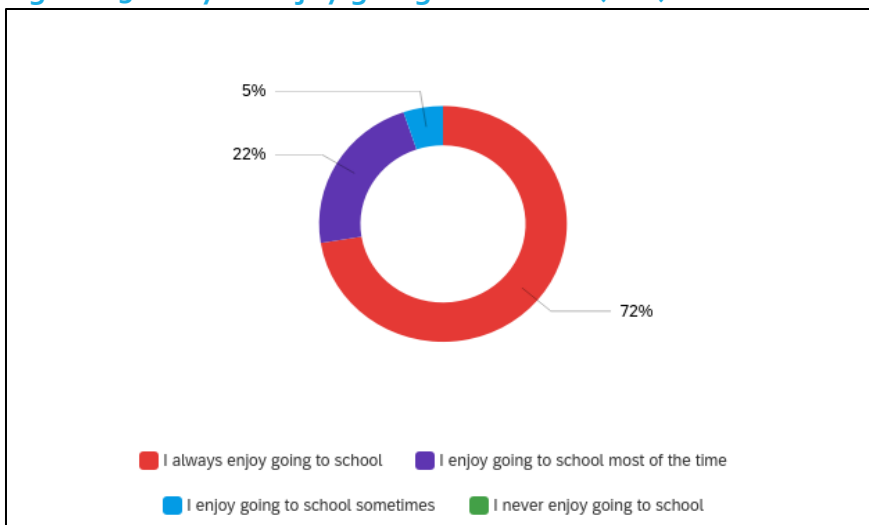
**Figure 12. How often do you usually go to school? (count 119)**



### 6.5.2. Do you enjoy school?

Children were asked whether they enjoy going to school and to tell us about factors that contributed to their enjoyment. Approximately, 72% of children enjoy going to school 'always', 22% enjoy going to school 'most of the time' and no children indicated they 'never' enjoy going to school (Figure 13).

**Figure 13. Do you enjoy going to school? (116)**



Children told us that contributing to enjoyment of going to school is the opportunity to learn and fulfil their potential. Some children specifically referred to how this will help them, and allow them to help their families, in the future. Making, and being with, friends is also an important factor in their enjoyment of school, as is liking their teachers and their teachers being there to support them. A few children mentioned the opportunities that school gave them to participate in recreational activities.

**Question: What do you enjoy about going to school?**

Being able to be with Friends



*'I like spending time with my friends at school and learning new things because I gain experiences' (a child in Greece)*

*'I like it because I have good friends and I spend time with them and I love my teacher who supports me' (a child in Greece)*

*'Because I talk to my friends. If there is a problem, we solve it with the teachers and they advise us' (a child in Greece)*

*'To study and see friends' (a child in Palestine)*

*'What I like about going to school it is another day to get along with my classmates that I considered as my friends and my teacher who always help me with my school work. And of course, the knowledge that I'm always getting' (a child in the Philippines)*

*'I learn a lot of lessons from my teacher and make bonds with my friends' (a child in the Philippines)*

*'Because I like to learn and because I see my friends again' (a child in Romania)*

*'I receive information. I have learned and still learn useful things. I have done different activities that have helped me and continue to help me, I make friends and I see certain people who have a wonderful presence for me' (a child in Romania)*

#### Being able to Achieve Goals and Improve the Future

*'It helps improve my career' (a child in Kenya)*

*'I enjoy going to school because I get to learn new things after I finish I will get a good job and help my mother' (a child in Kenya)*

*'So that I can get a better future in my life' (a child in Kenya)*

*'To learn and became a great person in life so I can take care of my mum' (a child in Nigeria)*

*'To become a better person in life' (a child in Nigeria)*

*'I like going to school so I can be someone tomorrow' (a child in Nigeria)*

*'That I can acquire new information that will help me in the future' (a child in Romania)*

#### Taking Part in School Sports and Activities

*'Knowledge, my friends and books in the library, school sports' (a child in Ethiopia)*

*'Participate in activities. Play and activities' (a child in Palestine)*

*'To study and fulfil my dream that I am hoping for' (a child in Palestine)*

*'Play sports. Studying. See friends. Seeing teachers' (a child in Palestine)*

#### Having a Stable and Happy Family

*'When the family is at peace' (a child in Ethiopia)*

*'I feel safe because there are people I want to be with' (a child in Ethiopia)*

*'I know my surroundings and I know the people around me and my mother is with me' (a child in Ethiopia)*

#### Having Good Teachers

*'Good education. Good teachers' (a child in Sri Lanka)*

*'Good teachers' (a child in Sri Lanka)*

*'Good teachers, good opportunities, IT facilities, I can meet my friends' (a child in Sri Lanka)*

#### Having Enjoyable Lessons and Subjects

*'I enjoy the lesson, I love playing with my friends' (a child in Ethiopia)*

#### Feeling Supported and Loved

*'I gain knowledge. Teachers support and love' (a child in Ethiopia)*

### 6.5.3. What I do not like about going to school

There were fewer responses when we asked children about things they do not like about going to school. They did tell us, however, that bullying, both by peers and teachers, is a concern. In Kenya in particular, children mentioned how being sent home to fetch money to pay for school fees was a factor.

#### **Question: What do you not like about going to school?**

##### Teachers that do not Treat Children Well

*'When teachers shout for no reason' (a child in Greece)*

*'The teachers beating children' (a child in Kenya)*

*'Teachers who beat us' (a child in Nigeria)*

*'Why I don't like school is because the way we are been beaten in school and when student do wrong thing in school we are always told to go and cut the grass' (a child in Nigeria)*

*'Because sometimes our teachers argue' (a child in Romania)*

*'Certain teachers, certain children who do not behave very well' (a child in Romania)*

*'I don't like it when there is a lot of pressure on us (students)' (a child in Romania)*

##### Feeling Discriminated Against or Bullied

*'In the school I am in now I do not like to be discriminated against and to exist lower or higher. I consider everyone equal and that everyone has something special they can give' (a child in Greece)*

*'Bullying in schools' (a child in Kenya)*

*'I don't like going to school because I am different from some students' (a child in Palestine)*

*'Sometimes some children are bullying others' (a child in Sri Lanka)*

*'What I don't like in school are those bullies who I never get along with' (a child in the Philippines)*

*'If they are students bullying me' (a child in the Philippines)*

*'When I encounter a bully' (a child in the Philippines)*

##### Disagreements and Disappointing Relationships with Family and Friends

*'Fighting with a friend' (a child in Ethiopia)*

*'Quarrelling with friends and cheating' (a child in Palestine)*

*'I don't like problems among students' (a child in Palestine)*

##### Not Enjoying some Subjects or Lessons

*'I do not like some lessons and I do not like fighting with my friend' (a child in Greece)*

*'Less interesting subject taught' (a child in Sri Lanka)*

*'Too much homework' (a child in Sri Lanka)*

##### Having to Pay for School or Having Financial Difficulties

*'What I don't like is being sent for school fee most of the time' (a child in Kenya)*

*'Being chased back home going for money and yet at home my mother does not have money' (a child in Kenya)*

#### 6.5.4. What else would help you enjoy school more?

Children were also asked if there was anything that would help them enjoy school more. Of note were issues related to better teacher, and teachers that did not shout and bully them. Once again, in Kenya, children wrote about the need for someone to pay their school fees. A few children indicated they would like more recreational activities at school. Only a couple of children referred to COVID-19.

#### **Question: What would help you to enjoy school more?**

##### Having Opportunities to Participate in School Sports or Activities

*'Participating in clubs makes me love learning more' (a child in Ethiopia)*

*'Going for games in other schools. Participating in something that makes me happy' (a child in Kenya)*

*'To have a role in the school's activities' (a child in Palestine)*

*'Recreational activities' (a child in Palestine)*

*'What will make me enjoy the school more is to have our school much more activities that I am always enjoying like activities that involves sports like Volleyball' (a child in the Philippines)*

*'I would enjoy to go to school more by doing quizzes and activities with my friends' (a child in the Philippines)*

*'More activities that would give students fun yet still learn' (a child in the Philippines)*

*'More interactive learning opportunities' (a child in Sri Lanka)*

*'More time to play' (a child in Sri Lanka)*

##### Teachers Treat Children Well and can be Trusted

*'When teachers shout for no reason' (a child in Greece)*

*'It would help if the teachers had not hurt us so much' (a child in Greece)*

*'Better interaction between teachers and students' (a child in Kenya)*

*'Support' (a child in Nigeria)*

*'If they are not beating us' (a child in Nigeria)*

*'The goodwill and patience of teachers should be greater' (a child in Romania)*

*'Teachers who scream at us' (a child in Romania)*

##### Financial Support and Being able to Pay School Fees

*'If I can find someone to pay my school fees' (a child in Kenya)*

*'New school uniform just like my friend, good books for learning' (a child in Kenya)*

*'If I have almost all the materials needed in school I would enjoy school more better' (a child in Nigeria)*

##### Being able to Spend Time with Friends

*'Love and playing with my friends' (a child in Ethiopia)*

*'I would love if there was friendship and cooperation, relaxation, respect, and overcoming the stereotypes and bullying that has prevailed in many children as a bad memory' (a child in Greece)*

### Covid-19 Specific Answers

'Take measures other than masks' (a child in Greece)

'Because of Corona, I try to avoid playing and mingling, so I don't have a good time' (a child in Palestine)

### Better School Resources

'Having good books in the school library and going to the computer labs' (a child in Palestine)

'Having teachers who can teach us more' (a child in Sri Lanka)

### Being Listened to

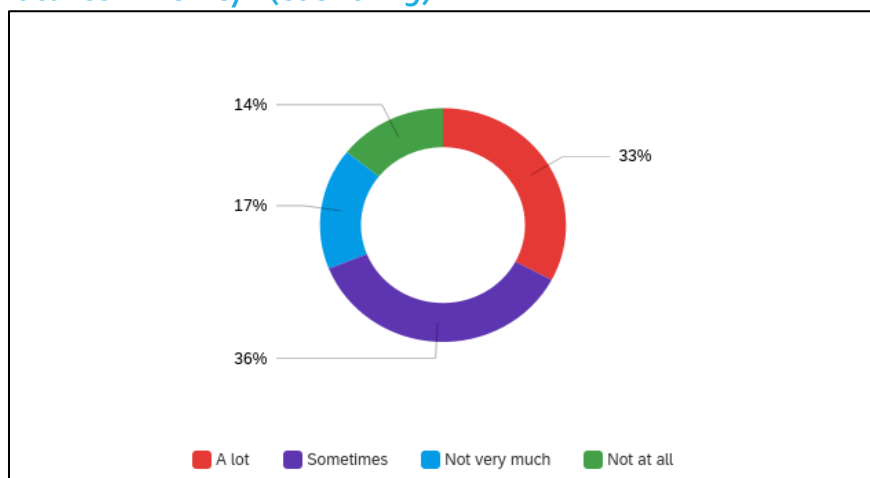
'Let our opinion be heard' (a child in Greece)

## 6.6. Taking part in activities in my local community

### 6.6.1. How frequently do you engage in activities in your local community?

We were interested in knowing how often children can participate in activities in their local community and whether this is important to them. To this end, we asked children about their experience of taking part in sports and cultural activities. Only 33% of children indicated they had such opportunities 'a lot' of the time and 36% 'sometimes'. In total, almost a third (21%) of children 'never' attend activities in their communities (Figure 14).

**Figure 14. How often do you attend activities (like sports, music, dance clubs etc.) in your local community? (count 119)**

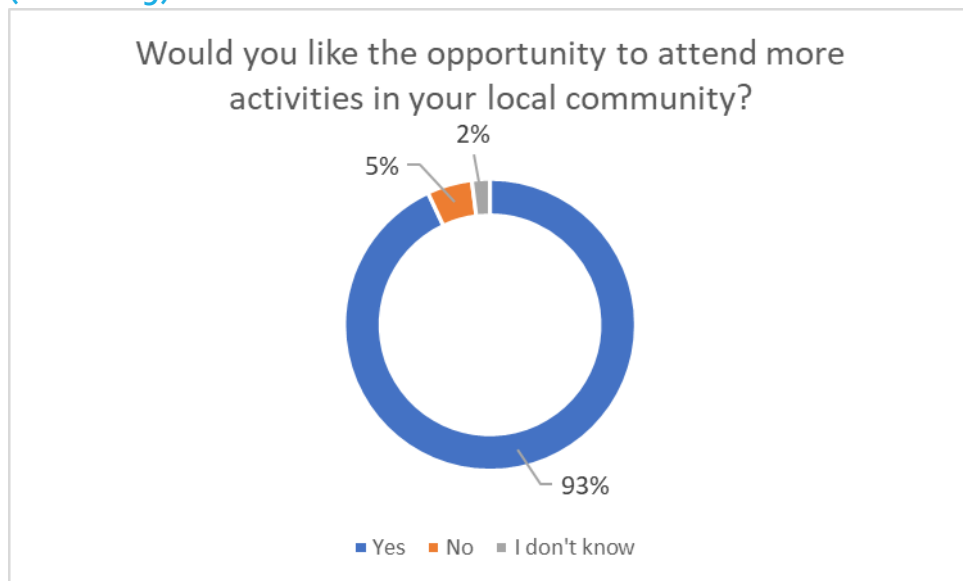


There was no significant statistical difference between the answers given by girls and boys.

### 6.6.2. Wanting to take part in local activities more often

As illustrated in Figure 15, almost all of the children who participated in the survey (93%) would like the opportunity to take part in activities in the community more often

Figure 15. Would you like the opportunity to attend more activities in your local community (count 119)



When we asked them what type of activities they would like to take part in, they wrote about activities including football, music, drama, dancing and painting.

**Children from the FS service: What kind of activities would you like more opportunities to attend in your local community?**

*'Drama, reading poetry' (a child in Ethiopia)*

*'I would like to attend sports activities, concerts and theatrical performances since I have only had the opportunity to attend once in the past' ( a child in Greece)*

*'at an art studio were we could draw and play' (a child in Kenya)*

*'Dance club' (a child in Nigeria)*

*'Acting, dancing, singing, handicrafts, costume design and various activities' ( a child in Palestine)*

*'Sports and music' (a child in the Philippines)*

*'Sports, dancing' (a child in Romania)*

*'Child clubs, sports, community events' (a child in Sri Lanka)*

## 6.7. The relationship between you and the social worker that visits you and your family

A principal component of the SOS Family Support Service is the work undertaken by a social worker, or an equivalent professional. In the English survey this person was referred to as a 'social worker' and translated into the appropriate term used in different countries. We were interested in understanding more about the relationship children had with this person.

### 6.7.1. Do you like the social worker that visits your family?

Findings in Figure 16 illustrate how the vast majority of children (87%) answered 'yes', they do like their social worker. Further analysis of the data in this section showed no relevant statistical differentiation of findings between girls and boys. And again, the majority of children (82%) answered 'yes' when asked if they trust the social worker (Figure 17).

Figure 16. Do you like the social worker that visits your family? (count 119)

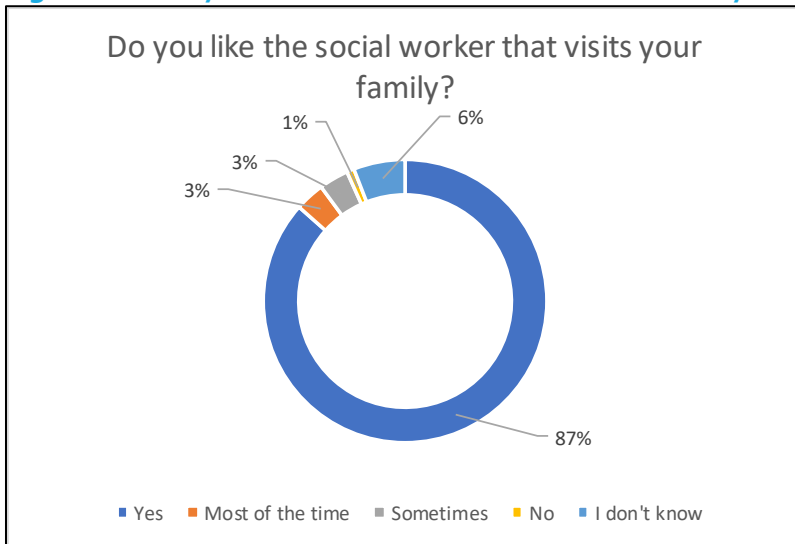
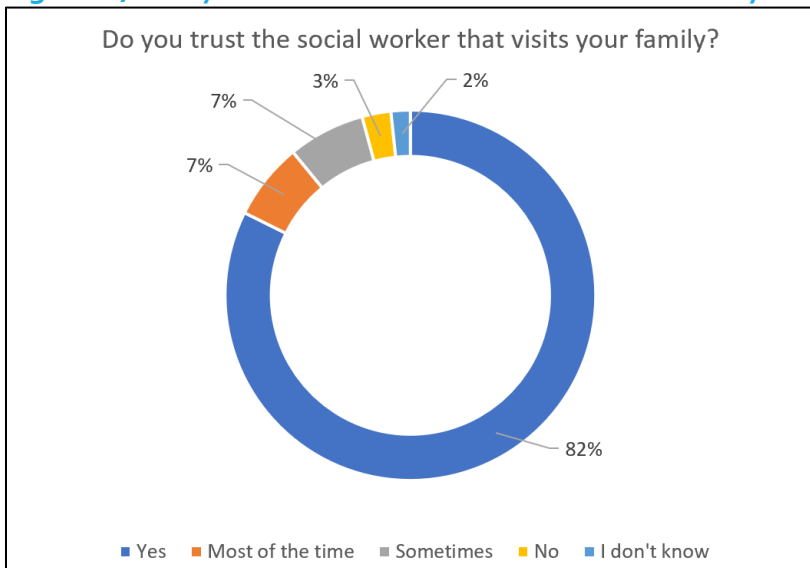


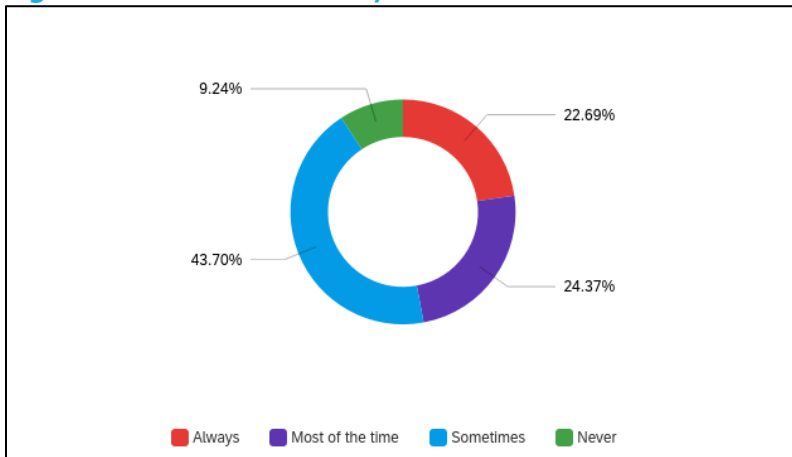
Figure 17. Do you trust the social worker that visits your family? (count 119)



### 6.7.2. Being able to talk to the social worker about problems

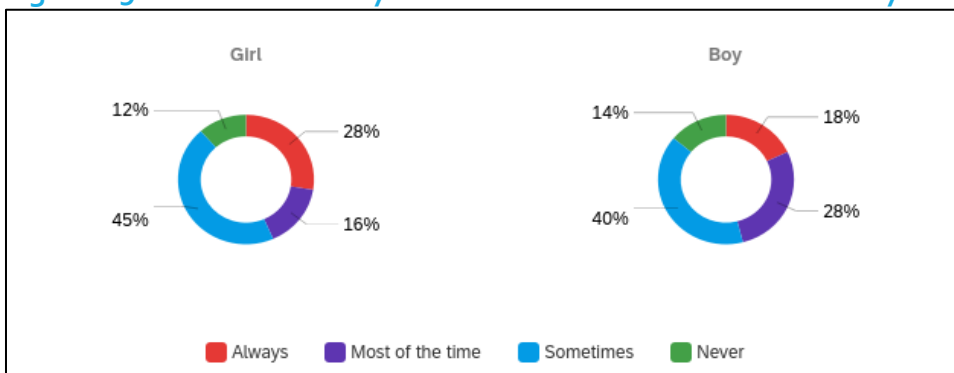
Across the survey, children told us that being able to talk to someone about their problems is important to them. We asked them about the frequency they can talk to their social worker about their problems. Only 9% of children indicated they can 'never' talk to the social worker about their problems, 23% of children can 'always' speak about their problems, 24% can speak about them 'most of the time' and 44% 'sometimes' (Figure 18).

Figure 18. How often can you talk to the social worker about your problems? (count 119)



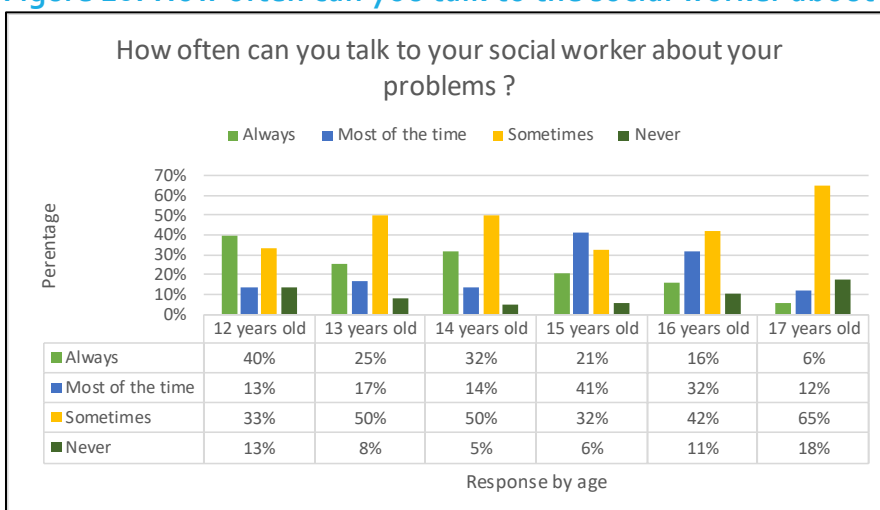
Girls indicated they are slightly more likely to 'always' be able to speak to their social worker (28%) than boys (18%) (Figure 19).

Figure 19. How often can you talk to the social worker about your problems? (count 119)



Only 6% of children aged 17 year old signalled they can 'always' speak to the social worker about their problems, in comparison to 40% of 12 years olds (Figure 20). Seventeen year olds also indicated that they are more likely than children in other age categories to 'never' speak to the social worker about their problems (18%).

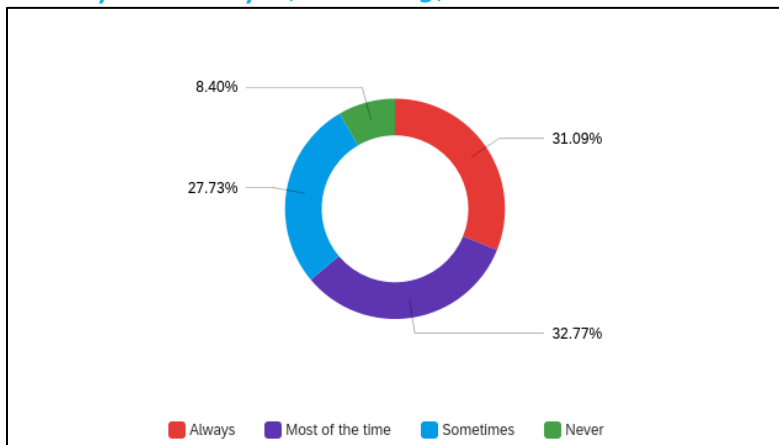
Figure 20. How often can you talk to the social worker about your problems? (count 119)



### 6.7.3. Being included in decision making

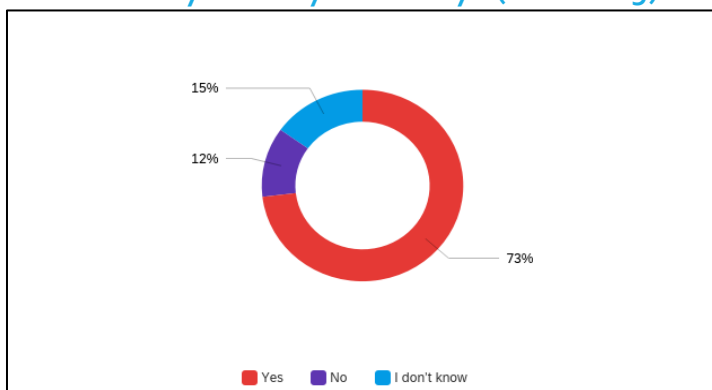
Almost a third of children (31%) answered they are 'always' included by the social worker in decisions being made about them and their family, with approximately another third (33%) indicating they are likely to be included 'most of the time' (Figure 21). Combined, almost a third of children (36%) are only included in decision making 'sometimes' or 'never'.

**Figure 21. How often does the social worker include you in any decisions that are being made about your family? (count 119)**



It is notable that children do feel they want more inclusion in decisions being made about themselves and their families. When asked this question approximately three quarters said 'yes' (73%) (Figure 22).

**Figure 22. Would you like the social worker to include you more in decisions that are being made about you and your family? (count 119)**



## 6.8. The support you and your family receive

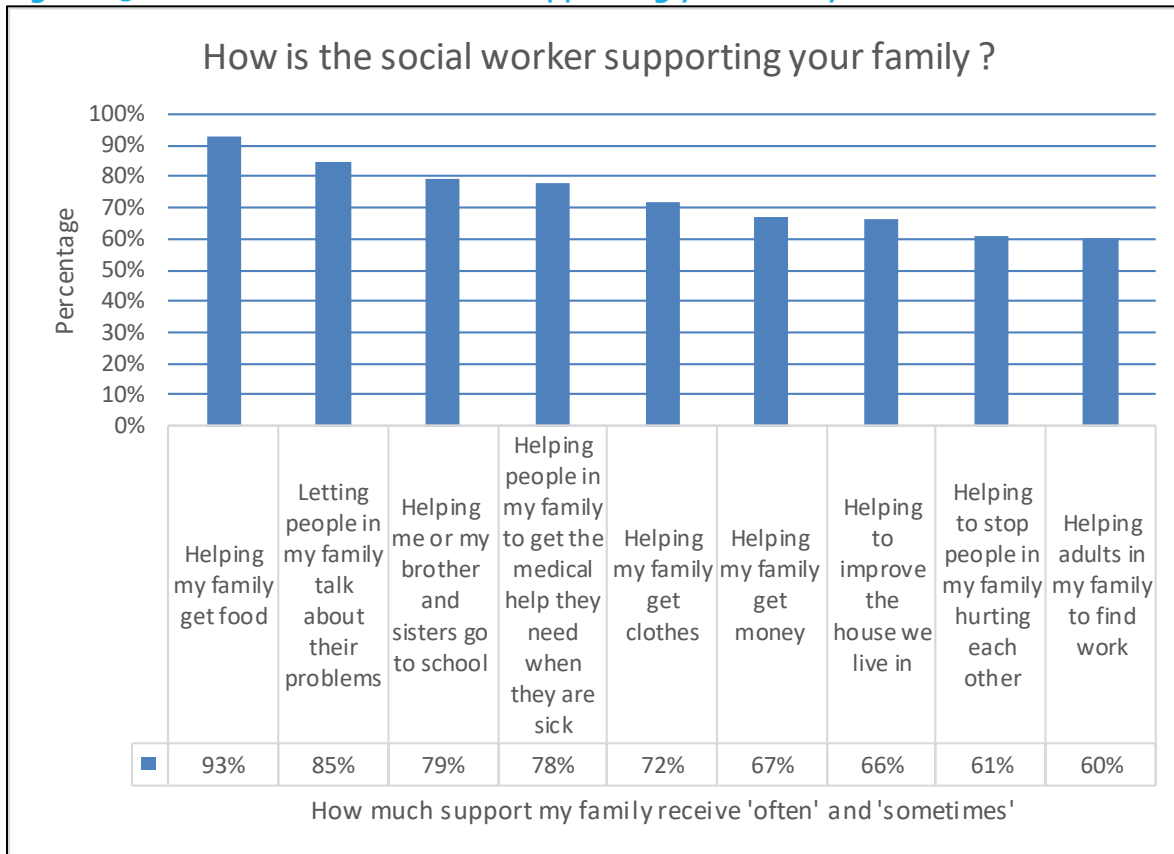
Throughout the survey, children told us that material support for both them and their families is important to them. They wrote about how they welcome the opportunity to be listened to and given guidance. It is important to understand whether programmes such as the SOS Family Strengthening Service are effective in providing children and their families with the support children themselves have prioritised. This section will explore the responses children provided in response to being asked about the types of support they receive and the types of support they would like to receive.



### 6.8.1. How is the social worker supporting you and your family and is it enough?

Through a multiple-choice question, we asked children about different aspects of the support they and their family receive as from the SOS Family Strengthening Service. Firstly, we asked them to select the kinds of support they receive, and how often they receive this support. Combining the responses of the two options 'often' and 'sometimes', we can see that children's understanding in terms of the most support they receive is in accessing food (93%) and least likely to receive support for the adults in their family to find work (60%) (Figure 23).

Figure 23. How is the social worker supporting your family?



Children wrote about the other ways the social worker is supporting them and their family. Responses included help with parenting skills, providing advice and money for school fees and school books.

### 6.8.2. What is the most important support that your family is receiving?

In terms of what children thought were the most important elements of the support their family is receiving. Predominantly wrote about material support, especially money and food. Children also told us that parents having ways to gain employment is important to them. They wrote about the importance of their families receiving 'guidance' and 'counselling'.

**Question: What is the most important thing you think the social worker has helped your family with?**

Support with Finances and Food

'With clothes with food with toys' (a child in Greece)

'To get food for the family' (a child in Kenya)

'They gave us food' (a child in Nigeria)

*'They have helped my family by providing us food, education support and also help us in terms of buying things at home' (a child in Nigeria)*

*'Help in providing the food, improving the economic situation and the difficult living situation of the family' (a child in Palestine)*

*'The most important thing the social worker helped us with by giving money for our needs' (a child in the Philippines)*

*'Medicines and food' (a child in the Philippines)*

*'The most important thing I think is money for clothes, kitchen furniture and things that I did online throughout the summer when my parents did not pay anything because the social worker helped us' (a child in Romania)*

*'With food and clothes and moral support!' (a child in Romania)*

*'Improving my family income' (a child in Sri Lanka)*

#### General Support and Advice to Improve Things

*'Someone to understand the mistakes and find solutions to correct them more' (a child in Greece)*

*'He gives us advice to be all together' (a child in Greece)*

*'The sympathy you give us. Reassurance of our condition whenever possible' (a child in Palestine)*

*'That we must be open to each other. Knowing the rights of each member specially to the children' (a child in the Philippines)*

*'Everything he does is important to us' (a child in Romania)*

*'Providing guidance for family development' (a child in Sri Lanka)*

#### Support for Parents and Family Members to Succeed

*'The most important thing is that my mother is qualified to be able to find a job' (a child in Greece)*

*'My mother was given a sewing machine to continue expanding her skills' (a child in Kenya)*

#### Support to Receive Counselling

*'Getting counselling' (a child in Ethiopia)*

*'Psychological support' (a child in Palestine)*

#### Support to find a Home

*'To provide shelter to live in, good health' (a child in Nigeria)*

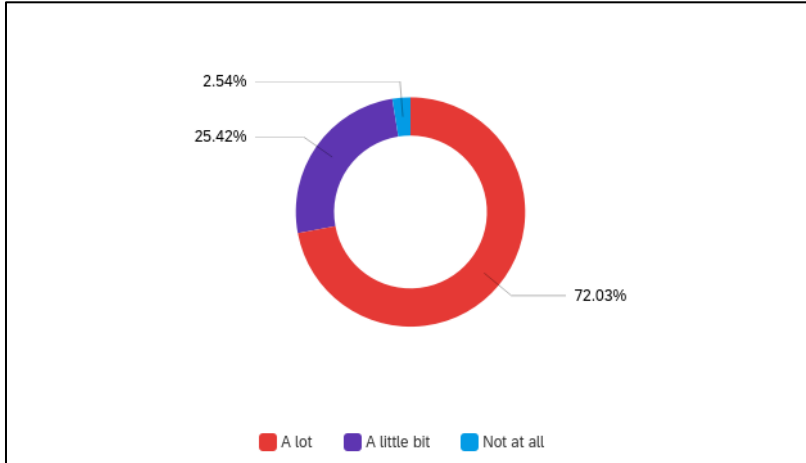
#### Support for Education and School

*'Education materials' (a child in Ethiopia)*

### 6.8.3. Does your family receive enough support?

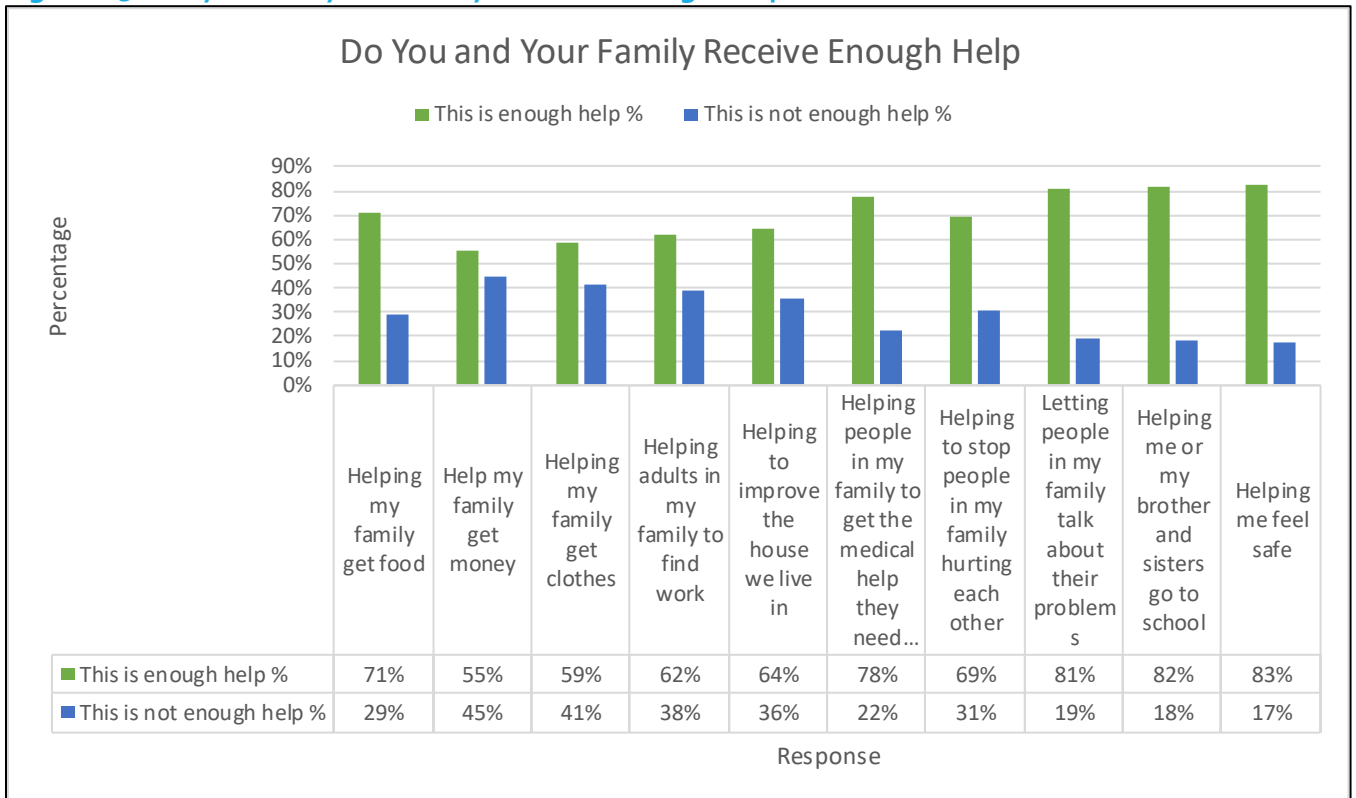
To help us understand what additional support children would like their families to receive, we first asked children how much they think things have improved overall for their family since the social worker has been working with them. Overwhelmingly, 72% of children think that the support of a social worker, and by implication, being part of the Family Strengthening Service, has helped improve things for their family (Figure 24).

**Figure 24. Since the social worker has been working with your family, how much do you think that things have improved for your family? (count 119)**



Children from the FS service told us that a significant concern in their lives relates to the well-being of their family and identified additional support they think would help some of the challenges still being faced. Almost half the children that participated in the survey told us that the monetary support their family receives is not enough (Figure 25). Over a third of children think adults in their family are not receiving sufficient help to find work, and would also like to see more improvements being made to the housing they live in. Almost a third of children said there is not enough help with food, and approximately a fifth see assistance in accessing medical services when needed as insufficient.

**Figure 25. Do you and your family receive enough help?**



#### 6.8.4. What other support would you like your family to receive

We invited children to write more about their ideas in relation to additional support they would like their family to receive. Once again, the answers children provided indicate a principal concern relates to their family having sufficient financial means and being in employment. They would also like more

help with clothing. These answers are indicative of issues they raised elsewhere in the survey, related to their feeling of stability and opportunities for themselves and their families.

Children also identified the need for more support that would prevent family members from hurting each other as well as creating more opportunities for family members to talk about their problems. In this respect, in different parts of the survey, children wrote about the importance of both themselves and their families receiving 'guidance' and 'counselling'. Almost a quarter of children think there should be more reassurance that they and their siblings go to school, and that they will receive support that keeps them feeling safe. These areas of support are also indicative to the overall sense they provided of wanting more stability and reassurance as to opportunities for themselves and their families.

**Question: What other support would you like your family to receive?**

Help with Finances, Employment and Training

*'It is better to have better training, a place to work and a place to sell things so that you can have better income generation' (a child in Ethiopia)*

*'If my mother was given a better job, she would continue to be supervised and supported' (a child in Ethiopia)*

*'Food support: Financial support, counselling Services; Psychological support' (a child in Ethiopia)*

*'Work tools for my family' (a child in Ethiopia)*

*'Profitable work for the benefit of the family' (a child in Ethiopia)*

*'To have a more stable job for my father' (a child in Greece)*

*'To provide school fees' (a child in Kenya)*

*'Give my parents money to boost their own business' (a child in Nigeria)*

*'Providing clothing, money' (a child in Kenya)*

*'To find my mom a job' (a child in Palestine)*

*'For my mother or one of my brothers to work' (a child in Palestine)*

*'To have a stable source of income' (a child in Palestine)*

*'Give some foods and money to my family' (a child in the Philippines)*

*'Things that can help us find better work that is associated with the skills of adults in the family' (a child in the Philippines)*

Providing General Advice and Support

*'Advice and support' (a child in Kenya)*

*'Multi-support' (a child in Romania)*

*'To continue to be with us' [the social worker] (a child in Romania)*

*'Some more support for family development' (a child in Sri Lanka)*

Help to find a Suitable Home

*'Help my family to get a job to support us find a better home' (a child in Kenya)*

*'I would like to help my family restore a house that was built and which I cannot live in' (a child in Palestine)*

### Help with Health and Emotional Care

*'Health support, especially for my mother' (a child in Ethiopia)*

*'For us the medical support because for us medical support is not usually given to us' (a child in the Philippines)*

### Help to Overcome Family Problems and Disagreements

*'I wish there were no fights in my family and we all spend time together' (a child in Greece)*

*'Reduce the problems in the family, and the behaviour of someone in the family can change' (a child in Greece)*

## 6.8.5. What has been the most important support that the social worker has provided you with

We asked children what has been the most important support they themselves have received from the social worker. Children wrote once more about material support, but this time it was in part related to their being able to go to school. Of particular importance to children is however, the counselling and help they receive to 'solve' a range of 'problems', from relationships with their family to facing 'difficult' moments and being comforted.

### **Question: What has the social worker helped you with?**

#### General Support and Advice

*'Helped me face my difficulties' (a child in Greece)*

*'To understand my mistakes, to find easy solutions to my problems and to maintain myself in terms of our mental health' (a child in Greece)*

*'They always helped me in difficult moments' (a child in Greece)*

*'With advice and encouragement' (a child in Kenya)*

*'To build my self-esteem, to know myself' (a child in Kenya)*

*'The sympathy you give us. Reassurance of our condition whenever possible' (a child in Palestine)*

*'Raising my spirits (a child in Palestine)*

*'My participation in the camps and courses' (a child in Palestine)*

*'The most important thing that my social worker helped me is to help me build my self-confidence every time we get along' (a child in the Philippines)*

*'Learn to dream big' (a child in the Philippines)*

#### Support to Encourage Education or Attending School

*'Helped to focus on education' (a child in Ethiopia)*

*'Paying for my school fees' (a child in Kenya)*

*'Taking care of my school fees' (a child in Nigeria)*

*'The most important thing is the education support' (a child in Nigeria)*

*'Textbooks and kids club' (a child in Nigeria)*

*'Helped me get a scholarship through which I can purchase the various materials needed for school and transportation' (a child in Romania)*

### Help to Strengthen and Encourage Caring Relationships with Family and Friends

*'He had helped me solve my problems with my brother, something that had negatively affected me' (a child in Greece)*

*'To bring peace among my family' (a child in Kenya)*

*'To be more open to each member of the family' (a child in the Philippines)*

*'Comforting my family members' (a child in Romania)*

*'Guiding my family' (a child in Sri Lanka)*

*'A family development plan' (a child in Sri Lanka)*

### Providing Support with Finances, Food and Medicine

*'Providing food and paying half of my school fees' (a child in Kenya)*

*'Help in providing the food, improving the economic situation and the difficult living situation of the family' (a child in Palestine)*

*'Helped me get a scholarship through which I can purchase the various materials needed for school and transportation' (a child in Romania)*

*'Clothing and food' (a child in Romania)*

*'Supporting my family to get out of poverty' (a child in Sri Lanka)*

### Psychological or Counselling Support

*'Psychological support' (a child in Ethiopia)*

*'To get my education properly, about my health care, about children's well-being' (a child in Ethiopia)*

*'Attention and psychological support' (a child in Palestine)*

## 6.8.6. What else do you think the social worker could do to help you?

We wanted to hear from children about areas of their life they would like more support from the social worker. Overall, although not as many responses to this question, those they did offer, reiterated many of the topics they raised in other sections of the survey.

### **Question: Is there anything else you would you like the social worker to help you with?**

#### Support with Education and School

*'To get my education properly, about my health care, about children's well-being' (a child in Ethiopia)*

*'Teaching to achieve better results in my studies' (a child in Ethiopia)*

*'More skill training opportunities for my parents' (a child in Sri Lanka)*

#### Support to Encourage Caring Relationships with Family and Friends

*'I would like more time with her for advice from my family' (a child in Greece)*

*'To continue to support my family' (a child in Greece)*

#### Support to Nourish Talents

*'Support my talent' (a child in Kenya)*

*'Nurturing talents' (a child in Kenya)*

#### Support to Identify Potential Areas for Improvement

*'Helping me concentrate on my weak points' (a child in Kenya)*

*'Help about me and the younger ones with school' (a child in Nigeria)*

*'They give some thoughts to make my life better' (a child in the Philippines)*

#### Opportunities to Participate in Social Activities

*'To participate in recreational activities' (a child in Palestine)*

## 7. Problems you think other children and their families have in your community

When asked if they could identify any problems they think other children and their families in their local community are experiencing, responses mostly identified the very same issues children had already reflected on when thinking about their own circumstances. These included poverty, lack of food, the importance of children being able to go to school and, in some instances, help with family relationships. In summary, they wrote that other children and families need the same sort of support they and their families are currently receiving.

### **Question: What problems do you think other children and their families in your community have?**

#### Support with Finances, Food and Medicine

*'In general, the world we live in suffers from poverty. I believe that other families face problems of poverty and integration into society' (a child in Greece)*

*'Most children have financial problems in their family and cannot take part in activities they want' (a child in Greece)*

*'Lack of food and parental protection' (a child in Kenya)*

*'They lack foods, clothes, no school fees and need better houses' (a child in Kenya)*

*'They don't have enough food and rent' (a child in Kenya)*

*'The financial condition of the children is bad, as well as the presence of the occupation army, which causes insecurity for them. There are also children who do not have parents' (a child in Palestine)*

*'What other problems that my community have is the decreasing number of the donors that is helping us and the decreasing budget that we have to sustain our needs' (a child in the Philippines)*

*'They have not enough money to buy food and other needs of their families' (a child in the Philippines)*

*'Financial, foods, shelter and clothes. And family problems' (a child in the Philippines)*

*'They have no food and are left alone when their parents go to work in the village' (a child in Romania)*

*'Everyone is in one room they have no food and no clothes' (a child in Romania)*

*'Financial issues having unmet needs due to poverty. Issues in nutrition' (a child in Sri Lanka)*

*'More job opportunities for my parents' (a child in Sri Lanka)*

#### Support to Encourage Caring Relationships with Family and Friends

*'Parents lack parenting skills' (a child in Ethiopia)*

*'I believe that there is no communication between families and this does not help children' (a child in Greece)*

*'Behavioural problems, financial problems, comprehensive problems that the family cannot talk about' (a child in Greece)*

*'Poor parental care. Food. Clothing' (a child in Nigeria)*

#### Support to Attend Education and School

*'They are getting problem of paying school fees' (a child in Kenya)*

*'Education problems. Money for feeding themselves and their children' (a child in Nigeria)*

*'They lack education support' (a child in Nigeria)*

#### Support to Overcome Violence, Bullying and Discrimination

*'Violence, beatings, depression, poor economic situation, the emergence of Corona virus and home quarantine, which increased violence and problems in society' (a child in Palestine)*

*'Bullying and difficult economic situation' (a child in Palestine)*

*'Bullying' (a child in Romania)*

#### Psychological Support and Counselling

*'Lack of psychological support' (a child in Palestine)*

*'The inability to provide what is necessary to develop their capabilities from a practical point of view' (a child in Palestine)*

#### Supporting Family and Friends to Overcome their Addictions

*'Addictions of parents. Lack of family support to make decisions' (a child in Sri Lanka)*

*'Alcohol misuse. Financial issues' (a child in Sri Lanka)*

#### Encouraging Community Support and Cohesion

*'Lack of community support. Nobody is there to talk to them when they need support' (a child in Sri Lanka)*

#### Support with General Problems, Giving Advice and Being Helpful

*'They have issues about themselves' (a child in Kenya)*

## 8. Changing things

A principle aim of this study was to better understand the main challenges for children at risk of separation from their families. The survey also sought children's own ideas about things they would like to change and result in improvements in their lives. We will end by letting the children's words speak for themselves:

#### **Question: Is there anything you would like to change to make your life better?**

##### Support to Encourage Caring Relationships with Family and Friends

*'Family support, learning my lesson properly' (a child in Ethiopia)*

*Advising families to reduce conflict' (a child in Ethiopia)*

*'So I wish there were fewer fights and tensions in my family' (a child in Greece)*

*'I would like to have and spend more time with my parents and siblings as a family' (a child in Greece)*

*'To see some of the people I love more' (a child in Greece)*



*'If I had the power to change my father would be alive today maybe things will be better today' (a child in Kenya)*

*'Yes my father and mother to be able to forgive each other' (a child in Kenya)*

*'Look or find my real parents and relatives so that I can be happy and make my life better' (a child in Kenya)*

*'I want my father to be a healthy person and bring us a lot of sustenance' (a child in Palestine)*

*'Help for my mom' (a child in Nigeria)*

*'More focus on family well-being' (a child in Sri Lanka)*

*'A good family bond' (a child in Sri Lanka)*

#### Support with Education and Social Activities

*'Learning, being creative' (a child in Ethiopia)*

*'I need help in this regard because I want to be better educated' (a child in Ethiopia)*

*'Achieving a good place in my education' (a child in Ethiopia)*

*'If I will get all that I could want in school' (a child in Kenya)*

*'I need help with education' (a child in Nigeria)*

*'I want to study harder' (a child in Sri Lanka)*

#### Support to be more Confident, Successful and Happy

*'I want to build my self-confidence' (a child in Ethiopia)*

*'To work hard in school to improve my life of the future' (a child in Kenya)*

*'To have the ability to develop my abilities' (a child in Palestine)*

*'I want to make my life different from what it was before I got into trouble and I want to change my future' (a child in Palestine)*

#### Support to Encourage Family Members to Succeed

*'Yes, I would like to find a job to help my parents' (a child in Romania)*

*'More job opportunities for my parents' (a child in Sri Lanka)*

#### Support with Physical Space and Having a Suitable Home

*'Something that would satisfy me in my daily life would be my own room for personal space and to have peace' (a child in Greece)*

## Annex 1.

### Family Strengthening Service survey

#### Consent

1. Welcome to the SOS Children's Villages survey. Thank you so much for taking part.

We need your permission to use any information you give us. We also want to make sure that you have been able to read an information sheet about the survey and agree with the following:

- I have been given an information sheet about the survey and I understand why it is being done and how my answers will be used.
- I can ask any of the SOS staff any questions I want about the survey.
- I am allowed to stop doing the survey at any time.
- Only the two researchers, Chrissie Gale and Nadine Fowler, will read my answers.
- If the researchers think that someone may be at risk of being harmed, they have to tell someone who can help.
- All of my answers will be kept safe and secure and only the researchers will have access to my personal information.
- I am happy to complete the survey.

Please use the arrow at the bottom of the page to move through the survey and answer our questions.

2. If you agree, select 'yes' below:

Yes, I agree to take part in this survey

No, I do not agree to take part in this survey

3. My name is... (please write your first name and family name)

4. I am a...

Girl

Boy

5. How old are you?

12 years old

13 years old

14 years old

15 years old

16 years old

17 years old

6. I live in a...

City

Town

Village

7. The country I live in is...

Austria

Ethiopia

Finland

Greece

Kenya

Nigeria

Palestine

Philippines

Romania

Sri Lanka

8. Who do you live with? Please select all of the people that you live with.

	yes
Mother	
Father	
Step-mother	
Step-father	
Sister/s	
Brother/s	
Grandmother/s	
Grandfather/s	
Auntie/s	
Uncle/s	
Cousin/s	
Friend/s	

Neighbour	
Someone else	

9. I feel happy...

Always

Most of the time

Sometimes

Never

10. What makes you feel happy? You can write as much or as little as you want.

11. I feel sad...

Always

Most of the time

Sometimes

Never

12. What makes you feel sad? You can write as much or as little as you want.

13. I feel safe when I go out in the local area I live in...

Always

Most of the time

Sometimes

Never

14. I feel safe at home...

Always

Most of the time

Sometimes

Never

15. If you feel safe at home, please can you tell us what makes you feel safe? You can write as much or as little as you want.

16. If you feel unsafe at home, please could you tell us what makes you feel unsafe? You can write as much or as little as you want.

17. Do any of these things make you feel worried or unhappy? Please choose all of the answers that you think apply to you.

I am worried or unhappy because	Always	Most of the time	Sometimes	Never
There are adults in my household that are not able to go to work				
My family does not have enough money				
My family does not have enough food to eat				
My family cannot afford new clothes				
Our house is in a bad condition				
There are arguments and fights between people in my family				
Because the person who looks after me is sick				
I do not have help from a doctor or a nurse when I am sick				
I get hurt by someone in my family				
I get hurt by someone who is not in my family				
I might be sent away to live somewhere else without my family				
I cannot protect my brothers and sisters				
My brothers or sisters might be sent to live somewhere else				
I have to help my family earn money				
People make decisions about my life without asking me				
I am not able to go and take part in social activities in my local community like doing sports or music				
I do not feel I am treated the same way as other children who live nearby				

18. Please can you tell us if there are other things that make you worried or unhappy? You can write as much or as little as you want.

19. What help would you like when you feel unhappy or worried? You can write as much or as little as you want.

20. Is there anything you would like to change to make your life better? You can write as much or as little as you want.

21. How supported do you feel? Please choose all of the answers that you think apply to you.

	Always	Sometimes	Never
I know an adult in my family that will help me if I feel unhappy or frightened about something			
I know an adult who is not part of my family that will help me if I feel unhappy or frightened about something			
My friends will help me if I feel unhappy or frightened			

22. When you feel unhappy or frightened what sort of help do these people give you? You can write as much or as little as you want.

23. Is there any other sort of help you would like them to give you? You can write as much or as little as you want.

24. How often do you usually go to school?

Every day the school is open

4 days a week

3 days a week

2 days a week

1 day a week

Never

25. If you go to school, do you enjoy going to school?

I always enjoy going to school

I enjoy going to school most of the time

I enjoy going to school sometimes

I never enjoy going to school

26. If you go to school, what do you like about going to school? You can write as much or as little as you want.

27. If you go to school, what do you not like about school? You can write as much or as little as you want.

28. If you go to school, is there anything that would help you enjoy school more? You can write as much or as little as you want.

29. If you never go to school, what do you think are the reasons you do not go to school? You can write as much or as little as you want.

30. If you never go to school, would you like to?

Yes

No

I don't know

31. If you never go to school and would like to, what sort of things do you think would help to be able to go to school? You can write as much or as little as you want.

32. How often do you attend activities (like sports, music and dance clubs, etc.) in your local community?

A lot

Sometimes

Not very much

Not at all

33. Would you like the opportunity to attend more activities in your local community?

Yes

No

I don't know

34. If you would like to attend more activities in your local community, what activities would you choose? You can write as much or as little as you want.

35. Do you know if a social worker visits your house so that they can help you or your family?

Yes

No

36. Do you spend time with social worker when they visit your house?

Yes

Most of the time

Sometimes

No

37. Do you like the social worker that visits your family?

Yes

Most of the time

Sometimes

No

I don't know

38. Do you trust the social worker that visits your family?

Yes

Most of the time

Sometimes  
 No  
 I don't know

39. How often can you talk to the social worker on your own when no-one else is listening?

Always  
 Most of the time  
 Sometimes  
 Never

40. How often can you talk to the social worker about your problems?

Always  
 Most of the time  
 Sometimes  
 Never

41. How often does the social worker include you in any decisions that are being made about you and your family?

Always  
 Most of the time  
 Sometimes  
 Never

42. Would you like the social worker to include you more in decisions that are being made about you and your family?

Yes  
 No  
 I don't know

43. How is the social worker helping your family and is this enough help?

The social worker is helping my family by:

	How is the social worker helping your family?				Is this enough help?	
	often	sometimes	never	I don't know	This is enough help	This is not enough help
Helping my family get food						



Help my family get money						
Helping my family get clothes						
Helping adults in my family to find work						
Helping to improve the house we live in						
Helping people in my family to get the medical help they need when they are sick						
Helping to stop people in my family hurting each other						
Letting people in my family talk about their problems						
Helping me or my brother and sisters go to school						
Helping me feel safe						

44. What other ways is the social worker helping your family? You can write as much or as little as you want.

45. Since the social worker has been working with your family, how much do you think that things have improved for your family?

A lot

A little bit

Not at all

46. What is the most important thing you think the social worker has helped your family with? You can write as much or as little as you want.

47. What else do you think should be done to help your family? You can write as much or as little as you want.

48. What is the most important thing you think the social worker has helped you with? You can write as much or as little as you want.

49. What else do you think the social worker could do to help you? You can write as much or as little as you want.

50. What problems do you think other children and their families in your community have? You can write as much or as little as you want.

51. Can you think of ways that children in your community could be helped so that these problems can stop? You can write as much or as little as you want

**Thank you very much for taking part in this survey!**

To finish the survey and store all of the answers that you have given us, please click the arrow below.