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Attributes of Reunification on Psychosocial Lives of Sexually Abused Children: The Case of
Organization for Prevention, Rehabilitation and Integration of Female Street Children
(OPRIFS) in Addis Ababa.

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A Thesis Submitted to Addis Ababa University School of Social Work in Partial Fulfillment of the
Requirements for the Degree of Master of Social Work (MSW)

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November, 2015

Addis Ababa, Ethiopia

Addis Ababa University

School of Graduate Program

Title: Attributes of Reunification on Psychosocial Lives of Sexually Abused Children: The Case of Organization for Prevention, Rehabilitation and Integration of Female Street Children (OPRIFS) in Addis Ababa.

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Dedication

This piece of work is dedicated to my family.

Statement of Ownership

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1. this research is my own account, based upon work actually carried out by me and that all sources of material, not resulting from my own investigation, have been clearly indicated.

2. no part of this work incorporate in the research is a quotation from published or un published sources, except where it has been clearly acknowledge as such, and that any specific direction or advice received is also properly acknowledged.

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Acknowledgments

The completion of this research paper could not have been achieved without the support of many people. I want to extend my heartfelt thanks to all participant children and Mahlet Tadle and Attributes of Reunification on Psychosocial Lives of Sexually Abused Children: The Case of Organization for Prevention, Rehabilitation and Integration of Female Street Children (OPRIFS) Addis Ababa staffs for their unreserved support in the process of the study. My advisor Dr. Mengistu Legesse indeed deserves warm appreciation for his educative and constructive comments and criticism in enriching the study report. I also would like to thank all social work academic and administration staffs for giving me the opportunity to join the school and pursue my education at this level. My special gratitude goes to my family for helping me by giving supportive ideas and assisting secretarial works in all of the research process.

Finally, I deeply thanks all those assisted me with ideas, opinions and comments.

Acronyms

BoWCYA- Bureau of Women, Children and Youth Affairs

ESPS- Ethiopian Society of Population Studies

GTP- Growth and Transformation Plan

HIV/AIDS- Human Immune Virus/Acquired Immune Deficiency Syndrome

IFSW – International Federation of Social Work

IASSW - International Association of the Schools of Social Work

MoFED- Ministry of Finance and Economic development

MoWA- Ministry of Women’s Affairs

NGO- Non Governmental Organization

OPRIFIS- Organization for Prevention, Rehabilitation and Integration of Female Street Children.

OVC- Orphan and Vulnerable Children

UN- United Nations

UNICEF- United Nations Children’s Fund

Abstract

Reunification is used as a means to re-unit children separated from their families to restore a family environment for the proper upbringing and development of the child. The objective of this study is to explore attributes (positive and negative) of reunification on psychological and social lives of sexually abused and returned home children. The assessment of this qualitative study tried to identify and listed the psychological and social problems. The study uses case study method, apply semi-structured in-depth interview, and collect data from reunified female children who faced the problem. The study uses purposive sampling technique and a total of eleven return home children. The major concerns like reason of run away, psychological and social problems, and feelings of family members and neighbors in relation to reunification is discussed. It identifies major psychosocial problems that those children faced during reunification and its effects on their psychological health and social relation. The data collected from the in-depth interview, discussion and documentation were narrated and analyzed. The findings showed that reunifications results shorter and longer term psychological and social problems and the children shows feeling of fear, depression and poor peer relationship. Generally, the assessment underlies the need to give attention to those children who are facing the problem and the alternative child care system (reunification). Future researchers should prefer to aim on gaining knowledge on the long-term effects of post reunification programs. So social workers could resolve this limitation by adding specifics when interviewing participants. The study was concerned about the poor, voiceless, discriminated and for those who are living in continuous injustice. So mobilizing the community through effective ways in assisting reunifying children to their family can be one of the ways that aim social work profession can be achieved.

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Chapter One: Introduction

1.1 Background of the Study

The family is the natural and fundamental group unit of society and is entitled to protection by society and State (UN, 1948: article 16.3). The importance of ‘family’ as specified in the Universal Declaration of Human Rights above has had a powerful impact on the lives and identities of individuals all around the world. The Convention on the Rights of the Child (1990) echoes many of its sentiments, and even goes so far as to assert that the family is the ‘natural environment’ for the ‘full and harmonious development’ of children’s personalities. But what exactly is meant by the word ‘family’, and how does its interpretations relate to reunification interventions with street children?

By virtue of their very existence, family reunification programmers presuppose the existence of a definite and bounded entity or unit – the ‘family’ – from which a child has been separated and to which they may be returned. But what exactly is ‘family’? Who does it refer to? What kind of relationships does it entail? And what makes a ‘family’ suitable for reunification rather than any particular group of individuals (Thomas, 2005).

As Thomas (2005), referred Mann (2001) and stated that family highlights the existence of two ‘essential criteria’ defining the idea of family: biology and generation. The first – that a family must be blood-related, either immediate or distant – is the most obvious and immediate understanding in today’s world, but the second – that a family must be composed of at least two generations of people (e.g. parents and children, grandparents and grandchildren) is less common. Both of them are primarily concerned with the nature of relationships, implying that (a) kin/blood relations are somehow inherently closer or more important than those between friends, neighbours or lovers; and

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(b) that 'families' must necessarily involve adults to facilitate appropriate guidance and care for the less powerful members.

Reunification is an intervention designed to facilitate the reunion of vulnerable children separated from their families and to restore a family environment as a means of a permanent placement for the proper upbringing and development of the child/children (MoWA, 2009). Family reunification is a widely recognized practice as a primary alternative against residential care and other out-of-home child welfare services. It is very much dependent on the organization, the context, the family and the child. As one of the effective programs that expect to enable children's development by living together with their family, family reunification stressed on the combination of family, neighbors and community members relationship (Thomas, 2005).

Since reunification is seen in every society in the forms of social as well as cultural context, the success of family reunification can be viewed from multiple perspectives. These are from the body of law that delineates parental rights, the practices and decision-making processes of the child welfare agencies engaging in when deciding whether to return children to their birth parents, the children and the family (Fred, 2004).

Family reunification is rooted in a number of cultural assumptions and beliefs regarding who children are, what they should do, who should look after them, and where they should live (Thomas, 2005). Even if it is often the goal of child welfare agencies who attempt to preserve families based on the premise that children should be raised by their biological parent whenever safe, appropriate and possible intervention needs better orientation to the child's reality rather than the depiction of the organizations and the individuals (Thomas, 2005).

Depending on the organizations that they approach, the reunification programs that are implemented by different organizations are not something that can or should be attempted without considerable planning. It is considered as one of the best child care strategy which is intended to promote the total development of children long-term resources, and continuous monitoring and evaluation are necessary to assess whether the agency consistently acting in the child's best interests or not (Thomas, 2005).

The American Academy of Pediatrics has produced a manual for primary care providers that gives guidelines for psychological behaviors that are within the range expected for the age of the child, problems that may disrupt functioning but are not sufficiently severe to warrant the diagnosis of a mental disorder, and disorders that do meet the criteria outlined in the Diagnostic and Statistical Manual of Mental Disorders (4th ed.) of the American Psychiatric Association.

The pediatric manual provides a way to describe problems and plan interventions without prematurely deciding that internal pathology is causing the problems. The manual's descriptions are a useful way to introduce the range of concerns facing parents and school staff. The five psychosocial problems commonly seen in school settings are attention problems, conduct and behavior problems, anxiety problems, affect and mood problems, and social and interpersonal (Howard and Linda, 1989).

Every published empirical study on the disclosure of child sexual abuse indicates that a high percentage of those child sexual abuse victims who report their abuse to authorities delay disclosure of their abuse, and that a significant number of children do not disclose the abuse at all. The delay between the initial occurrence and the subsequent disclosure of the abuse varies, depending on a number of factors such as the abused age at the time of the events, the relationship between the perpetrator and the abused, the gender of the abused, the severity of the abuse, developmental and

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cognitive variables related to the abused, and the likely consequences of the disclosure (Karen and Jennifer, 2005).

Child sexual abuse is significantly underreported. When victims do report that they were abused, they often do so years after the abuse occurred. Incidents or events involving the sexual abuse of children may be reported directly to the police and/or may come to the attention of the staff of social service agencies. Prevalence refers to the proportion of a population that has experienced a particular event or behavior. Since it is not known how many people in the United States experience a form of sexual abuse as children, some researchers select groups, or samples, of individuals to study and direct questions to them. Studies of the incidence, as opposed to the prevalence, of sexual abuse of children concentrate on estimating the number of new cases occurring over a particular period of time and on whether the number of events or incidents is increasing or decreasing. Scholarly studies of both the incidence and the prevalence of sexual abuse of children in the United States began emerging in the 1960s and gained greater urgency after the cluster of day care center child abuse cases in the 1980s made the issue one of acute public interest. Although we do not have data reflecting the prevalence of abusers, there are data from several studies reporting the prevalence of victimization. The prevalence rates reported in these studies vary somewhat (Karen and Jennifer, 2005).

Organization for Prevention Rehabilitation and Integration of Female Street Children (OPRIFIS) is working on reunification program in Addis Ababa and in different towns of the country. The organization's vision is 'aspiring to see a society in which child abuse is eliminated and their dignity is fully protected and respected' (Annual Report, 2013). So, this program is aimed at helping abused and marginalized children who are exposed to various types of abuse and exploitation and

improving the living condition of these children by facilitating access to basic social services, family empowerment, and community awareness (Annual Report, 2013).

This study was undertaken to investigate the attributes of reunification as carried out by OPRIFIS in order to obtain pertinent information about the psychosocial lives of sexually abused female children. Hence the study has focused on the positive and negative aspects of reunification.

1.2 Statement of the Problem

Ethiopia is the second populous country in Africa with an estimated population of over 90 million. The annual growth rate of the population is estimated to be around 3 percent. The annual growth rate of the population is estimated to be around 3 percent. Children below age 15 represent 44 percent of the national population (National Statistics Agency, 2015). The number of children living in difficult circumstances is noted to be significant due to social, economic, political as well as cultural factors (MOLSA, 2005). On the other hand in relation to child poverty and deprivation, the country scored 90% as compared to other sub-Sahara Africa countries. When we consider protection from violence as a single dimension, Ethiopia scored 63 percent and listed third from the last (UNICEF, 2014).

Addis Ababa, as a capital city of the country is the most densely populated and faced interrelated problems. Some of these problems are poor housing, skewed income difference, high rate of unemployment, sewage snags, inadequate transportation, lack of adequate road construction and large number of orphan and vulnerable children. As a result, there are many economic and social catastrophes especially on the portion of the community who are living in low economic status (Lika, 2013).

In 2010 the Addis Ababa BoWCYA together with Street Invest London conducts a research and identified nine thousand children who are living in child-care institutions. Because of the weakness of the system of safeguarding children thousands of them are at risk of exploitation, abuse and violence. It is suspected that sexual exploitation, abuse and child trafficking in Ethiopia is not decreasing, but reliable statistics are lacking (UNICEF, 2014). The city administration annual year plan of 2013/14 also shows that, orphan and vulnerable children are one of the marginalized society groups. Assisting and supporting of ninety thousands children who are vulnerable to psychological and social problems and providing awareness training for two hundred fifty thousand children and other members of the dwellers through different types of mechanisms are considered to be one of the main task for the budget year (Addis Ababa, 2013/14).

Many scholars have been conducted studies on the causes, situations, magnitudes, and mechanisms of child care support programs such as reunification. Child care organizations are also had a follow up mechanisms to know the status of the children. But significant studies were not conducted in relation to the experience of the children after the reunification program and it is believed that great need of sustainability activities such as advocacy, family empowerment and additional entrepreneurship trainings are needed to alleviate problems that return home children and their families are facing (Jennifer, 2009).

There are many reasons why children refuse or are reluctant to accept the idea of reunification, although some are more difficult to interpret than others. For example, the unwillingness of a child can include the 'normal' fear of a new situation, a change, a move, and this is to be expected (Mkombozi, 2002).

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It should not be forgotten that reunification is not simply about returning children to a family so that they can 'pick up where they left off' – the impression of 'sameness' is illusory, as both the child and the other family members are likely to have changed significantly during their time apart, particularly if this is a matter of months or years. Other common reasons for which children may refuse reunification include: feelings of guilt or anger at being abandoned by the family, memories of separation may be too painful fear of continued abuse once reunified or 'punishment' for having run away, the child may no longer have both parents and all of his/her brothers and sisters, the child may have to live with a relative they hardly know and the conditions of their present lifestyle may simply be better in terms of friendships, personal freedom, income, employment (Mkombozi, 2002).

Reunification may also involve a number of risks resulting from the social stigma directed towards street children and the experiences and diseases with which they are popularly associated (see below). Although the existence of such risks should not in itself be enough to exclude the possibility of reunification, it is nevertheless vital that these potential problems are communicated to the child and their family to allow them to make an informed decision (Mkombozi, 2002).

Children can also experience psychological distress during the reunification process. They may experience feelings of grief, loss, or fear at the prospect of leaving a foster home. A child's psychological health can also affect reunification (Fred, 2004) .

The negative images and assumptions of abused children as 'diseased' and 'delinquent criminals' dominate many societies around the world and pose a significant challenge to reunification particularly for those who have spent a large amount of their childhood in safe home. Even if a family is ready and willing to accept a child back into their lives, there is no guarantee that their neighbors

and the wider community will be equally open to the prospect, and numerous abuse children have spoken of being bullied and marginalized at schools as a result of being ‘different’ (Thomas, 2005).

Hence, the major purpose of this study is geared towards investigating and answering the quest for the *attributes of reunification on psychological and social development and, the drive behind reunification and its effect on sexually abused children.*

1.3 Objective of the Study

The general objective of this study is to explore the attributes of reunification on psychological and social lives of sexually abused children within Addis Ababa in which OPRIFIS rehabilitation and integration development program is engaged.

The specific objectives of this study:

1. To identify the significant contribution of reunification on psychological and social lives of children.
2. To assess the challenges of reunification on sexually abused children and to propose possible solutions.
3. To evaluate the impact of reunification programs on sexually abused children.

1.4 Research Questions

1. What significant contribution that reunification brings to the psychosocial lives of the children?
2. What are the challenges that sexually abused children are facing after reunification?

3. How those challenges present on the children and how they solved?

1.5 Significance of the Study

According to the International Federation of Social Work (IFSW & IASSW, 2004), the main objective of social work is to focus on problem solving and change to address disadvantaged groups of the society economically, socially, politically, legally or culturally. So, this study stressed on return home children (as members of the community), find out their problems, and progress after they return to their family or care givers.

Since every study attempts to contribute something to the existing knowledge base either by adding new evidences or strengthening the existing ones, the output of this study is also to provide valuable information about the impacts of reunification in different dimensions of children's life especially in the life of return home children. It also increases the knowledge base on psychological and social problems of child vulnerabilities and explained the negative effects of reunification in order to find solutions. Further, it tried to assess the appropriateness of project interventions, put alternative strategies that can help the reunification program to function in a preeminent way in the process of solving the psychological and social problems the children faced.

1.6 Scope of the Study

The main purpose of this study is geared towards investigating and answering the question for those effects of reunification on sexually abused and returned children and, the drive behind reunification. This study is limited on children who are returned to home by the support and assistance of OPRIFIS in Addis Ababa. The study did not consider the other project sites of the organization. I have interviewed return home children and their family members. Informants from the organization have also participated.

1.7 Limitation of the Study

Resource constraints such as finance and time were major limitations. By having only 11 participants in the study, it is not comprehensive enough to reflect some generalizations with regards to the general population of reunified children at various levels. Although participants may identify similar psychosocial problems they faced, this information was relevant only to the experiences of the participants. The second limitation is the environment where the children were living. Majority of them were living in the out skirts of the Addis Ababa city .So arranging appointment for interview was very much difficult.

Since this study mainly dealt with reunified children aged between 13- 15, it may have its own drawbacks in generating appropriate and relevant data for the study. This study did not consider other project sites where the organization performing reunification program.

1.8 Operational Definition of Terms and concepts

Children: for the purpose of this study the term children refers to every human being between the ages of thirteen to fifteen years of old.

Family: for this research purpose the term family is defined as a group of two or more persons related by blood, marriage, or adoption.

Psychosocial Problems- for the purpose of this study the term psychosocial problems are any types of problems seen by the children and had effects on children psychological health and social relation.

Reunification- for this research purpose the term reunification is an intervention designed to facilitate the reunion of children separated from their families and to restore a family environment as

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a means of a permanent placement for the proper upbringing and development of the child/children (Alternative child care guideline, 2009).

Return home children: for this research purpose return home children is refers as children who are reunited with their family or care givers after staying in the orphanage.

Child sexual abuse: for the purpose of this study the term sexual abuse child is defined as a child's exposure to forceful, violent, or coercive experiences that are aimed at obtaining sex or that accompanied sex or as any sex with a minor (15 years of age or younger) that she or he perceives as abusive, unwanted, or coercive (Browne & Finkelhor, 1986).

Physical emotional abuse: for the purpose of this study the term physical emotional abuses are both verbal and physical abuse that is perceived as cruel or extreme, that leaves bruises or marks, or that uses any physical object (e.g., belts, cords) in a painful manner (Bernstein et al., 1994).

Sexually abused children: is the involvement of a child in sexual activity that she or he does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared, or else that violet the laws or social taboos of society (WHO, 2006).

Psychosocial lives: for this research purpose psychosocial lives refers as ongoing process of meeting emotional, social, mental and spiritual needs all of which are considered essential elements for the meaningful and positive development of a child (MoWA, 2009).

1.9 Organization of the Study

This study was organized into six chapters. The first chapter begins with an introduction, which includes the background, objectives of the study, statement of the problem and significance, scope of the study and limitation of the study. The second chapter was review of relevant literature.

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The third chapter explores the methodological details, such as data collection methods and instruments, sample size determination and sampling procedure, and data processing and analysis.

Chapter four stated about the findings of the study. In chapter five I presented the discussion part and chapter six conclusions, suggestion and based on the findings its implication for social work.

Chapter Two: Literature Review

In this chapter, literature on the origin and concepts of reunification psychosocial and sexual abuse situations of children is examined, and theoretical perspectives on the psychosocial development of children are given. This will followed by a discussion of studies on the psychological problems and its manifestation, the social needs and support available to children. Finally, the conceptual frame work is discussed.

2.1 The Origin and Concept of Reunification

The bedrock assumption underlying the child welfare policy is that children are better off if raised by their natural parents. This preference for the role of natural parents are codified in laws and provides the rationale for retaining reunification as a core outcome for children placed in foster care (Fred, 2004). Historically, orphans, homeless and street children are cared for by religious organizations (e.g. churches, temples and mosques) around the world as part of their charity mandate. The 20th century then shows that these group problems are politicized and, responsibilities are shifted away from religious groups and more towards government. So that specialized line ministries for ‘Social Affairs’ or ‘Women and Children’ emerged around the world and, in light of the increasingly negative image of these children, purpose-built institutions such as orphanages or ‘homes’ are speedily constructed to treat these children in isolation (Thomas, 2005).

Reunifying a child with his or her birth parents is not a one-time event. Rather, it is a process involving the reintegration of the child into a family environment that may have changed significantly from the environment the child left. During the time apart, both the parent and the child may encountered new experiences, developed new relationships, and create new expectations about the

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nature of their relationship. All these factors must be considered and accounted for when facilitating both physical and psychological reunification (Fred, 2004).

2.2 Psychological Problems and Its Manifestations on Children

Most psychological problems are often not visible, they take different forms, and they may not arise until months after the traumatic event. The abuse leaves children in a state of trauma. Many children may become withdrawn and passive or develop sadness, anger, fear, and antisocial behavior's and become violent or depressed (World Bank, 2004).

According to Furman "no other event is comparable in psychological significance because the abuse deprives children of so much opportunity to love and be loved and confronts with a formidable adaptive task. Children may experience additional trauma from lack of nurturance, guidance, and a sense of attachment, which may impede their socialization process (through damaged self-confidence, social competencies, motivation, and so forth). Children often find it difficult to express their fear, grievance, and anger effectively. In addition, when willing to express their feelings, they may find it difficult to find a sensitive time (UNAIDS, 2001). Many children continue to experience emotional problems and little is being done in this area of emotional support. There are several reasons. First, there is a lack of adequate information on the nature and magnitude of the problem; secondly, there is a cultural belief that children do not have emotional problems and therefore there is a lack of attention from adults. Thirdly, since psychological problems are not always obvious, many adults in charge of children are not able to identify them. However, even where the problem may have been identified, there is a lack of knowledge of how to handle it appropriately. In many cases children are punished for showing their negative emotions, thereby adding to their pain. In schools, there is an obvious lack

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of appropriate training of teachers in identifying psychological and social problems and therefore offering individual or group attention (Sengendo and Nambi, 1997).

Children therefore are at risk of growing up with unresolved negative emotions which are often expressed with anger and depression. Adults may also experience negative emotions in times of bereavement, but, unlike children, adults have the intellectual ability, life experience and emotional support that enable them to control their anger and depression (Sengendo and Nambi, 1997).

2.3 Child Sexual Abuse

There are many forms of child sexual abused. It can involve seduction by beloved relative or it can be a violent act committed by a stranger. Sexual abuse can be hard to define because of the many different forms it can take on, the different level of frequency, the variation of circumstances it can occur within, and the different relationships that it may be associated with (Hall & Hall, 2011).

Irrespective of how sexual abuse is defined it is generally has significant negative and pervasive psychological impact on its victims. The impact of child sexual abuse varies from person to person and from case to case. Women who experiences familial abuse reported higher current levels of depression and anxiety when thinking about the abuse (Hall & Hall, 2011).

While the nature and severity of the sexual act may cause more serious impact, many other factors may influence the degree of damage the victim experiences. Other factors may include the perspective of the individual, the individual's internal resources, and the individual's level of support. Child sexual abuse has been correlated with higher level of depression, guilt, shame, self-blame, eating disorders, somatic concerns, anxiety, dissociative patterns, repression, denial, sexual problems, and relationship problems. Depression has been the most common long-term symptom among

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survivors. Survivors may have difficulty in externalizing the abuse, thus thinking negatively about themselves (Hartman, *etal.*, 1987)

The manner in which child sexual abuse is manifested makes research in this area quite challenging. A causal relationship or direct association between child sexual abuse and the myriad of possible negative symptoms frequently cited in the literature must be inferred, given the correlational nature and methodological limitations of research in this area (Polusny and Follette, 1995).

Another related methodological limitation in the child sexual abuse research is the presence of various confounding variables that limit conclusions that can be drawn about the link between psychological maladjustment and child sexual abuse. The association between child sexual abuse and maladjustment is not as clear when potential confounding variables such as physical abuse, emotional neglect, psychological abuse, poverty, marital dysfunction and violence, and general family dysfunction have been statistically controlled. In regards to the initial sequelae associated with child sexual abuse, empirical studies and numerous literature reviews have suggested that child sexual abuse is associated with a wide range of psychological problems, including fear, anxiety, depression, anger and hostility, aggression, sexually inappropriate behavior, self-destructive behavior, poor self-esteem, suicidal ideation, behavior problems, posttraumatic stress disorder, somatization, delinquency, and feelings of isolation and stigma. No one symptom, however, characterizes a majority of children who have been sexually abused and/or is found universally in victims (Gabriel and David).

Nonetheless, reviews examining the initial correlates of childhood sexual abuse have continuously demonstrated that children who have been abused sexually had more of the aforementioned presenting symptoms than children without a sexually abusive history.

2.3.1 Problems related to Sexual abuse

Sexual abused survivor's children often experience guilt, shame and self-blame. When the abuse is done by an esteemed trusted adult it may be hard for the children to view the perpetrator in a negative light, thus leaving them incapable of seeing what happened as not their fault. So they often blame themselves and internalize negative messages about themselves. They tend to display more self-destructive behaviors and experience more suicidal ideation than those who have been abused (Browne & Finkelhor, 1986).

Body issues and eating disorders have been cited as long-term effects of child sexual abuse. Ratican (1992) describes the symptom of child sexual abuse survivors' body image problems to be related to feeling dirty or ugly, dissatisfaction with body or appearance, and obesity. These may occur somatic concerns. A study found that women survivors reported significantly more medical concerns than did people who have not experienced sexual abuse.

Childhood sexual abuse can be frightening and cause stress long after the experience or experiences have ceased. Many times survivors experience chronic anxiety, tension, anxiety attacks, and phobias (Ratican, 1992).

Some survivors may have dissociated to protect themselves from experiencing the sexual abuse. These may include feelings of confusion, feelings of disorientations, nightmares, flashbacks, and difficulty experiencing feelings (King, 2009)

Survivors may experience difficulty in establishing interpersonal relationships. The symptoms correlated with childhood sexual abuse may hinder the development and growth of relationships. Common relationship difficulties that survivors may experience are difficulties with trust, fear of

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intimacy, fear of being different or weird, difficulty establishing interpersonal boundaries, passive behaviors, and getting involved in abusive relationships (Ratican, 1992)

As the severity of abuse increased, the scores measuring the ability to adjust to intimate relationships decreased. Sexual abuse often is initiated by someone the child loves and trusts, which breaks trust and may result in the child believing that people they loves will hurt them (Pearson, 1994).

Survivors also experience sexual difficulties. The long-term effects of the abuse that the survivor experiences such as, depression and dissociative patterns, affect the survivors sexual functioning. According to Maltz (2002), the top ten sexual symptoms that often result from experiences of sexual abuse are: avoiding, fearing, or lacking interest in sex, approaching sex as an obligation, experiencing negative feeling such as anger, disgust, or guilt with touch, having difficulty becoming aroused or feelings sensation, feeling emotionally distant or not present during sex.

2.3.2 Victim's relationship to perpetrator

If the perpetrator is a relative or acquaintance, victims of child sexual abuse are less likely to report the offense, or they are likely to disclose the abuse after a delay (Arata, 1998). In Arata's study, 73% of the victims did not disclose the abuse when the perpetrator was a relative or stepparent, and 70% did not disclose when the perpetrator was an acquaintance. Goodman-Brown, Edelstein, and Goodman found that those children, who felt responsible for the abuse, often because the abuse occurred within the family, took longer to report the abuse. Wyatt and Newcomb found that the women who did not disclose their abuse to anyone were likely to have been closely related to the perpetrator and abused in close proximity to their home.

2.3.3 Severity of sexual abuse

Research results vary in regard to disclosure of abuse in relation to the severity of that abuse. Arata (1998) found that child victims who experienced more severe levels of sexual abuse were less likely to disclose this type of abuse. This is consistent with the findings of Gries, Goh, and Cavanaugh (1996), who reported that fondling was reported by 80% of their subjects who disclosed

2.4 The Psychological Well-being of children

Richter, Foster and Sherr (2006) define “psychosocial well-being” as “the positive age- and stage-appropriate outcome of children’s physical, social, and psychological development”.

This refers to a child’s intrapersonal (internal) emotional and mental state (psycho-) and his/her interpersonal network of human relationships and social connections and functioning (social) (Gilborn et al, 2006).

Gilborn *et. al* (2006) defines a good (or high) psychosocial well-being as a period in which one’s mental/emotional state and social relationships are predominantly positive, healthy, and adaptive, whilst a poor psychosocial well-being (or psychosocial distress) is when these are mostly negative, unhealthy, or maladaptive.

Activities that support and promote the psychosocial wellbeing of children and families are critical because children are able to bear and recover from significant levels of suffering when they are surrounded by people who love and care for them (Richter, Foster & Sherr 2006). The sense of belonging and hope that is nurtured by these relationships enables children to cope better with hardships like hunger, general discomfort, and the other privations of poverty and loss. These efforts are “key investments” in “human capital” -children who receive affection, stimulation, and support in

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early childhood have a good foundation for growth and development, are more able to cope with challenges, are better at overcoming disadvantages, and making positive contributions to the society (Ibid).

Gilborn *et. al* (2006) hypothesized that “psychosocial well-being is influenced by

1. *Individual factors and experiences (such as age, sex, innate personality characteristics, family or household structure, personal exposure to stress and trauma, and socioeconomic status),*
2. *Contextual factors (e.g., community cohesiveness and support, stigma, the socio-political environment, and availability of educational and employment opportunities), and*
3. *Access to programs and services, including psychosocial support programs”*

Gilborn *et. al* (2006) report high levels of psychosocial distress, like feeling guilty for bad things that have occurred/feeling worried or stressed/feeling irritable or sad/difficulty in concentrating/feeling overwhelmed and hopeless about the future. In addition, despite adverse circumstances and feelings of distress, there are signs of psychosocial well-being among teenagers - peer relationships emerge as an important source of social support and coping.

2.4.1 Psychological needs of Abused Children

The psychological impact of abused children is a neglected topic, due to the shocking financial crisis that confronts them; programs tend to focus on providing for material needs rather than counseling and other forms of psychosocial support (Foster & Williamson 2000). This section focuses on the psychosocial needs abused children.

Research evidence shows that abused children face many psychosocial challenges that involve the lack of parental guidance, love, care, and acceptance in the new families they join or the institution (Nasaba, Defilippi, Marston & Musisi 2006). They also face social problems, which include the lack of supportive peer groups and role models, stigma and other risks in their immediate environment.

Children suffer emotional stress; higher levels of anxiety, depression, and anger, along with the associated inactivity induced by depression; feelings of hopelessness and thoughts of suicide due to the hardships they face after a parent dies. Hunter and Williamson, cited in Gilborn *et. al*, (2001) found that children who are sexually abused witness and suffered by: mental distress, depression, increased malnutrition, lack of health care and proper schooling, early entry into paid (or unpaid) labor, homelessness, exposure to further abuse and an increased risk of HIV/AIDS.

2.5 The Social Needs of Abused Children

The fulfillment of the children's social needs is very important to the processes of human development. Muller, Sen and Nsubuga (1999) report that the increased risk of malnutrition, inadequate shelter, lack of clothing and interrupted schooling are commonly cited as the consequences of the abused child. Other common impacts includes: pressure to drop out of school to begin working, food-insecurity, deteriorating housing conditions and general worsening material conditions.

Such exploitation and abuse contributes to an increased likelihood of anti-social behavior and criminality, which might even include commercial sex work (Schonteich 1999). Loening-Voysey (2002) argues that, whilst welfare provision in the form of financial grants for children affected sexual abuse is a vital way to address the needs of these children, grants do not necessarily reach them.

Furthermore, it is argued that, due to welfare provision, abused children are being viewed as an economic asset, to be cared for nominally and as a means of providing financially stressed households with an additional income.

2.6 Psychosocial Support Available to Abused Children

Psychosocial support (PSS) defined as “an ongoing process of meeting the physical, emotional, social, mental, and spiritual needs of a child”, all of which are essential elements for meaningful and positive human development. It includes “formal and informal services that address psychosocial well-being either directly and specifically (e.g., through interpersonal moral support, counseling, spiritual support, creation of memory books, etc.) or indirectly (e.g., school and nutritional support programs that may alleviate stress and worry)” Gilborn et al (2006: 9).

Gilborn *et. al* (2006), argue that social connectedness, such as having supportive relationships with primary caregivers and members of one’s cultural or faith groups, and access to community resources are widely recognized as protective factors that buffer the consequences of negative experiences on children. Gilborn *et. al* (2006) indicate that, although teenagers report that they feel very well supported by the adults in their lives and their religious communities, many youth do not receive the social support needed from peers and adults to effectively mitigate the impacts of the stressful and traumatic events in their lives.

2.6.1 The psychosocial Support Model

The Family Health International (FHI) (2001) recommends a model of psychosocial support in order to provide a better understanding of the different needs, since meeting these is essential in the development of children. It is envisaged that the understanding of these needs by the communities, aid agencies, NGO and the government will assist in better meeting them, and so eventually improve

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the orphans' psychosocial well-being. This model supports Maslow's theory of needs, since it emphasizes the importance of balance in acquiring the basic skills needed for survival. This model states that these skills form a wheel comprising five elements, but asserts that none of the five elements would be adequate if provided for without input from the others.

At the center of the model is the awareness of cultural practices, beliefs, and rituals, which informs one about the manner in which all of the other needs are met, since culture serves as a storage of knowledge, values, connectedness, belonging and traditional practice. The first element of the wheel represents the physical needs of a child, which incorporates financial needs such as food, shelter, clothing, school uniforms, school fees, and basic health care. Most of these economic needs of children are combined with educational needs. The simple provision of financial assistance is not the only need children have, from a psychosocial perspective, but their needs for financial support must be met in an on-going and reliable fashion.

The second element is the emotional needs of children. This includes the need for love, security, encouragement, motivation, care, self-esteem, confidence, trust and security, a sense of belonging, guidance, and understanding. Children need to be heard, and need to learn to express their feelings in an appropriate manner. At times, children's emotional needs may include assisting them to cope with especially difficult circumstances, like bereavement and loss.

1. Formal education (schooling),
2. Informal education (opportunities for acquiring observational knowledge and adaptation skills, which would support the child in their ability to exercise an appropriate amount of control over their environment and access positive reinforcement), and

3. General skills (life skills, general knowledge, etc) combined with the motivation to succeed.

The fourth element is the children's social needs. It is essential that these needs be met for proper integration into a community without feelings of stigmatization, and in developing a sense of belonging. These needs being met fosters the ability to form friendships and community ties, which promotes self-acceptance and a healthy sense of personal identity, and elicits acknowledgement from peers and more opportunities for social interaction, from which orphans learn socially acceptable behavior (through feedback from others).

The last element is the children's spiritual needs. Children need a belief that enables them to develop hope for, and a belief in their future, they need to develop a sense of trust in the security of their survival. This enables them to keep trying when facing obstacles, and facilitates a sense of connectedness to deceased parents and ancestors.

2.7 Conceptual Framework

The wellbeing of children can be affected by different factors. Effects of sexual abused as a main cause for psychological and social problems vulnerable children for sexual abused are consistently demonstrated poorer psychosocial adjustment that comparison children in the same community. Moreover, social and cultural environment has great impact on a psychological wellbeing of a child in Ethiopia. The social bond within family members and even among the general population in a normal setting is tight. However, children who are faced sexual abuse, joined safe home reunified with their families and care givers may face problems that will affect the psychosocial health of a child. Thus, the study was guided by the conceptual framework that brings together these factors affecting psychosocial wellbeing of sexually abused children.

Chapter Three: Research Method

This section briefly describes about the methodology parts of the study. It begins with the design part and goes through study area (site), participants of the study, sampling technique, sample size, methods of data collection, data analysis and ethical consideration.

3.1 Study Design

The objective of this study was to explore the attributes of reunification and to investigate the problems that affect psychological and social lives of return home children by gathering primary and secondary data from the selected sub-cities of Addis Ababa. The reason why I used qualitative research method was because according to Creswell (2009), qualitative research begins with inquiring in to the meaning individuals or groups ascribe to a social or human problem through which people interpret the world, the different ways in which reality is constructed (through language, images and cultural artifacts) in particular contexts. It uses a range of methods to collect comprehensive data such as in-depth interview, observations, documents review and audiovisual materials. He stated that qualitative research helps to get detailed information to explore and understand the main achievements and problems of the children.

The selected study design is a case study. Case study analysis focuses on a small number of cases that are expected to provide insight into a causal relationship across a larger population of cases (Creswell, 2007). A case study can involve a single case or a number (possibly quite large) of cases. Case study has options of descriptive, exploratory or explanatory. An explanatory case study attempts to provide an account of what caused a particular phenomenon observed in the study. It also uses to explore cases over time through detailed in-depth data collection involving multiple source of information (Creswell, 2009). Since the study has focused only in Addis Ababa the case of OPRIFIS

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rehabilitation and integration development project, the investigator is interested in exploring and describing the impact of the program in their psychological and social life. The rationale for choosing a case study is with the intention of intensely explore the effects of reunification program by using various kinds of in-depth study mechanisms.

3.2 Study Site (Area)

OPRIFS is a legally registered Ethiopian resident's charity that works on prevention and protection of female children from different social and economic of problems and enable them to continue their regular life that they deserve. The organization was established and registered under Ministry of Justice in 2000. Some of the objectives of OPRIFS includes: facilitate various support and opportunities for victim and vulnerable female street children to be self-sustained, prevent causes that expose children for street life by means of providing counseling and leadership services through training and education, equip the children with skills and knowledge that help them to successfully reintegrate with their families after reunification. Facilitating alternative basic education opportunities for children who do not have access for education and prevent school girls drop out by providing school materials support, facilitate vocational skill trainings for female children to engage in socially and economically valuable income generating activities, assisting target children to prevent themselves from HIV/AIDS hazards and various sexual and physical harassments through providing awareness raising education and mobilization works, developing the economic capacity of low income mothers by providing trainings on skills of preventing children from being exposed to street life at family and community level and facilitate favorable environment for child protection and care by building the capacity of community based institutions (Annual report, 2013).

The study was confined in selected sites of the project in Addis Ababa because of large number of reunified children as compared to other regions. The sub cities were selected based on densely populated, highly risky areas in relation to sexual and other forms of child abuses and as compared to other sub cities they cover larger area. These sub cities are Yeka, Nifas Silk Lafto, Kolfe Keranio and Akaki Kaliti.

3.3 Participants of the Study

In selecting participants of the study, types of abuses, time stay in the safe home, length of time after reunification and having access of communication were critical factors. The target population was selected from these seventy two (72) reunified children who were reunified with their families and care givers. The children are from thirteen to fifteen years of old and they stay with their families and care givers for more than 1 year. These 72 children were the total number of children reunified in Addis Ababa. OPRIFIS personnel who are working as a coordinator of this program area and personnel who are assigned as head of the safe home were selected. In addition four family members or care givers who had interest and willing to provide the necessary information were also selected.

3.4 Sampling Technique

A list of children and their family living address is obtained from OPRIFIS 'signal' area safe home office. Reunified children stayed with their family and care giver for more than one year were purposely selected. The choice of one year was to minimize the risks of legal issues. All the children cases are got decision from the court and those who did abused on these children are under custody. The study focused on those reunified children who are benefited from the organization rehabilitation and integration development programs of Addis Ababa project. Regarding accessing the participants,

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OPRIFIS was approached and collaborated for ease of gathering of information. Respondents were informed and schedules were set together accordingly.

3.5 Sample Size

According to John (2007), “the number of participant for interview in qualitative research in case study is minimum 1 and maximum 99 individuals”. For the in-depth interview part 9 returned home children were selected through purposive sampling and studied in their chosen places (home and interested location), office for OPRIFIS personnel and family members in their home. Generally, a total of 11 sampled individuals were studied.

3.6 Method of Data Collection

Different methods were selected to gather relevant data from various sources. Data collection in case study research is typically extensive, drawing of multiple sources of information such as interviews, observation, documents and audiovisual materials (Yin, 2003). The study used information from semi structured interviews, document and observation. An interview guide and semi structured questionnaire were organized in consultation with my advisor and according to the study objectives which guided the study.

Since the target population were children the choice of interview was useful especially in situation where the respondents needed clarity of some questions. Sensitive and personal information were extracted from respondents’ answers through honest and personal interaction involves careful collection and use of a variety of empirical data such as data gathered from the cases and personal experiences of children in the group. In addition, in-depth interview, focus group discussion, observation of the physical condition of the children and document review were employed in the study. The instruments selected for the study were in depth interview guide questions (annex B),

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informal discussion guide question for project coordinating staff (annex C) and check list for document review (annex D).

3.6.1 In-depth Interview

Most commonly, interviews are conducted on a face-to-face basis and they can take a variety of forms. They can range from informal, unstructured, naturalistic, in-depth discussions through to very structured formats with answers offered from a prescribed list in a questionnaire or standardized interview schedule. The advantages of interviews are that they enable the interviewer to follow up and probe responses, motives and feelings and their potential added value is that the recording of nonverbal communications, facial expressions and gestures.

Formal, semi-structured and in-depth interview helps the researcher to explore and deeply understand how the interviewees view the issues raised and her/ their understanding about the effect of reunification on the lives of return home children program. In addition, it helps to enable the research participants to talk and express their feelings and opinion freely. Interview guide questions were used to get the appropriate and the needed information for the study. The question becomes broad and general so that the participants can construct the meaning of the situation (Creswell, 2007).

3.6.2 Observation

In order to record the positive and negative impacts of reunification program, the researcher observed all participant children physical condition, their homes, their interaction with family members, living condition and their emotional intelligence during the interview time.

3.6.3 Informal Discussion

Informal discussion helps the researcher to know about the status of the participants' current situation and not to disrupt the participants (Catherine, 2007). Informal discussion is selected to get initial information about the status of the children, their cases and reasons why they joined the organization, the type of personal behavior they showed during the stay in the organization, and a wide range of responses from the family members about what type of personal behavior the child showed after reunification (see annex C).

3.6.4 Document Review

The other source of data for the study depended on reviewing different documents of the program and documents of reunification of the organization. These were organizational profile, and annual reports, flayers, reunification procedures documents of the organization, and pictures drawn by the children during their stay in the safe home, hand crafts made and written letters after their reunification as well as cases of some children. I used a check list to pick up the needed specific information from the documents (see annex E).

3.7 Data Analysis Procedure

The data generated from the in-depth interview, informal discussion, observation and different documents were narrated and thematically analyzed based on the conceptual framework of the study. For triangulation, the findings of the in-depth interview and informal discussion were compared with the data collected from observation. Thus, the elements of triangulation are focused on the in- depth interview, informal discussion and observation. The collective combination of all these methods was believed to be significant to find out and clearly understand the major effects of reunification in the process of return homes children lived problems and consequences.

3.8 Ethical Considerations

Before commencing the study, all participants of the study were clearly informed about the purpose of the study since the fundamental ethical principle of social work research is never forcing any one into participating in the study and participation must be voluntarily. So, the research work was carried out only with the consent of the participants and the time the interview can possibly took was told to the participants. Confidentiality issue was also addressed including how the data would be recorded in a secured way and to whom it will be revealed after all (see annex A).

Chapter Four: Findings of the Study

This chapter presents the findings of the data that was gathered during the field work was analyzed. Themes and patterns were directly interpreted to present in-depth picture of the cases using narratives.

4.1 Background of Respondents

The participants of this study are children who are assisted and supported by OPRIFIS then return to their home and family.

4.1.1 Age and Education Level

Table1. Children participated in the study by their demographic information.

Characteristics	Categories	No. of children	Percentage
Age			
	13 years of old	2	22.2%
	14 years of old	4	44.4%
	15 years of old	3	33.3%
Education level			
	Grade 2	2	22.2%
	Grade 3	1	11.1%
	Grade 4	1	11.1%

	Grade 5	3	33.3%
	Grade 6	2	22.2%

Children who have been participated in this research are asked about their age and it was in the range of between thirteen and fifteen years of old. Two of the respondents 22.2%, are thirteen years of old, four of the respondents 44.4% are fourteen years of old and three of the respondent children are fifteen years of old and this comprises 33.3% of the total sample.

According to the 2007 population and housing census of Ethiopia, a child's joins school at 5 years of old. Considering this age as an ideal age, the participant children of this research were asked to report their education level. In relation to their education level the respondents were between grade 2 and 6. Two of them about 22.2 % were grade 2, one child 11.1% were grade 3, one child 11.1% were grade 4, three children 33.3% were grade 5, and two children 22.2 % were grade. Depending on their age level the children were expected to be reached from grade 6 to 8. But the children are not on the expected grade level. From the data that obtained only 22.2% of them were fulfilled the expected grade level by the census and the rest 88.8% were not.

4.2 In-depth Interview and Informal Discussion

Table2. Children and family relationship.

Children Code No	With whom she live	No of children in the family	Where she lives
001	Aunt	2	Saris Akaki kaliti

002	Father & Mother	4	Yeka abado
003	Mother	6	Signal Area Yeka
004	Aunt	6	18 mazoria Kolfe Keraniyo
005	Sister	3	Ayer tena China camp
006	Father & Mother	3	Kara kore Nifas silk lafto
007	Father & Mother	5	Yeka
08	Brother	4	Wondiyirad school Yeka
09	Mother & Father	7	18 mazoria KolkeKeraniyo

The in-depth interview was conducted with eleven return home children who were purposely selected based on the time they return to their home. The informal discussion was conducted with family members and program coordinating staffs of the organization. Family members were father, mother, sister and aunt who are responsible to communicate with the organization and other government offices related to the child. They were chosen based on their interest to participate for the discussion. They are four in number. Program coordinating staffs of the organization are women who are working on the reunification program and had direct access and contact with the children, their family care givers and government offices (like police and woreda administration). They are responsible for reuniting the children with their family, worked with return home children, and know the places where the children are living.

Two program facilitators have been interviewed to view the entire activity of the program. They were selected by considering the position and responsibility they had in the project in order to get full information about the whole function of the program and the real impact of the project in the lives of the children. All previous information about the children was obtained from them.

4.3 Observation

The researcher observed the children's and family members interaction and the families living area, what the house looked like. In addition, documents of the organization including reunification procedure also seen.

4.4 Thematic Analysis

Through coding and analysis of eleven interviews, three themes were emerged. These themes are: major psychological problems and manifestations of children, the psychological well-being of children, psychosocial needs of abused children, the social needs of abused children, psychosocial support available to abused children. Under some categories subcategories were developed. The categories and subcategories were reflective of the nuanced responses of the study participants to questions regarding the attributes of reunification on psychosocial lives of sexually abused children.

The data that were generated from the in-depth interview of the children revealed that sexually abused and return home children faced the same or other forms of changes and challenges after they joined their family or care givers. In the other aspect of the study, the collected data also showed the attributes of reunification on sexually abused and return home children were encountered a problem during returning. The findings from the informal discussion, in-depth-interview and observation are discussed below.

4.4.1. Positive Attributes of Reunification on Sexually abused and Returned Homes Children

There were 72 children that reunified with their family or care givers in Addis Ababa. 9 children who are sexually abused and return homes were interviewed and informally discussed. According to the information gathered from the family members, the reunification process brought an access and opportunity to meet with their children.

Among these children, one child emphasized that there were visible changes in her life as compared to her life before. But few of them emphasized that there were no visible changes in their life as compared to their life before.

Two of the respondent children were happy when they heard about return to home. The reason of their happiness was that they will join their family, friends and start their education where they stoooped.

An example of how this can benefit the children is presented below.

Life in the orphanage was boring. I know my everyday life there. There were no new things there. I wake up in the morning, I eat my breakfast then go to the training session. If you finished the training session you start working what you trained, chat and discuss with your friend and children working with you, then eating lunch and back to what where you stop again. Tomorrow you start where you stop and life continue like this. There is no new thing there.

Another child said that:

After reunification I am continuing my education. When I was in the safe homes we are living together like a family. We are support each other but anyone is not like your

mother, father, brothers and sisters. In the safe home there were limits and boundaries. When you came home these limits and boundaries were not seen or very minimal. I had many rights in my family than in the safe home. When I was in the safe home I feel longing all my family and friends. Everything what I did with my brothers, sisters and friends were going on your eyes.

One family member is also explaining the benefits of reunification like this:

Returning home is like a relief sent for the children living in safe home where to many children lived together. This is the gifts of God. This helped my child and our family to protect both of us from different kinds of sorrow in our life. Now my child is living with us. Previously when she was disappeared from home all of us are thinking where she was, what she eats, what happened on her? We did not know where she is living. During her absent from we are not sleep well. Now she is with us. When we lived together, we shared any problem we faced. We support each other. Just like we had parts in her live she also had parts in our life too.

This reunification also contributes to the children's family. The families were benefited from the reunification program through their children. One family member said that, before the child back to home her family uses wood and leaves for 'injera' making. But when their child returned back to home the organization reimbursed seed money. So they used this seed money to buy an electric oven for 'injera' making. Now they are not suffocated by a smoke from the woods and leaves. So that, this create a good opportunity to the children to stay in the house and study at any time they want.

The other major benefit that was described by family members was creation of access to contact with the organization. So they had an opportunity to participate on other projects and

programs that benefit, their family. Now the children had good opportunity to follow their education and to live a stable life as compared to their life in the safe home.

One mother is stated the benefit that their family got due to the reunification was:

At that time when our daughter was not with us all family members were affected. Listening of emergency and accident siren from ambulance and police cars as well as information communication system about the notification signals of 'edir' about the death of someone always affected us personally as well as psychologically. In addition to this, watching community members when discussing any issue seemed to be talking about my child. I do not want to hear a question like 'did you get or hear something about your child?' from any one. So the time that we missed were affected me and my family's relationship with our neighbors and community members. Now thanks to my angle Michael I am happy. I did not attach any signals with my child.

4.4.1.1 Psychological Contribution of Reunification on Sexually Abused Children

As the children were facing myriads of problem such as abuse, neglect, harassment, leads to psychological problems on the children. These psychological problems are seen in their daily life, in performance of education as well as social relationship. Depending on the level of the problems the children got short term and long term consultation that facilitate their relationship with their family and community. The consultation given to the children during their stay in the safe home had little help to recap from their problems.

The reunification programme by itself facilitates good relationship between the victimized children and their family members. This relationship was a primarily condition to broke up the gap of

separateness for both of them and helping to start living together that they missed for a specific period of time. So it creates opportunities of psychological attachment between the children and their family by considering them as one. It also encourages the family members to think together and feeling of supporting one another.

In addition the seed money that was obtained from the organization and given to the victimized child played a great role to this poor family's as an economic source. So, it fulfilled the basic needs of the family and the need of the child and helps in continuing their education. School age children are going to school and the burdens of the family such as school fee etc. were minimized. The financial needs of the family were also fulfilled. This practice can have a positive effect if it will work with (need based) and (Asset Based Community Development) approach which emphasize on the existing assets of the family. So, reunification programme can function in the best way if the practice was integrated with the concept of need based and asset based community development theory.

4.4.1.2 Social Contribution of Reunification on Sexually Abused Children

Reunification is a mechanism that abused and neglected child who were out of home service returned back to family and community members at large. The process helps these children to be conscious about the social evils around the community and to take action to prevent those complications. Further, it helps to build strong social bond among the family and community members (including peer relationship) in the process of mutual support between the children, family, the local community and the organization. These create social networks that contribute for holistic development of the society. According to Kebede (2011), Social networks of a particular community have different functions such as social, symbolic or ritual, economic, spiritual or religious, political,

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and cultural or traditional function. These shows the contributions of reunification in building social bonded among the poor community were an opportunity in order to take advantage of the above functions.

The children are also trained and obtained services that used for the creation of social relationship. At the safe home the training include how to make a hand craft, painting, music therapy, indoors and outdoors game, visiting programs, and participation on different committee, providing volunteer service in other organization. Especially the voluntary service training given to them creates an opportunity to discuss with children of other orphanage on different issues and feel that their problem was easy as compared with others. Through this, it was expected that they are free from psychological pain and easily socially assimilated with their family and community.

During their stay in the orphanage the organization were also developed mechanisms for the children to follow their cases in court, inform them about their cases, exchange information with the responsible body, serve as a witness as well as train the children how to explain their case during court hearing.

The children are informally learned during their stay in the safe home this helped them not to forget their education that they learned from the formal system. It is a catch up program (writing and reading skill development). Even if there level of education was less and poor these types of teaching style gave an opportunity to continue their education and to cope up with their classmate by little efforts after they will join their family.

Another benefit these children get during their say was obtaining craft training skill. It helped them as a source of income. Some of the children were exposed to such problems and separated from their family because of financial issues.

Most of the training (festal arts, traditional dolls, ‘tilf’, bed dress and other similar productions) that was given on market sense and used local and easily available materials and these skills did not took longer time to learn. It helped the children and their family members to generate additional income and make them self-sufficient. The skill also served as one of the basic means of income generating activities. As a result of the training children can easily continue to generate their own income after their reunification with their families so as to cover at least school fees and material expenses. In addition to this, the training helped these children to engage in a refreshing activity, to make them busy and minimize the memory of their past trauma experiences.

There were significantly fewer return breakdowns when adequate preparation for return had been made and when care givers worked closely with the parents and/or children to bring about change and remained available after reunification, some issues which had the potential to jeopardize the success of the returns like the socioeconomic situation of the family and the age of the children, if remained unresolved or hidden it will create on the success what the organization were conducted.

4.4.2 Negative Attributes of Reunification on Sexually abused and Returned Homes

Children

4.4.2.1 Psychological Attributes

The respondents were asked to identify the problems that were occurred during their stay after reunification. The major psychological problems observed by the return home children were listed as unfruitful thinking, feeling of loneliness, feared of something like staying alone in the night, considering themselves as a prostitute, thinking of a leftover citizen and depressed.

Five of the interviewee participants mentioned that they were not happy when they heard about the issue of return home. The researcher asked why they were not interested to return home and they responded as follows.

According to the participants, the problems that led them to join the safe home were created by their family and care givers and community members. One participant presented that:

Look the harassment was done by a person who was living with me in the same house. He is my uncle. The crime was occurred on me intentionally and on preplanned manner. They are member of the family. Even if the person was in jail now he will be back to home. What will happen when he comes back? Who will protect me from the same type of crime in the future? What will happen when I see that person again? Even during the court session when I see him I was not controlled my temper.

The other challenge raised by the family members were lack of commitment among the family in relation to the children because of other life obligations related to their financial, social and cultural issues. According to them, the children are developing unacceptable behavior during their stay in the safe home like not respecting what they taught by their family. These challenges are also supported by lack of follow up children education by their family. When their father or mother was out of home the children stayed alone. No one follow them and the children are not studied their education. Sometimes the children stayed outside. As of their experience most of the time, family members said that, they solve such problems by talking the issue with their children and giving advice but sometimes with punishment. They also said that they are not used punishment as a main solution because they fear that their children may think about left home again.

Among the four participants of the informal discussions, one said that the person who did the crime (the defendant) is the uncle of the plaintiff or accuser. The child lost her father and mother. Except us no one is taking responsibility for her. The child does not have any place to go. The house we lived together with her is also the house for the defendant. Thanks for God he was in jail now. But I did not know what will happen when he released from. I do not want to sell the house. Because it will not have profit and the price will not buy another house for us. The child shows fear of living this house. There is a strong attachment between I and her. She felt sad when I am not in the house. Who knows about tomorrow? Everything is on God's hand.

The respondent did not have similar understanding and feeling about the attitudes of their family members, neighbors and community members related to returning home children. So it was difficult to make generalization about the attitude. Because of this the participant's attitude were looked in to three groups. According to them the first group of family and community members are showed ignorance about the children and not responding to return home children questions. This group of people includes family members and they were not interested to create contact with the children. They simply think that the children are not there. The second group of people were labeled the children had a collection of bad behavior. Whatever unacceptable behavior seen in the community they blamed these children and decide that it was occurred because of them. This group uses these children as a teaching aid and if anyone of their child was not conducting what their family's expectation and assignment, that child could be considered as one of those children. The third group was a group of individuals who had a hidden agenda and interested to use these children again. This group was tried to harass and, punish them. Some of them were asking the children for their interest either by willing or sometimes by using force.

The researcher asked the respondent how these psychological problems affect their current life and most of them were responded as follows.

I lost my personal confidence because of the harassment (they called it a crime). I am not going out alone without someone was with me during night time. I developed a symptom of fear to become alone during night. I prefer to be alone during day time.

Children expressed like this:

My personal life was deteriorated. I feel that I am not equal with other children in the community. I am not respected like my peers. This made me that I am out casted from the community. This led me that no one was interested to play with and create friendship. I also think that everyone had the right to harassed me. So I am below or lower than those other children.

I am not able to concentrate on my education. I forget everything I learned in class. I did not remember what I studied. I did not see a better future in my education. Due to this I prefer to dropout from school.

4.4.2.2 Social Attributes

The major social problems observed by these children are listed as stigma and discrimination from their family members and neighbors, lack of creation peers relationship, not trusting anyone, loss of confidence for conducting something, fear of going out from home and the like.

Two participants who were happy during the reunification but not after also explained the problem they face like this:

The crimes that lead us to join the safe home are not solved even after we return to home. I am exposed to the symptoms of harassment and rape again. Those who are trying to harass me are our neighbors and community members. They know the reason that forced me to go out from home and to live in the safe home. For them I am created to fulfill their need and they considered me that the previous problem made me to accept the question of their interest.

The respondent from the family members are also did not hide the negative effects that return home children bring in the family life. But it was different as compared to the children's respond. They said that the problems are manifested as lack of fulfilling the needs and interest of the children. When the children are stayed in the safe home they lived better than what our family living now. The needs and wants of the children are not the same as compared to when they are with us previously. So there was a misunderstanding of the family's situation by the children. They demand extra things and think that they get what they want and ask their family to fulfill their need. Therefore, these condition leads to a quarrel between the children and their family.

One family member stated that, the negative effect of the program is the expectation of the family. Some families need financial and material aid from the organization in the name of reunification. They evaluate the benefit not from the interest of the children rather what they got from the organization. So, if a family does not get financial or material support aid may not respond or not provide the necessary information about the follow up and outcomes of the reunification process in accordance with the monitoring and evaluation program of the organization.

The researcher asked how these social problems affect their current life and majority of them responds as follows:

Community members are pointed their fingers on me. They talk each other's very slowly and gossiping on me. Even they see me they showed me that they are not seeing me. They tried to pass over without noticing me.

Another two of participant said that, due to the harassment they became pregnant and they are not tested for HIV/AIDS. According to these participants they are not interested to know whether they are infected or not. Their reason was if they had the virus they do not have any shoulder to carry on the pain. The harassment by itself delineate our relation with our peer, if this include it is very difficult to me.

Another one child stated that, some children are not interested to play with me. They told me that when they play with me and seen they will be punished by their parents.

A. Problems at Individual Level

Those return home children through reunification process became suspicious of their lives and not realized their inner positive potentials. The only positive feeling they developed was joining of their family members which is one of the good qualities for the children to understand the real situation about themselves and family members. But these children are showing that decreasing level of their participation in their family as well as social life. So it has direct or indirect effects on their life.

B. Problems at Family Level

The families of return home children are also faced different problem. These problems are directly affects the life of the children. For example mothers were the originator for the daily bread for the family. So that she was not stay in the house and not know what was going on in her home and

what her children were doing all the day. In her absence another or the same types of abuse, neglect or maltreatment may occurred again on the child. The other problem was the number of children in the house also affected the developments of the children in education, health etc. In some family there were only father or mother or living with their sister and brothers. Some family members were also hammering the children by stating the problem that created on them. They were insulting the children. For others care givers left the house early in the morning and came back in the evening. Due to this, follow up of these children were difficult.

In addition to this the children are also influenced by their brothers and sisters because of their age. The issue of gender inequality was also enhanced in families as the victimized children where all female.

C. Problems at Community Level

Return home children are highly affected in their social relationship with in the community. Some of these are difficulty in continuation of peer relation, child protection and children participation at community level. Most of the time unsuccessful reunification results negative thinking of community members about return home children. Some community members also feel that these children are carrier of HIV/AIDS. Others were trying to exploit their needs from these children by considering them as a prostitute.

4.4.3 Challenges Encountered by the Respondents

The major challenge that every interviewees family member stressed was the socioeconomic problem they faced. Family members who reside around Ayer Tina China Camp, Yeka Abado and Yeka Shola Gebeya area were living hardship life. The families were large in number and the person who brings the daily bread of the family was not having a permanent job. Every morning they went

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out from home to bring money for their family. Sometimes they came back without any penny because of physical fitness and age. They are not capable to do labor intensive jobs. So they are not in a secured job situation.

The other challenge that was raised by the key informant (OPRIFIS personnel) is that majority of reunified children families are living in a single room house. Preparing of foods, studying, sleeping, chatting and discussion etc. are done in that single room. So this type of living condition is very difficult for the children to the level of their education performance. The key informant from the organization stated that during their visit some children were asked them to return back to the organization's safe home. This showed that the performance of the reunification program need thorough and in depth study. But other children stressed on the uncomfortable situation of their homes and communities. They raised the issue of future guarantee of their life. They are not shown positive response about those problems they faced in their daily life. Rather they complain everything.

Chapter Five: Discussion.

This chapter is the discussion part of the study. Here procedures and processes of reunification, contributions and challenges of reunification are discussed in detailed.

The study sought to examine the experience of children's reunification with their family or care givers from the perspective of the children, their family, community and personnel who were provide services to these families. The primary research questions were: What are the children and family's experience in relation to reunification after the child were facing abuses, neglect and physical punishment. How can protective factors be increased after abuse, neglect and physical punishment? How can family experiences promote continued healing and improve the children personality?

As the level of my understanding the effects of reunification were seldom studied in Ethiopia. Nonetheless it has an ample of studies and literature conducted outside the country. The study tried to find out both positive and negative effects of the reunification program in the process of psychosocial assessment on return home children. It also stressed to pick out the main factors encountered by reunified children in different areas of Addis Ababa city in order to provide possible solutions. In this section, the reunification procedures and processes, both challenges and opportunities of reunification are presented in line of the existing literature and the psychosocial wellbeing of victimized and return home children in order to bring holistic development among these community members.

5.1 Reunification Procedures and Processes

The procedures and processes of reunification in the organization had four sections. These are admission, family tracing, reunification and post reunification follow up.

Majority of children are admitted to the organization by referral legal letter written from police. After admission to the organization's safe home, the children are provided the following materials like cloth (1-T-shirt, 1-shoe, and 2-pants), bed room materials (blanket, bed sheet, bed cover, pillow and pillow cover, bed), and personal hygiene materials (soap, hair oil, nail cutter, and other immediate needs). Provision of guidance and counseling service depending on their level of trauma is given from three month to one year. Another benefit the children obtained from the safe home is provision of catch-up education & hand craft skills.

Family tracing is the next step of the reunification procedure. It is started at the beginning of admission and it will conduct through telephone call, messengers, letters, posting photos and other mechanisms.

After completing of family tracing reunification will follow. During reunification parents /relatives / care givers should bring their own ID card and testimonial letter from their respective Kebele, wereda or other local authorities. The social worker ensures the completeness of individual file and information including documents of referral letter, personal history, photo of the child during admission, photo of the child with her family/ relatives during reunification, education performance assessment document during her stay in safe home, medical treatment history, legal case (if any), counseling service files based on its session, receipt for receiving their own money/ soled hand craft product or other source. Seed money /modest family grant are provide during reunification at safe home or during physical reunification with their family, or during post-reunification follow-up program.

Post reunification follow-up should be conducted through different mechanisms such as telephone call, messengers, letter or any other means of communication. Weekly based post

reunification follow-up through telephone and quarter based post-reunification follow-up through home visit will conduct according to the annual plan. During post-reunification follow-up the following indicators should be considered: living in harmony of the child with her family, continuation/or not continuation education, personal-hygiene situation, health status of the child, work burden (if any), progress of small business (if they get modest family grant), current economic situation of the family (to facilitate modest family grant if the family is in need), family status of the child(death, separation, divorce or other), legal case (if there is) and etc.

5.2 Challenges of Reunification

Even if reunification had ample benefits like (helping the children to reintegrate with their families and communities, protecting them from further abuse and post reunification follow up in assisting to know the current status of those reunified children and helped to see the real impacts of safe home services on the lives of those children) it also contributes to problems on children. The finding of this study is also showed that, children are still struggling with different challenges throughout their life because of the negative impact of past injustice. These injustices are includes harassment, physical and psychological abuses, discrimination and the like. This result a psychological problems on the children personality and social problems between the children with their family members and the society (like being help seekers, neediness and dependency on others).

Although some of these problems are more difficult to interpret than others, there are many reasons why returned home children refuses reunification or reluctant to accept the idea of reunification. For example, the children cannot be willing to reunify because of the normal fear of the new situation, the change, the move. These all be expected from the reunification. The other common reasons for which children may refused reunification are includes: feelings of guilt or anger at being

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abandoned by the family, memories of separation of their friends at safe home may be too painful, fear of continued abuse once reunified or punishment for having run away, may not having both parents and her brothers and sisters. Additionally the child may have a chance to live with her family relative and they hardly know the conditions of this family's life style and feel that it was better in terms of friendships, personal freedom, income etc.

The study explored that the challenges of reunification which hindered return home children from achieving more from the program are difficulty in tracing family members and post reunification follow up. As the children are joined the organization by referral letters from the police tracing their family members and care givers were took longer time. In addition to this some families were not willing to take their children and others were unable to reunify because, either they are double orphans or cannot remember their families address. This brought a negative effect in the program cycle of the system because the children will stay longer time in the safe home. This facilitates the children to learn and develop helping syndrome. Longer stay in the safe home also had effects on the performance of their education.

Sometimes family members are not willing to respond on for question from the organization. So the monitoring and evaluation work after reunification was not goes according to the organization plan. Some family or care takers were not interested to develop further contact between the organization and the children. Especially during telephone conversation families were provide different reason and they prohibit the access. Others are not willing to give interview and responds like this (she went to school or country side, she is at church or mosque, or she was not in the house now etc.). The researcher also faced such problem during selection of samples for the study.

One of the important lessons that the government and NGOs have put into practice was that the ongoing safety and well-being of vulnerable children depends upon development of child-focused community groups and much of the effectiveness of reunification had been due to the identification, monitoring, and protection roles of community committees (John & Lynne, 2002). So return home children are highly affected in their social relationship especially in peer relation and this contributes as a negative thinking by the society in relation to return home children. The study were also showed that majority of return home children are not supported from the community. Rather they are segregated from them. This was due to the children's family members who are not interested to talk the issue of reunification in the community or by using other opportunities and the children themselves also not need to be noticed.

The other challenge that was revealed in the study was the challenges from the children themselves. Half of the respondents were not satisfied by their current lives and they feel that community members are labeled them as a bad behavior child. Due to this there participation on social life are decreased from time to time. Additionally because of job and other reason the person who took the responsibility about the child were not always present around the child. So it was very difficult to follow up. This point supports the ideas of Feeny (2005) and he stated that, family reunification is very much dependent on the organization, the context, and the family and of course, the child to the considerable amount of careful thought and reflection it demands; and the idea that interventions need better orientation to the child's reality rather than our depiction of it.

Sometimes children are reunified without resolving the problem first brought the child in to the child welfare system. These problems include; families may expose to socioeconomic risk like poverty, and neighborhood problems. Such risk factors arose after reunification and may change over

time. Due to this, families need to be seen and support closely and consistently for effectively addressing the problem. Thomas (2005) also claimed that, some reunifications have not been successful and rushed reunifications drew heavy criticisms from various human rights groups and NGOs, and most of all from the children themselves, who were back on the streets within weeks, by virtue of their very existence, family reunification programmes presuppose the existence of a definite and bounded entity or unit the 'family' from which a child had been separated and to which they may be returned.

Family reunification was the principle factor in the social reunification of vulnerable children and stated that, simply tracing family members and sending children home would not suffice (John & Lynne, 2002). So the study also showed that special efforts would be required to facilitate their acceptance, including community sensitization and mediation by advocates for the children and the involvement of cultural and religious leaders. To alleviate this problem, understanding of the socioeconomic distress of families and many communities (considered as a barrier) is essential. So family members or care givers can work together with organization like OPRIFIS and community members and implementing strategies of community members' participation were essential to tackle the psychosocial problems of return home children.

5.3 Opportunities of Reunification.

All interventions concerning children's are necessarily rooted in a number of cultural assumptions and beliefs regarding who children are, what they should do, who should look after them, and where they should live. Depending on the organization that they approach, reunification may be one of the alternatives put forward for their consideration and they were more likely at this time than perhaps any other to give it serious thought (Thomas, 2005).

The same as what Thomas (2008) stated, this study was uncovered the major contributions of the reunification program from different point of view. Both the in-depth interview and the finding of the informal interviewing family members indicated that, the reunification programme was undeniably helping the abused, stigmatized and victimized children. The benefits and contributions of the reunification programme was in the process of helping the psychological and social wellbeing of those vulnerable, discriminated, voiceless, and victimized children participated in the study.

The other important point found in the study was the consultation of the organization (OPRIFIS) for relieving psychological problem by itself helped those children to think about their future and feel that they are not the only individuals who faced a problem. As these children were faced abused, neglect, harassment etc. psychological problem may happen because of it and the training helped them to think together and open access how to change their life by identifying their potentials. It also helped them to discuss together without fear and bashfulness at different level of groups as age, sex, and or educational status. So, reunification can play a great role in building assertive personality among the children and family members.

Reunification was also contribute some benefit to the family in the form of providing seed money. Even if the seed money was given to the child the family was benefited from it. They spend this money to solve the major family problems, support to decrease the economic problems of the children and their families, and also assisted the children to stay with their families. So the family was intact together and relieved from specific problem and situation.

As literature showed need based and asset based solution or relief assistance brought the needed change among the individuals. It shaped the local community to be helping those individuals and to use other available resources like their assets, skills, natural potentials and talents for problems

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not supported by other community development systems. It was a priceless to bring change starting from the problem the individual children and their families faced and inject available resources for the need of the children and their family as well as use of the asset they had. So, the government and other stakeholders can promote (need base) these concepts to develop these citizens and development of policies and strategies in the country.

The business generating training that was given during their stay in the safe home helped these children to get additional income for their family. So that, the children are assimilate seamlessly themselves to their community. These lead as there social intact to be as it is like their previous time. In addition to this, life skill communication, leadership, child abused, conflict resolution and adolescence training helped the children to understand what is expected when they united with and to assimilate easily with their family and community members. Those learned opportunities helped them to generate their own talent and develop their skills, make them calm and feel them self-sufficient, express themselves and thinking about the future.

The Universal Declaration of Human Rights stated the importance of family as a powerful impact on the lives and identities of individuals all around the world. The Convention on the Rights of the Child (1990) stated family is the 'natural environment' for the 'full and harmonious development' of children's personalities. So this reunification helps family members to play vital roles to assist their children to cop up with in the family and community environment in the developmental process of those children within the community.

While NGO's claimed that family reunification programs were morally and ethically 'correct' and in the 'best interests' of the child, family-partnered interventions were also in tune with contemporary donor demands for sustainability and participation (Thomas, 2005). So child

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reunification activities of OPRIFIS seen as a little bit more stable because parents and children were provided support and, the reunification process by itself were worked in post active and purposeful ways and other services, such as school support, legal support etc. were provided.

Chapter Six: Conclusions and Recommendations

This chapter is the last chapter of the study and presents the conclusion, suggestions and implication of the study for social work education and practice.

6.1 Conclusions

The study was focused on exploring the effects, challenges, experience and contributions of reunification in the process of psychological and social lives of return home children. But lack of sufficient study in the area especially in our country context led to information gap and hindered the topics to study.

Since children are vulnerable to various man made problem, they need support, care and supervision. This was of course, indispensable for their normal growth and development. The study discovered the effects of reunification and its efforts made to psychological and social problems of return home children after they reunited in the family and integrated within the community. The contributions and challenges encountered in reunification programme vary within children according to the context of the family and the community.

Although further work is required to gain a more complete understanding of post reunification process, it can be concluded that participating in reunification programme of children living in a safe homes can bring a positive return homes situation and develop psychological development and changes the lives of the children in the family and community. Reunification as a program had also a positive impact on social development by creating a relationship between the children and the neighbors and community members. These brought significant change in their level of education and peer relationship.

Despite the social investment in reunification as a primary goal for child welfare system and seen by the aforementioned contribution, there were critical challenges encountered in the process of implementing reunification programme and the outcomes followed the reunification process. As seen from the finding and discussion reunification showed those problems because it was not appropriately defining causal factors of the child maltreatment and inaccurate risk assessment (such as the dynamics of abusive families and communities which often revolve around the abused secrecy). So the victimized children may be vulnerable for re-victimization due to their sexual history, poor education, physical condition, level of relationship, surrounding environment etc. and these leads to long term psychosocial problems.

6.2 Recommendations

An extensive research should be needed in the area of the outcomes of return home to demonstrate its worth in the development effort and to promote the concept of reunification as a best interest to the children in the case of Ethiopia. Since more than half of the Ethiopian populations were children and children's are also living in the safe homes, the concept of reunification, its outcome, and the mechanisms of implementation need thorough study.

From others child welfare programme reunification can function in a preeminent way and if the concept was combined with other related development strategies and models, this was need based community development, asset based community development and women in empowerment. To alleviate the problems of these children understanding of their current life condition, organization staff and family members or care givers can work together and also the child must to accept what was occurred on her as it was passed and to forget it and to focus on their education and current and future life.

Even though reunification contributed for the improvement of the children psychological and social lives in order to fulfill the basic life necessities, it was clear that the cost of living in the country was beyond the financial capacity of the return home children and their family. As a result, most return home children and family members were suffered from problems of fulfilling their daily bread and exposed to further abuse and neglect to cover the financial limitations of their daily life. So parents must insure to provide and maintain a safe home environment for their children. Resolving the socioeconomic and other environmental problems first that brought the child in to the child welfare system was essential.

Therefore, the following remedies were recommended for those problems. Strengthen the support of needs based assistance to return home children and families to fulfill the basic needs. Other sources of income like fulfillment of raw materials for the skill they had to produce hand crafts production to generate income from it. The income protects these children from going out of home situation and reentering to the orphanage as well as their family members from further exposed problems.

Lastly, most organization working on a reunification program was not supporting children for longer period of time. Because of their stated objectives were accomplished during reunification and or with little follow up. So it will be more advisable to link the returned home children and their family's to others organization and NGOs focusing on the strengthening and networking of further support. So starting from now the commitment of everyone around these children to ensure their safety become a major concern that need due attention and it will be better to hear the children what they need and assist them rather than making a decision of un united reunification.

6.3 Implication of the Study for Social Work Education and Practice.

Every person can have his or her own unique behavioral nature, challenge, desire, ambition, mission, goal, dream, vision and potential. Some people might be influenced by their environment, culture, tradition, value, norm of the society, family members, peers, teachers and the like. And some may not be affected by those factors listed above because of their own strong and firm nature or some other factors. The way an individual views the world depends on the persons' paradigm. Hence, the world is just like how we view it not like as it is.

One of the missions of social work is uncover the miserable of problems making people not to develop on their own interest and well. This may improve their life quality and avert dysfunction and gives special emphasis to those who are disadvantaged, poor, oppressed and discriminated group of the society (IFSW, 2004). Hence, the researcher strongly believes solving those problems will create unlimited potential and gifts of children and the vitality of advancing those potentials in order to bring social justice and sustainable development among the society. This study was focused in one of the group of society who are victimized and affected because of different factors around their environment.

Social work profession is concerned about the poor, voiceless, discriminated, oppressed, and embraced and for those who are living in continuous injustice. The purpose of social work is to facilitate the inclusion of socially excluded, dispossessed, vulnerable and at-risk groups of people and address and challenge barriers, inequalities and injustice that exist in a society by mobilizing individuals, families, groups, organizations and communities to enhance their well-being and problem-solving capacities (IFSW & IASSW, 2004). To achieve the above resolution, it needs the use of various types of intervention, advocacy and empowerment efforts. So, the concept and activities of

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reunification and return home children have to do a lot in this regard in creating positive relationship with family and community. Thus reunification can be centers on social work intervention in order to work with the children to bring social justice and enhance the well-being of these groups.

Mobilizing the community through effective ways in assisting reunifying of children to their family to bring a change in the life of the children, can be one of the ways that the aim of the social work profession can be achieved. In addition to this, the profession also aimed at addressing the person-environment transaction and lifetime development in the community. In this regard the areas of this study had problems coming from the environment such as socioeconomic problems, poor housing and environment exposed to juvenile delinquency. So, to address these challenges there is a great need of intensive social work intervention in the study areas and the city as a whole.

The task of the interviewer is to allow the respondents to tell stories in their own words. From these rich, detailed narrative accounts the research creates meaning through a process of coding and interpretive analysis of themes that arise from the coding. Therefore it is invaluable to make clear about the philosophical assumption of the researcher.

Therefore, there is a great educational need in order to develop social work professionals who are capable to practice with the poorest, disadvantaged and marginalized group of the society such as the children in line with the core values, ethical conducts, principles and standards of social work profession.

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Annex A: Consent form

Introduction of Confidentiality and Consent Agreement

Good morning/Good afternoon, I am _____ and a student of the school of Social Work at Addis Ababa university. The purpose of this interview guide will be to gather information and data to conduct a Masters of Social Work thesis on the psychosocial problems observed on children after reunification by giving specific emphasis to OPRIFS in Addis Ababa.

I will ask you some very personal questions that may be difficult to answer it. So, I would like to request you will tell me your consent answers/responses. For each questions your answer will be very crucial and will have significant contribution to the study. Unless you agree, your name will not be written on this agreement. You also had the right not to answer on question/questions you may not want to answer. You will also had the right to stop the interview at any time when you want. However, your honest answer will help us to understand the psychosocial problems of children faced after reunification and will use to bring/ create better intervention strategy to solve/ameliorate the problems.

I would like to thank you in advance for your cooperation in identifying those problems.

This interview will continue with a maximum of 45 minute. So are you willing to discuss with me?

Yes . Signature _____

No. [I will thank him/her and the interview will be collapsed].

Thank you.

Annex B: Interview questions to reunified children

Code Number _____

Part I. the socio demographic characteristics and background questions for reunified children.

1. Could we start our discussion by introducing your

Name _____ Age _____ Sex _____

2. With whom you live now ?

Both parents Single parent Step father/mother Relatives Volunteers Other 3. Are you happy living with them? Yes No

4. If your answer for question number 3 is no, what are the reasons for that?

5. Is there someone dislike you? Yes No who is he/her?6. Do you have a problem of creating friendship? Yes No why?

7. What makes you happy? What makes you sad?

8. If you are not satisfied living with your care giver, what did you want?

Part II. Psychosocial problem related questions.

1. What is the reason that you left home previously?

2. Could you remember and tell me the type of abuse and neglect that you had experience in your home/community now?

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3. What type of psychological and social effects do you faced by the abusement frequently?
4. Is there any injury/sign on your body or psychological or social problem?
5. How did it affect your current life? In school, neighbors, with friends, with family?and how did you respond?
6. How do you compare yourself with others?
7. What do you feel when you hear the word reunification?
8. How did you perceive the attitude of your family, neighbor and community members related to reunified children? and what is the reason?
9. Do you have to say additional thing?

Thank you.

Annex C: Interview Guide for focus group discussion with project coordinating Staff.

1. Background Information

- a. Location of the project: Sub City _____ Woreda _____ Telephone _____
- b. Date of employment in the organization _____
- c. Your position or career in the project _____

2. Project Description

- a. How do you explain the contribution of the project?
- b. What are the challenges of this project?
- c. Is there any proposal for future project extension?
- d. Total annual budget for your programs
- e. What is the communication system and strategies with reunified children?
- f. If you have additional comments.

Thank You.

Annex D: Check list for document review

1. Vision and mission of the project _____
2. Project activities and services being provided _____
3. Project outreach service coverage area _____
4. Total number of the project beneficiaries: Female: _____ Total: _____
5. Background information about the Addis Ababa Reunification programme. When does it established? What was the main challenge of the program?
6. The progress of the reunification programme
7. Best practices among the different efforts of reunification
8. In which cite does the program was effectively functioned? Why?

Thank you.