

**EVALUATING FAMILY REINTEGRATION INITIATIVES FOR ABANDONED
CHILDREN IN JINJA DISTRICT: A CASE OF CHILDREN UNDER WELCOME
HOME MINISTRIES**

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Approval

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Dedication

This dissertation is dedicated to all of the children who have experienced abandonment, displacement or been separated from families, and the families that have approached the reintegration journey with bravery and optimism.

And for staff at Welcome Home Ministries and other organizations who pour themselves in day in and day out, making the daily commitment to restoring dignity, love, and belonging to overlooked children...you fuel this work.

And to every child who is still waiting for somewhere to call home, may this work be a small step toward a future where no child will be left behind.

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Last but not least, I want to thank Uganda Christian University for granting me the opportunity to conduct research towards bridging theory and practice in data collection.

List of abbreviations

Abbreviation	Full Term
FGDs	Focus Group Discussions
SPSS	Statistical Package for the Social Sciences
NVivo	Qualitative Data Analysis Software
NGO	Non-Governmental Organization
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
USAID	United States Agency for International Development
UNICEF	United Nations Children's Fund

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ABSTRACT

This mixed-methods approach evaluates the family reunification programming of Welcome Home Ministries for abandoned children in Jinja District, Uganda. Guided by Attachment and Social Support Theories the study addresses three primary questions namely what type of reintegration interventions are being implemented; in what way they are meeting the socio-economic, and psychological needs of children and families; and, the degree to which they are successful in promoting child well-being and development. We collected data from 4 categories of respondents (44 caregivers, 44 reintegrated children, 22 staff, 22 community members; n=132) using structured questionnaires, semi-structured interviews, focus group discussions, and review of program documents. A quantitative analysis (descriptive statistics, Chi-square analysis) found that 76 % of the participants received psychosocial counselling, 63 % formal education, 58% basic needs support, 51 % vocational/financial support. Equally positive associations were observed between the use of intervention programs and greater social connectivity ($\chi^2 = 15.32$, $p = 0.002$), economic confidence ($\chi^2 = 10.55$, $p = 0.014$), educational attainment ($\chi^2 = 18.20$, $p < 0.001$), and global well-being ($\chi^2 = 22.45$, $p = 0.001$). Key qualitative themes centered on the need for a combination of broad-based emotional, material and community connection interventions to facilitate the emotional recovery, physical health, and school attendance of children. However, close to a quarter of the respondents reported poor or fair outcomes alone, emphasizing challenges in long-term follow-up and awareness of counselling and economic issues. They are the objective to support a post-release period of two months, which includes not only the monitoring of the developing psychological profile and the responses of sociability of the re-integrated child, but also an assessment of the social processing context and a follow-up of the quality of life and the new belonging network, side by side with supporting in the community of the re-integrated child. These results offer empirically grounded direction for how programs may be refined as well as for child welfare policy in low-resource settings more generally.

1 INTRODUCTION

1.1 Introduction

This chapter explores the study background, the problem statement, research purpose the objective of the study, the research questions, scope of the study including the time scope, content scope, Geographic scope, conceptual framework and operational definitions.

1.2 Study Background

Neglect and abandonment of children are pervasive global problems, with millions of children impacted annually due to circumstances such as economic hardship, armed conflict, or public health emergencies like the HIV/AIDS pandemic (Stoltenborgh et al., 2012). A significant number of these children are left to institutional care, which lacks the emotional and psychological attention a family would provide them. Contact-based care is statistically positive for little children's development because it enables them to have the nurturing that they need for good human outcomes. This has caused international organizations, such as UNICEF and Save the Children, to become strong advocates of reintegrating them with their biological families being the best option for these children, understanding the intrinsic value of family-based care for their growth and development. (Thomlison et al., 1996)

The Uganda government has taken some initiatives in developing an Alternative Care Framework to tackle children without parental care, and among the guidelines considered, is family reunification (Mutenyo et al., 2019). But, the practice and impact of these interventions on the ground is an area of further inquiry.

In Sub-Saharan Africa, poverty, widespread prevalence of HIV/AIDS and conflict that break-up family structure worsens the situation. Uganda is among them. NGOs and multilateral agencies have increasingly promoted programs to reintegrate children back into families as a means to reduce reliance on institutional care (Newman, 2014). Yet, there have been little evidence around the long-term sustainability of these reintegration efforts and a call for more research on the sustainability and effectiveness of these programme (Mutenyo et al., 2019)

Jinja, a region in Eastern Uganda, is representative of the issues behind child neglect. Those children were not abandoned for no reason; extreme poverty, poor health services, and limited

educational opportunities contribute to conditions under which children are abandoned (Swahn et al., 2017). Welcome Home Ministries, a faith-based group in that area, has been leading efforts to reunite children with families or to find alternative family placement for them. These initiatives are believed to be conducive to the welfare of children in family contexts where families are better placed to provide emotional security and resilience (Potgieter & Hoosain, 2018).

Theories of attachment and social support promote the centrality of the family in childrearing practices but how these provide a meaningful understanding in a poor family context in Jinja requires a tailored approach, one that takes account of prevailing socio-economic conditions. Assessment of the efficacy of these programs can be measured on the direct impact that they have on children's lives as well as the ability to sustain the recovery of reuniting children with their families within economic and cultural terrain of the community. (Engle et al., 2011)

It is at the confluence between historical dilemmas and theoretical controversies of child care that this study places itself, aiming to inform the delicate matter of reintegration practices.. Using a mixed-methods approach, it aimed to uncover the successes and limitations of these programs in Jinja, thereby contributing to the global discourse on child welfare and advancing efforts that respect the dignity and rights of every child.

1.3 Problem statement

Family reunification is considered the most appropriate intervention for neglected or abandoned children, and family reunification provides a stable, supportive context for healthy psychosocial development (Iminza & Kimaru, 2023).

On the other hand, family reintegration initiatives in Uganda, especially in Jinja, have thus far proved ineffective (Newman, 2014). While Welcome Home Ministries and 187 other NPOs have tried to help, no one has effectively measured the success or outcomes of those programs over time. Family reintegration has not been thoroughly researched or studied in Uganda; there is little empirical data on its effectiveness. Unless the evidence shows which models work and which do not, it is not possible to replicate successful models or improve existing initiatives. The purpose of this study was to analyze the effectiveness of family reintegration efforts for

abandoned children associated with Welcome Home Ministries in Jinja, Uganda, and the implications of these findings for pedagogy regarding child welfare strategies.

1.4 Research purpose

The main purpose of this study is to evaluate the relevance and effectiveness of family reintegration programs implemented by Welcome Home Ministries in Jinja, Uganda. The evaluation focuses on the well-being of reintegrated children, the challenges faced during reintegration, and the sustainability of these initiatives.

1.5 Specific objectives of the study

1. To establish the family reintegration initiatives adopted by Welcome Home Ministries in Jinja district
2. To evaluate the relevance of the family reintegration programs in addressing the socio-economic and psychological needs of abandoned children and their families in Jinja.
3. To assess the effectiveness of these programs in promoting the well-being and development of reintegrated children.

1.6 Research questions

1. What family reintegration initiatives have been implemented by Welcome Home Ministries in Jinja District?
2. How relevant are the family reintegration programs in addressing the socio-economic and psychological needs of abandoned children and their families?
3. How effective are these programs in promoting the well-being and development of reintegrated children?

1.7 Scope of the study

This research focuses on the family reintegration programs established by Welcome Home Ministries, Jinja, Uganda, and critically explores its relevance, efficacy, and sustainability.

In particular, the study mapped the reintegration strategies employed by the organization, appraise how effective these programs are in meeting the social, economic, and psychosocial

needs of abandoned children and families, and evaluate their effectiveness in fostering the well-being and development of reintegrated children.

The study identifies the challenges faced by families during the reintegration process, investigates the impact of reintegration on children's emotional, social, and developmental well-being, and analyzes the long-term sustainability of these programs, as well as the support systems available to ensure successful reunification. These elements provide guidance for strengthening child welfare service practices and policies in Uganda in the future.

The study reviewed literature and data from the inception of the family reintegration initiatives by Welcome Home Ministries to the present (2010–2024). This period was chosen to provide a comprehensive understanding of long-term outcomes.

The study was held in Jinja District Uganda where there are substantial socio-economic challenges, for example, high levels of poverty as well as quite low education and health facilities which are believed to be the contributing factors to easier child abandonment. Secondly, the examination in this study was based in Jinja, due to active family reintegration efforts led by Welcome Home Ministries in that region which can provide a lens to understand the effectiveness and impact of these programs on child welfare efforts in this community.

1.8 Justification of the study

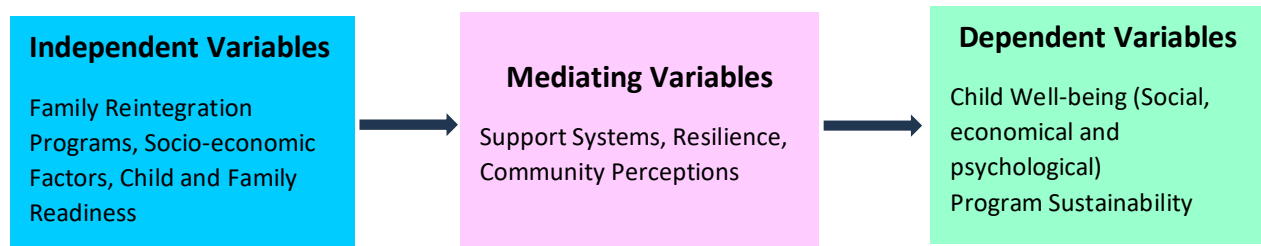
Child abandonment in Uganda has become a major social and child welfare concern, particularly with the rise of abandonment and trafficking cases in major urban centers like Kampala, where local police record about 30 abandoned children every month (Swahn et al., 2017), calling for effective child welfare solutions since the issue continues to grow. Poverty, limited educational access, health challenges all contributing to this crisis. Family reintegration services are vital programs such as those run by Welcome Home Ministries. Nevertheless, not much data exists on the outcomes and long-term effectiveness of such programs and thus this study plays a key role by helping determine the impact of these programs as well as in improving future policy to achieve greater child welfare within Uganda.

1.9 Significance of the study

This study seeks to assess the efficiency of family reintegration so as to improve the welfare of neglected and abandoned children in Jinja. These insights will help guide child welfare policymakers and practices as they develop and implement policies and practices related to family reintegration.

The potential of the study to promote social change lies in the success stories of family reintegration programs; in drawing attention to the need for family reintegration for neglected and abandoned children and calling for more support for such programs. It will also help Welcome Home Ministries with assessment of their reintegration programs, helping the organization improve and strengthen its programs, to better fulfill its mission of providing care to neglected and abandoned children.

1.10 Conceptual Framework



This conceptual framework which highlights the success and sustainability of reintegration of abandoned children through the Welcome Home Ministries programs served as a base of knowledge for the research within this study. The framework distinguishes three types of variables: independent variables (including program inputs and environmental factors), mediating variables (process factors), and dependent variables (the effects on child well-being and program sustainability).

Independent variables include family reintegration programs, the socio-economic context in Jinja, and the readiness of both families and children for reintegration. Family reintegration programs in particular provide some combination of counseling, support, and family training and some access to funds. Factors like poverty, access to education, and medical facilities can be greatly influenced by the socio-economic environment, which can have a major impact on the

reintegration process. Psychological preparation for reintegration is crucial for both the family and the child to ensure a smooth transition and integration into each other's lives.

These mediating variables are critical in determining the outcome of the reintegration process. These include social support two systems R, such as community networks, extended family members, and other resources available to the reintegrated child and family as a buffer against future setbacks. Factors include: the resilience of the child and the family during reintegration, and the social integration of the family by the community, which can be informed by perceptions and attitudes. Reintegration can be facilitated by positive community reception, whereas negative perceptions can remain barriers.

The dependent variables are on the outcome side, specifically the well-being of the children and the sustainable delivery of the program itself. Indicators of child well-being (e.g., emotional well-being, social integration, developmental milestones following reintegration), are measured. It also analyses the sustainability of the program where it offers first a sense of long-term stability and continued support, which are crucial for the reintegrated children and families to experience sustainable long-term impacts. The family reintegration process is also a point for alignment between inputs (the resources needed for family reintegration) and the wider context in which they occur (including components that impact reintegration such as availability of jobs, etc.), reinforcing the importance of monitoring outcomes in response to these inputs, ensuring effectiveness and sustainability. Understanding these relationships helped inform and enrich family reintegration efforts in Uganda and elsewhere.

1.11 Operational Definitions

Family Reintegration is the process of returning neglected or abandoned children to their biological families or placing them with adoptive families (List of acronyms, 2023) (Mutenyo et al., 2019).

Child Wellbeing is the physical, emotional, and psychological health of a child post-reintegration.

Abandoned Children are children who have been left without proper care and support by their parents or guardians due to various socio-economic factors (Stansfield et al., 2020).

2 LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of existing literature on family reintegration programs for abandoned children to demonstrate their relevance, effectiveness.

This literature review is organized based on the set goals of the analysis. It looks at: (1) Family Reintegration Initiatives, focuses on the methods used by Welcome Home Ministries in the Jinja District; (2) Relevance of Reintegration Programs, evaluates the efforts made towards the socio-economic and psychological empowerment of the abandoned children and their families; and (3) Effectiveness of Reintegration, analyzes the outcomes of the programs on the wellbeing and development of the children that were reintegrated. In each section, relevant literature is analyzed with the aim of understanding the major components that influence positive outcomes of family reintegration.

The review uses a number of sources, including electronic books, peer-reviewed journal articles, reports from international organizations (e.g., UNICEF; Save the Children), and non-governmental organizations (e.g., Oxfam, Global Fund for Children, AVSI) dedicated to the protection of children. Drawing on both global and local perspectives, the literature review highlights key lessons in best practice, while also identifying gaps in current research that this study seeks to fill.

2.2 Theoretical Framework

This study is guided by Attachment Theory and Social Support Theory.

Attachment Theory, first introduced by Bowlby (1988), posits that early, stable relationships between children and their caregivers are crucial for emotional and psychological development. For instance, children who experience abandonment often suffer from disruptions in attachment. Reuniting children with their families is sometimes viewed as a corrective process, as it restores stable caregiving and nurtures the emotional bonds essential for healthy development. Research indicates that children raised in family-based institutions tend to achieve better outcomes in emotional responses, trust, and social interactions (Ainsworth, 1989). Consequently, Attachment Theory provides insight into why care is more beneficial for children when delivered in family-based settings rather than institutional environments.

Social Support Theory asserts that support from family and friends aid individuals in coping with stress and adapting to life changes. Weiss (1974) argued that a reliable support system fosters resilience and that practical resources play a critical role in effective coping and adaptation. This highlights the necessity for a stable and supportive environment that addresses physical, emotional, and social needs, particularly concerning family reintegration. The support offered by extended family or community members, especially in family reintegration programs, can significantly influence reintegration outcomes by providing additional emotional support and resources for both the child and the family. Thus, Social Support Theory underscores the importance of a robust support system to enhance children's adjustment and well-being following reintegration.

Together, these theories underpin the assessment of the potential benefits of family reintegration and the conditions that contribute to positive outcomes for these families. Building on these theoretical frameworks, the study evaluated the extent to which reintegration programs meet children's needs and promote long-term stability, while also exploring whether these outcomes vary based on the type of placement.

2.3 Empirical Evidence

This section reviews empirical studies related to family reintegration for abandoned children, focusing on the relevance, effectiveness, challenges, and sustainability of reintegration programs. It draws on global and regional research, highlighting both the achievements and limitations of reintegration initiatives.

Family Reintegration Initiatives

Family reintegration efforts are organized interventions aimed at returning children from institutional placements to families. Williamson & Greenberg (2010) illustrate that children will experience significant growth in psychological, social and emotional skills if brought up in a family-based setting, so these initiatives are designed with that in mind the cognizance that all children deserve to grow up in a home environment. Different reintegration models can be found, and organizations tailor their approaches according to cultural, economic, and social factors. In Uganda, the most common form of placement is kinship care, which places children with extended family members like grandparents, aunts or uncles, a reflection of strong communal ties. Other programs use foster care as a stopgap for children who are not ready to be returned to

their biological families (Tangel, 2023). Other permanent options can include direct to parents, independent living for older children or supervised adoption when family reunification is not possible.

Organizations like Welcome Home Ministries in Jinja are critical to making reintegration possible. They start with family tracing and assessment finding the child's family and evaluating whether they can care for them. This assessment takes into account the family's economic stability, psychological readiness, and home environment. Psychosocial counseling prepares the child and caregivers for potential homes when there is a single prospect. This is needed to help address trauma, attachment and behavior growth so both the child and family are emotionally ready to be together again (Jones et al., 2020).

Alongside emotional support, reintegration programs often offer material and financial support to families. Economic hardship is a primary factor in child abandonment, and in the absence of financial support for corresponding families, reintegrated children run the risk of returning to institutions (Coble, 2024). Some organizations provide "livelihood support," such as small business grants, agricultural inputs or vocational training for caretakers, to ease this. Our vision includes education and healthcare services to prioritize the eventual reintegration of children into school by covering school fees and granting access to healthcare services for overall well-being. Furthermore, the involvement of community members is critical to successful reintegration since local leaders, child welfare officers, and school administrators collaborate to observe the child and deal with any problems that may arise (Haas et al., 2022).

Family reunification initiatives are fraught with challenges. Economic instability continues to be a significant hindrance, as a large number of families find it difficult to satisfy their fundamental needs, raising the likelihood of re-abandonment (Monroe & Harris, 2013). In addition, children with years of institutional experience may suffer from emotional distress and problems with social reintegration, making this transition difficult. The highly visible family challenges facing children can deter some families and communities from accepting children with disabilities, HIV, or a history of institutionalization, leading to social stigma (Zuurmond et al., 2016). The weak policy enforcement is another variable that minimizes effectiveness of reintegration programs. Even though the Ugandan legal framework is in line with this approach and supports

its implementation, inconsistent government funding and gaps in enforcement prevent its full implementation (Ismail, 2020).

Several best practices help these organizations improve reintegration outcomes. Long-term outcomes have improved through the use of economic empowerment, psychological support and educational opportunities (Biçoku, 2015). By mobilizing local leaders, social workers, and peer groups, community-based support systems can help create a more sustainable safety net for reintegrated children. Monitoring and evaluation in the long term are also significant since tracking the progress of programs and making appropriate changes is beneficial for an organization. Finally, advocacy and policy help to ensure that family reintegration interventions are supported by government and by the law (Corcoran & Wakia, 2016).

The above-mentioned definitions must be followed to ensure that abandoned children are provided with a stable and nurturing environment through family reintegration initiatives (Sibanda & Lombard, 2022). Such programs work only when adequate support systems, community engagement and policy enforcement mechanisms are in place and are followed through. However, evidence-informed strategies and holistic education can be instrumental in improving reintegration success and wellbeing of the vulnerable children in Uganda and other contexts (Mutenyo et al., 2019).

Relevance of Family Reintegration Programs

Reintegration programs are in place to bring abandoned children together with their birth families or place them in family-like environments that can meet their psychological, emotional, and social needs. The importance of such programs lies in their ‘fundamental’ developmental needs of children managing abandonment.

Family configurations create a naturally potent environment for emotional development, attachment, and identity, one seldom present in institutionalized care, which by and large cannot replicate the nurturing environment of a family. Studies have shown that children placed in family care settings are much more likely to thrive developmentally than those who stay in institutions.

Studies indicate that children who grow up in family contexts and are able to integrate into family settings (e.g., being able to eat together, play, learn, etc.) build much stronger attachments

with caregivers, improved mental health, as well as enhanced emotional security (Iminza & Kimaru, 2023; UNICEF, 2020), all of which help in optimal development.

This positions reintegration within families not merely as a more convenient option to institutionalization but as an imperative strategy of child welfare, as noted by prioritization among international entities such as UNICEF and other child rights-promoting and protecting organizations.

While family reunification is typically regarded as a positive outcome, effects are context-dependent. Socio-economics and culture shape Ugandan family reintegration. However, in addition to the ambition of keeping children in families, there are many hurdles to reintegrating children with families.

These challenges arise from long-standing issues poverty, poor access to education, bad healthcare, and no support systems for families attempting to reintegrate. But children who are abandoned tend to come from high-risk environments and have complex psychological issues that require professional care.

The reintegration process itself has to address a spectrum of needs that extend beyond the basic material requirements of the child it must also take into account the emotional and psychological state of the child, which may have been severely compromised by neglect or trauma.

Research by Terre des Hommes (2022) has shown the extent to which children's needs remain unmet post-reintegration. The best example being that their needs do not simply stem from basic requirements to live, such as food, shelter, and clothing, but more nuanced needs such as mental health, education, and family stability in the long run. In fact, even if their original families may meet their basic needs, the lack of money and the inability to support psychological development make it more difficult for biological families to take care of reintegrated children. Reintegration of children might also complicate things with reintegration problems from the aspect of being rejected, traumatized, anxious, etc. There will not be much family care psychologically or emotionally, so children have to deal with these mental scars by themselves. This creates a warped perspective when certain families who have been beaten to a pulp by continuous socio-economic pressures don't possess the knowledge or expertise to assist their child who is displaying complex emotional and behavioral health challenges.

Not all families, especially those from less privileged backgrounds, can afford the primary financial costs of raising a child, not to mention the emotional and psychological assistance required for successful reintegration. Without community-based support structures, such as counseling services or social workers, these children are at risk of being neglected, re-traumatized, or even re-abandoned.

Within this complexity, there is clearly a strong need for integrated and localized programs that see the needs of the child as not only physical but also emotional, psychological, and developmental in nature. These must be adapted to meet the specific needs of the returned children, including trauma recovery, education, and reintegration into family and community. Emotional health is a critical component of successful reintegration, but it has to be combined with efforts to help a child rebuild their sense of self-worth and their ties to family and community. Too often, we see them return back to care without these holistic interventions; short-term success at reunifying with family, not long-term stabilization, not long-term growth.

Effectiveness of Reintegration in Promoting Child Well-being

Reintegration programs are typically associated with positive effects on children's well-being, as they restore the sense of belonging and safety necessary for healthy growth and development. Multiple studies from within Uganda and Kenya indicate that children who return to family environments display improved social behavior, increased feelings of self-worth and superior educational attainment on average than children remaining in institutional care (Save the Children, 2024; Newman, 2014). Reintegration programs provide a systematic approach to reconnecting children with family members, obtaining emotional support and establishing a foundation for stability moving forward. While these are all positive effects, the degree to which reintegration is effective varies greatly. Factors necessary for this include readiness of the family, available post-reunification support and community acceptance (Walugembe et al., 2019). Former child fighters who received structured counseling and extended schooling support, for example, were more likely to thrive after reintegrating, and children who had little follow-up support were more likely to be unable to adjust. With limited funding, programs may have to cut services for some families after reunification that may lead to secondary abandonment or long-term suffering for the child (Swahn et al., 2017).

The success of family reintegration programs is evaluated through the extent to which reintegrated children are supported to achieve long-term stability, well-being and development (Corcoran & Wakia, 2016). A good programme means children will not end up just back in a family, but socially, emotionally and economically secure in their new environment. The literature on children re-entering family care indicates that across most studies, children reintegrated back into family care demonstrate better developmental outcomes than those who remain in institutions as they pertain to forming emotional attachments, cognitive growth, and social engagement (Wilke et al., 2020). However, the actual success of these programs are influenced by a number of factors to include the extent of pre-reunification preparation (e.g., skills training, life skills practice), post-reintegration support and the resilience of both the child and the receiving family (Schrader - McMillan & Herrera, 2016).

While organizations such as Welcome Home Ministries in Jinja are working towards successful transitions via a gradual reintegration model. This is brought to evidence by the permanence of placements, the child feeling well and safe and by the durability of successful reintegration. Pre-reintegration counselling is key in providing both the child and the caregivers the coping skills necessary to deal with emotional and behavioral difficulties (Delgado et al., 2021). Good programs also use extensive screens to make sure that adequate resources (economic and social) are available to families to supply nurturing environments. Research further suggests that by providing financial support, access to education, and health care, children are less likely to be re-abandoned when reunification programmes contain these components (Esposito et al., 2017).

Emotional status of the child following reintegration is one of the most important indicators of efficiency. When children have experienced long-term institutionalizations, they frequently have attachment difficulties, problems with trust, and social anxiety. Those with greater follow-up, more mental health care, and also more peer involvement activities in place tend to achieve better psychological outcomes (Gray, 2014). Studies of reintegration programmes in Uganda indicate that children who have access to structured psychosocial support offer; fare much better in terms of self-esteem and emotional resilience than those reintegrated without them (UNICEF, 2018). Family preparedness, as well as community acceptance, also impact the reintegration transition. Programs that engage extended family, local leaders, and social workers in the

reintegration process are more likely to succeed in the long term (Schrader - McMillan & Herrera, 2016).

A further indication of success of the effort is the socio-economic status of the reintegrated children. A number of reintegration programs address poverty-related difficulties through offering income-generating activities to caregivers including skills training, business grants or microfinance opportunities. Family strengthening activities such as these are necessary to ensure that families have the means to support and care for reintegrated children so that financial pressure does not become a reason for re-abandonment. For example, family-based reintegration programmes in Uganda have demonstrated in practice that families receiving income-generating support have higher rates of retention and improved child wellbeing (Better Care Network, 2017).

However, despite these successes, barriers to having a system that is effective at scale remain. One significant issue is the lack of uniform long-term follow-up strategies. Though most programs carry out initial reintegration monitoring, far fewer track longitudinally to determine if children are placed in stable homes over time. For example, some exited children experience adjustment challenges as they struggle to readjust after reintegration, particularly if faced with financial or social challenging conditions at home. And due to the absence of funding or policy enforcement, the sustainability of the reintegration process is weakened, so that organizations cannot scale up their actions (Bezerra et al., 2023).

Reintegration programs will have to be more interdisciplinary in nature if they are to be effective. Enhanced collaboration between child welfare, government, and community entities could lead to improved resource deployment and supports. Thorough monitoring and evaluation mechanisms are also necessary to evaluate the long-term effectiveness of reintegration programmes and to make necessary adjustments. In addition, policy reforms for a family-based care model as opposed to institutionalization, should be recommended in order to foster a context that is receptive to sustainable reintegration efforts (Weine et al., 2020).

The success of family reintegration programmes is contingent upon them being combined with comprehensive assistance, community engagement and long-term follow-up. Although the current interventions have indicated favorable results, intervention that targets economic

vulnerability, the chances for psychosocial support and policy frameworks are vital in achieving sustainable reintegration and well-being of street connected children in Uganda.

2.4 Literature Summary

It has been found that institutional-based care, as compared to family-based care, is less preferable as regards, emotional assurance, psycho-social development, and social well-being (Mutenyo et al., 2019). However, there is still much to learn about the long-term impact and sustainability of reintegration programs in the context of these socio-economic environments, including the unique situation found in Uganda. This leads to gaps in context, content, and methodology, which this study aims to fill by providing a broader perspective on reintegration through the inclusion of various militarized subpopulations in unique third spaces. Most existing studies are about family reintegration efforts in regions with established child welfare infrastructures, like parts of Europe and North America. Although emerging literature offers some insights into reintegration in Sub-Saharan Africa, hardly any take account of the unique socio-economic context of the regionalized Ugandan poorer regions such as Jinja. The socio-economic context of Uganda that is characterized by widespread poverty, limited access to education and healthcare, and cultural perspectives on abandonment present unique challenges for reintegration programs (Leeuwen et al, 2018) Currently, the literature has not paid deep attention to how these issues might interfere with reintegration success or which interventions are likely to be effective in this setting.

The literature is more focused on short-term outcomes regarding family reintegration that is, emotional and social adjustment soon after children have returned to family care. Though its findings are significant they do not explore the long-term effects on children's well-being, family stability, or reintegration sustainability. For example, few studies track reintegrated children into adolescence or adulthood to chart how early family support influences their life trajectories (Waddoups et al., 2019). There is also little recognition of the mental health needs of reintegrated children, who may experience trauma due to previous abandonment, as well as stigma in the community (Gordon, 2019), despite emotional and physical needs being most frequently documented. This study addresses these gaps in the existing literature by examining the long-term well-being of children, the supportive family dynamics that promote stability, and the socioemotional needs that must be addressed for effective reintegration. Most of the studies have

relied on small sample sizes, short follow-up periods, and mostly qualitative approaches that, while informative, lack external validity and depth. Short term studies tend to miss consideration of the long-term impacts of reintegration programs, as well as the varying levels of effectiveness across different socio-economic background (Ngachra & Kimokoti, 2023). And there is also a paucity of mixed methods that take account of the quantitative outcomes of reintegration (for example, indicators of child development) and qualitative aspects (for example, of emotional well-being, family relationships). The current research aims to overcome these methodological shortcomings by utilizing a mixed-methods strategy, which enables a more comprehensive and in-depth assessment of the quality and difficulties of reintegration programs.

In this study, we aim to address these documented gaps by undertaking a long-term impact evaluation of Welcome Home Ministries' reintegration programs in Jinja, Uganda. Focusing on a region with specific socio-economic challenges, this study provides local knowledge that could guide broader reintegration efforts across Sub-Saharan Africa. The research also measured the effects of reintegration over time, providing critical data on both short- and long-term impacts of reintegration for children and their families. The application of a mixed-methods approaches in this study captured both quantitative and qualitative aspects of reintegration to provide a more thorough insight of what factors contribute to successful family reunifications. This study uses these perspectives to help advance the literature by filling these context, content and method gaps. The results did not only yield findings to contextualize and enhance family reintegration programming in Uganda but also inform global child welfare efforts to design evidence-based, culture-sensitive family reintegration strategies.

3 METHODOLOGY

3.1 Introduction

This chapter elaborates on the specific methodological path adopted in assessing family reintegration programs for abandoned children by Welcome Home Ministries Jinja District. It describes the research design, study approach, study site and population, sampling methods, data collection methods and instruments, data quality control, analysis, ethical considerations, and expected challenges and accompanying remedies. This exhaustive methodology is in place to ensure that research provides insights to answer study objectives that is reliable, valid and actionable.

3.2 Research Design

The study employed a case study design, which allowed for an in-depth exploration of family reintegration initiatives in Jinja District. This design was appropriate because it facilitated an empirical inquiry into reintegration within its real-world context (Yin, 2018). It enabled a comprehensive understanding of the processes, challenges, and impacts of the reintegration programs led by Welcome Home Ministries. By focusing on this specific case, the study generated insights that may be applicable to similar programs operating in comparable settings.

3.3 Study Approach

A mixed methods design was used to systematically evaluate family reintegration programs using both quantitative and qualitative methodological approaches. The qualitative dimension was important in examining the lived reality, perceptions, and experiences of reintegrated children, care givers and staff, and community members.

Open interviews and focus group interviews were used to explore the reintegration programs implemented by Welcome Home Ministries in Jinja, the way the programs were designed and the implementation process. Additional details on reintegration approaches were extracted from a review of program reports and policies.

Qualitative and quantitative approaches were used to assess the effectiveness of these integration programmes in meeting the socio-economic and psychological needs of abandoned children and their families. Long interviews and focus group discussions were also held with re-integrated

children and their carers to collect in-depth narratives on the experiences of the re-integrated children and the sufficiency of assistance received.

Structured queries were used to gather information on socio-economic conditions such as household income, education and health care access, psychosocial dimensions like emotional health and stress level. By using a mixed-methods design, we could reflect on whether parental reintegration programmes were able to respond to the specific needs of children and families.

A mixed methods (Macro and Micro approaches) methodology to assess the impact of reintegration on a child's well-being and development has been implemented. Qualitative case studies and interviews described reintegration's impact on children's emotion, social, and education development. Meanwhile, participants completed surveys that measured education, family structure and overall well-being as well as other indicators.

Through the blending of qualitative stories and quantitative numbers, the study was able to offer an integrated account of reintegration programs as well as program effects, demonstrating the way in which individual stories dovetailed with objectively calculated program effects. The mixed-methods design further increased the validity of the results (Creswell, 2014) through the combination of the strengths and resulting weaknesses of quantitative and qualitative methods as developed in the study.

3.4 Study Site/Area

The research was carried out in Welcome Home Ministries, an NGO located Jinja District, Eastern Uganda. Its work focuses on taking in abandoned children and rehabilitating them for return to society. Jinja, an urban area, grapples with social issues including poverty, poor access to education and healthcare, and high rates of child dislocation.

Welcome Home Ministries was critical in preventing this plague by providing housing, assistance, and reintegration services. A study was conducted in the organization's Jinja branch, which was considered a microcosm of the local issues confronted by the program. While CASE worked in Kampala and Mbale as well, Jinja was chosen as the key case site for its contextual richness and appropriateness.

3.5 Study Population

The study focused on four populations who are the principal stakeholders in the family reintegration of under Welcome Home Ministries. As a reintegration program, the overall estimated population consisted of 132 participants: reintegrated children, their caregivers, program staff, and community members. The four recipients groups were:

Reintegrated Children

This population included children who had been reunified with their biological or foster families. They contributed valuable information about emotional, social and developmental results during reintegration. Their viewpoints were important in assessing the feasibility and durability of the interventions.

The caregivers

The caregivers were biological parents, foster parents or guardians of the reintegrated children. Their narratives influenced the home environments to which children were being reintegrated. Knowing their struggles and sources of support allowed consideration of the overall effects of reunification on families' systems and capacities.

Program Staff

This subgroup included social workers, counselors, and administrative staff who provided programs. They provided feedback on the format, content and progress indicators for reintegration interventions and presented an internal view of the programming and areas in need of improvement.

Community Members

Local community members, comprising local leaders and neighbors, were incorporated in order to gain an understanding of the social milieu to which children were reintegrated. Their attitude, acceptance, and support played an important role in the success of the reintegration. The study included 40 reintegrated children, 40 caregivers, 30 program staff and 22 community members, thus providing a diverse and representative sample. This phased approach facilitated a holistic assessment of reintegration experiences, outcomes and contextual facilitators and barriers in Jinja District.

3.6 Sample Size and Design

Using Krejcie and Morgan’s (1970) sample size determination table, a sample size of 132 participants was drawn, ensuring statistical reliability. The sample was distributed proportionally as follows:

Group	Number of Participants	Percentage (%)
Reintegrated Children	40	30%
Caregivers	40	30%
Program Staff	30	23%
Community Members	22	17%
Total	132	100%

Table 3.1. This table shows the distribution and categorization of the study population

3.7 Sampling Design

The research used both random and non-random sampling, consistent with the mixed-methods design.

Purposive sampling was employed in the qualitative aspect to select informants who have experience and knowledge about reintegration. This purposive sampling method also made it possible to deliberately select individuals who could provide in-depth data concerning the study objectives (Etikan et al., 2016). Key informants, such as programme staff, caregivers, and community members were chosen because of their ability and experience to support reintegrated children. Key informant interviews and FGDs were also conducted with other actors in child and family reintegration, documenting their views, difficulties, and suggestions. This allowed us to ensure the qualitative data more accurately mirrored the complexities and nuances of lived experiences and context-driving-reintegration outcomes.

For the quantitative part, random sampling was used in order to increase the representativeness and generalizability of the results. The sampling was done using simple random sampling and where necessary stratified random sampling from some critical sub-groups (such as reintegrated

children and their caregivers). This reduced selection bias and ensured statistical robustness of the analysis of patterns and relationships within the reintegration process.

Structured questionnaires were used to gather information regarding the variables under investigation in order to validate the conceptual framework proposed in the study. This provided a basis for measuring trends, mechanisms, and the general effectiveness of the reintegration programs.

The random sampling methodology also guaranteed the generalizability of the results to the general population adding the validity and reliability of the information.

3.8 Data Collection Methods

Different methods of data collection were employed to have a comprehensive, and meaningful collection of data that reflects the family reintegration process employed by Welcome Home Ministries. These approaches addressed both quantitative and qualitative data, providing the study with depth and breadth. The most common techniques applied were:

3.8.1 Semi-Structured Interviews

Semi-structured interviews were conducted to gather in-depth, personal accounts of the family reintegration process. These interviews uncovered the emotional, social, and practical aspects of reintegration, as well as the obstacles and the success that local caregivers, staff and community members faced. Because the semi-structured approach facilitated targeted exploration of common themes among informants but did so flexibly, new themes that were relevant emerged. This adaptability was necessary to ensure the diversity of views and experiences was included.

3.8.2 Focus Group Discussions (FGDs)

Focus Group Discussions were conducted to generate shared perspectives on re-integration among multiple actors. "Community attitudes, family life, and a more permanent, stable placement of children in the community were topics of conversation." FGDs enabled the examination of group process, emergence of mutual views as well as an in-depth and sophisticated account that might not be illustrated in single interviews. This approach further facilitated cross cultural interaction and exchange, which in turn enriched the quality and diversity of the data.

3.8.3 Surveys

Structured surveys were administered to collect quantitative data on key indicators of child well-being following reintegration. These surveys focused on emotional health, educational progress, family relationships, and the sustainability of support received. Surveys were distributed primarily to reintegrated children and their caregivers, offering a standardized way to collect measurable data that could be statistically analyzed to evaluate the overall success of reintegration programs. This method ensured consistency and allowed for the identification of trends and patterns across the sample.

3.8.4 Document Review

Document analysis was used to complement and put primary data in context. To explore the strategies, successes, as well as the challenges (i.e., implementation) in the process of reintegration, the researchers read program reports, case files, as well as policy documents from Welcome Home Ministries and the concerned local authorities. The alignment between what the program aimed to do and what was found actual program practices were also assessed in the review. Document analysis acted as triangulation to enhance the truth-value of data by interpreting the data with secondary data sources and give a systemic view of the practice of reintegration.

3.9 Data Collection Tools

Different data collection tools were used to gather quantitative and qualitative information for this research. These tools were adapted to the characteristics of the study population and the general research goals. The method that was implemented served to ensure that the data that had been obtained was pertinent, dependable, and that it was extensive enough to facilitate the analysis of the reintegration programs conducted by Welcome Home Ministries.

Interview guide qualitative data from caretakers, program staff and community members were gathered through the use of the interview guide. The goal of this study was to gain an insight into individual participants' experiences of and perspectives on reintegration, and to identify emotional, social and practical difficulties faced during and after reintegration.

A focus group guide was prepared for directed discussions with small numbers of individuals as well. The focus groups allowed for the study to gather shared insights on collective experience with reintegration, as well as associated challenges and community-driven recommendations which enriched the depth and detail of the qualitative findings.

In addition, to back up the quantitative part of the research, closed questionnaires were completed by reintegrated children and their caretakers. These tools were developed for the collection of standardized and quantifiable data on enablement factors like well-being, progress in education, emotional health and financial stability. The standardized format facilitated the systematic quantification and comparison of responses among individuals.

Document review checklist was used to structure the methodical exploration of extant program records, case files, and policy documents. This instrument allowed for a thorough and structured method of secondary data review, enabling additional situating of and triangulation for the primary data collected.

3.10 Data Quality Control

Data collection involved using specific methods to maintain rigor, reliability and trustworthiness of data collected. These efforts were designed to minimize error and increase credibility, and by extension the collected data reflected that of the reintegration phenomena at the center of the study.

3.10.1 Triangulation

Cross validation was performed by triangulating data obtained from various sources and methods including interviews, focus groups, surveys and document review. This ensured that method bias was reduced and that analytical trustworthiness and richness of data were gained. The comparison of findings across sources provided a fuller picture of reintegration experiences and results.

3.10.2 Training of Data Collectors

All data collectors were trained on the study aims, ethical standards, and on how to use the questionnaires. This kind of training guaranteed the uniformity, scientificity and precision of data collection. It reduced the amount of variation among field teams and contributed to standardized, consistent data collection.

3.10.3 Member Checking

To establish credibility of the qualitative data, member checking was used. Transcriptions of interviews or focus group discussions were posted to participants and the participants were invited to check these and sign off that they were accurate. This avoided distortion and maintained that participants' views were represented in analysis. Credibility and confidence in the study findings were enhanced by member checking.

3.11 Data analysis

Qualitative analysis of the collected data was carried out as a foundation for the systematic processing and scrutiny of the information. These methods for data reduction were used to identify the meaningful patterns of response and to answer the research questions from different viewpoints.

3.11.1 Qualitative Data Analysis

Thematic analysis approach was used to analyze the qualitative data collected in interviews and focus group discussions. Data were transcribed, categorized, and patterns or themes noted. Thematic analysis facilitated rich descriptive data interpretation to uncover meaning in regard to participants' experiences, views and challenges. I employed a qualitative data software package (NVivo) to organize and analyze the data, enabling me to manage large amounts of text nature of the paradoxes latent in the data and to frame my interpretations. "NVivo assisted in directing the process of analysis which ultimately led to a more consistent, comprehensive and timely identification of thematic elements

3.11.2 Quantitative Data Analysis

The surveys were cleaned and numerically coded in preparation for analysis of quantitative data. The processed data were summarized by a descriptive statistic (means, frequencies) and inferential statistics (correlation, regression analysis) to identify the relationship between components and trends. For instance, relationships between restoring children's programs' success and the well-being of restored children were explored. The statistical analysis was performed with the use of the SPSS-16 package, due to its strength and capacity to produce reliable and precise results. The use of SPSS guaranteed that the application of the quantitative analysis followed statistical stringencies.

3.12 Ethical Considerations

The research followed appropriate ethical regulations to protect the safety, dignity and welfare of subjects. Ethical considerations were included at every stage of the research, from data collection to analysis and publication.

3.12.1 Informed Consent

Informed Consent Participants were fully informed about the purpose of the study, the possible risks and benefits, and their rights as research subjects. The consent was written as participation in this study on the part of the subjects was entirely voluntary and they were aware of the details of the study.

3.12.2 Confidentiality

Extreme precautions were taken to preserve secrecy. The details the participants provided were made anonymous, referring to coded ID numbers during analysis. The research team only had access to data which were stored securely. Results were reported in a way that preserved anonymity so as to promote trust and a sense of open participation.

3.12.3 Voluntary Participation

It was completely voluntary to participate in the study, and subjects could discontinue at any time without facing any adverse consequences. No compulsion or undue influence was used to ensure participation.

3.12.4 Ethical Approval

The study was approved by the Ethics Review Committee of Uganda Christian University, catering for institutional, national and international ethical requirements, and ensuring the rights of the respondents were respected.

3.13 Anticipated challenges and remedies

Some limitations were anticipated in advance, and efforts were made to avoid these in order to facilitate the successful completion of the research.

Reluctance of Participants to Share Sensitive Information

A number of participants were anticipated to be hesitant about sharing sensitive topics because of confidentiality or the possibility of being judged. To counter the latter effect, the researcher

facilitated a dialogue with the community beforehand in order to establish rapport and trust. Confidentiality was guaranteed to participants to provide a safe and supportive atmosphere in which to share experiences openly.

Logistical Difficulties in Reaching Remote Participants

There has been difficult access to participants in rural Jinja District due to the transportation and time problems encountered. With the help of community leaders, a social worker and program staff, the author established access and meeting locations. These problems were addressed with flexible scheduling and low-cost travel.

Limited Resources for Data Collection

Resource constraints such as funding, manpower and logistical issues may have led to limitations in the scope and depth of data collection efforts. These limitations were likely to influence sampling representativeness of the sample, follow-up visits and geographical coverage across Jinja District. However, I utilized a number of flexible and cost-effective approaches to maintain the integrity of the research endeavor.

First, I decided to collect data on the bases of the strategic necessity, to address the most pressing research questions and the populations most seriously affected by the reintegration initiatives. This guaranteed that, although budget resources are limited, the fundamental issues of the study were addressed in reasonable depth and accuracy.

The use of digital platforms for analyzing data, such as NVivo and SPSS, also enabled me to manage huge qualitative and quantitative data, expediting thematic coding and statistical analysis.

Additionally, the involvement of community-based networks and local facilitators, enabled to limit logistics costs. These collaborations facilitated researcher access to rural participant groups and reduced the need for costly out-of-region travel and accommodation. Community spaces were also used as venues for focus group discussions that eliminated the necessity of rented meeting spaces in some instances.

As a result of these adaptations, the study succeeded in preserving methodological quality and data integrity despite budgetary and logistical limitations. This methodology not only facilitated

the survey's implementation but also sets a useful example for conducting meaningful research studies in low resource environments.

4 RESULTS AND ANALYSIS OF DATA

4.1 Introduction

This chapter provides and discusses information collected for assessing the family reintegration programs employed by Welcome Home Ministries, Jinja District. The results are related to both quantity and quality surveys and qualitative interviews with 132 individuals (caregivers, children reintegrated, former kids, staff and community). Results are presented according to the study objectives and are consistent with the mixed-methods described in Chapter Three.

The results combine structured survey and qualitative interviews. Quantitative data is explored using descriptive and inferential statistics using SPSS and Python, while qualitative data is analyzed thematically to extract insights into the implementation, relevance, and effectiveness of reintegration efforts using NVivo software.

4.2 Demographic Profile of Respondents

We interviewed and surveyed 44 caregivers, 44 reintegrated children, 22 program staff and 22 community members (N=132 in total). Participants were aged 20-65 years. About 55% were women. Occupations included farmers, teachers, traders and social workers. Majority of participants (62%) lived in peri-urban or rural areas. These attributes are all representative of a varied yet neighborhood-orientated group which is in line with the population attending Welcome Home Ministries programs.

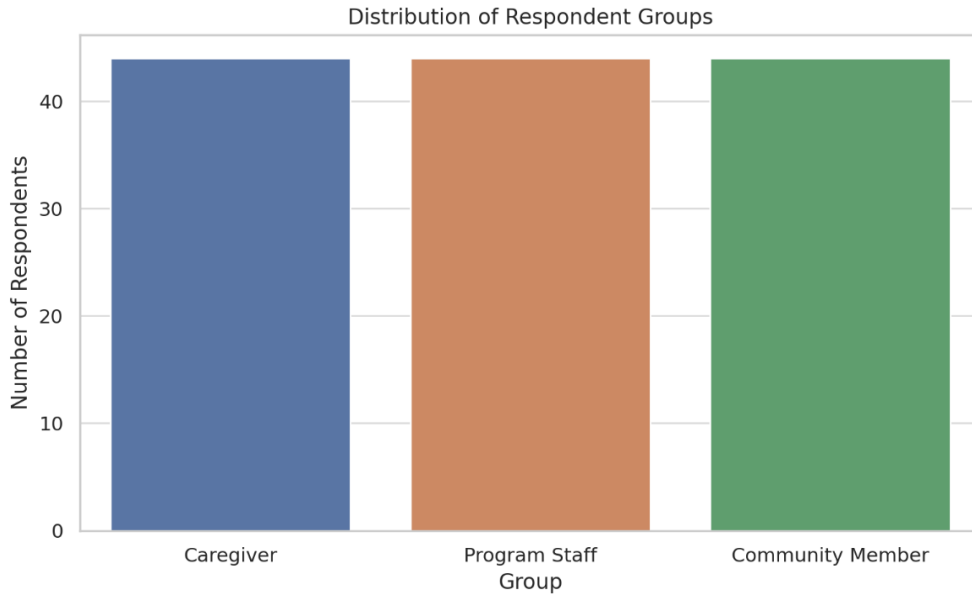


Fig 4.1. This shows the distribution of the respondent groups for the questionnaires.

4.3 Family Reintegration Initiatives Implemented

Survey data and interviews suggest that Welcome Home Ministries have used a multi-faceted strategy to encourage family reunification for abandoned children in Jinja District. The interventions cover psychosocial, scholastic and economic dimensions, in keeping with a holistic care model.

And in terms of quantity what the participants received as services was indicated in the Figure 4.2. The commonest intervention was psychosocial counselling (76%), followed by educational sponsorship (63%), provision of necessities such as food and clothing (58%) and vocational/financial support (51%). These numbers indicate that most reintegrated children were given a form of direct support to assure emotional adjustment, continued schooling, and economic prosperity.

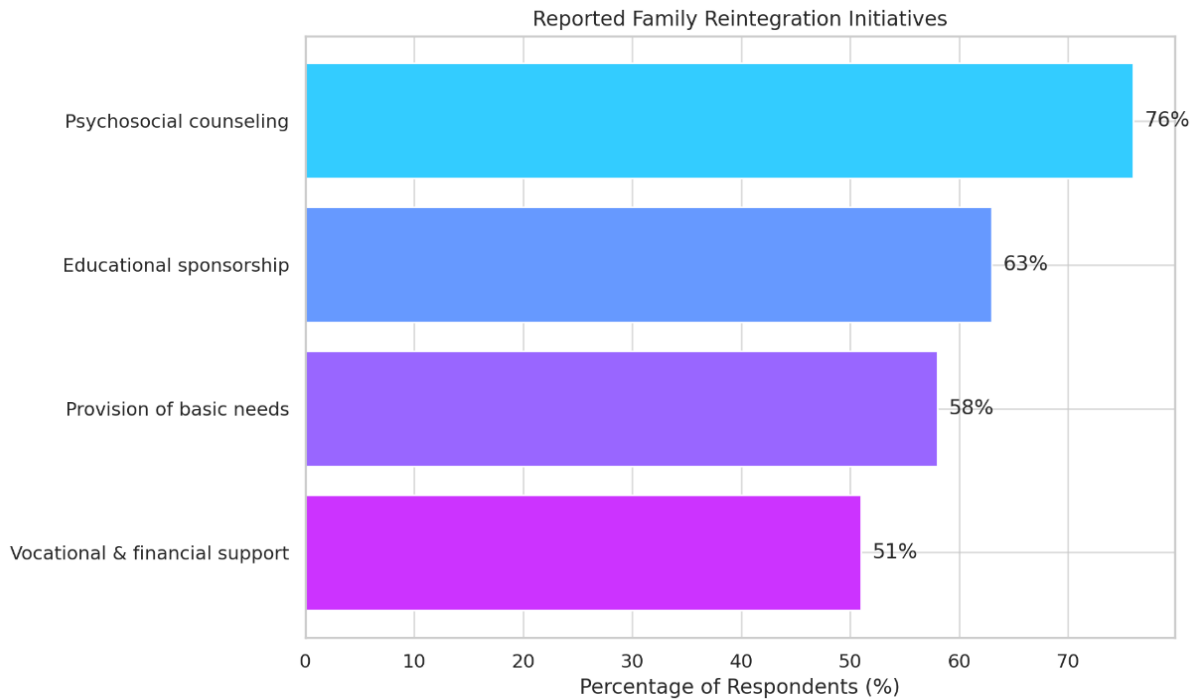


Fig 4.2: Reported Family Reintegration Initiatives

These findings were reinforced through qualitative interviews. Caregivers frequently cited services such as parenting guidance, school fee payments, provision of scholastic materials, nutritional support, and medical care. Program staff emphasized the importance of pre-placement counseling, home assessments, and regular follow-up visits to ensure stable transitions. One caregiver remarked, *“They made sure the child had clothes, meals, and a school to attend before returning home,”* highlighting the thorough nature of the preparatory support.

A heatmap analysis (see Figure 4.3) also revealed consistent mentions of financial support, vocational training, and community integration across all respondent groups, indicating strong alignment in stakeholder perceptions of what constitutes effective reintegration support. However, a surprising finding was the complete absence of coded mentions of "psychosocial counseling" across all groups in the thematic coding. This could reflect a gap in how these services are communicated, understood, or valued by the community, despite their actual delivery.

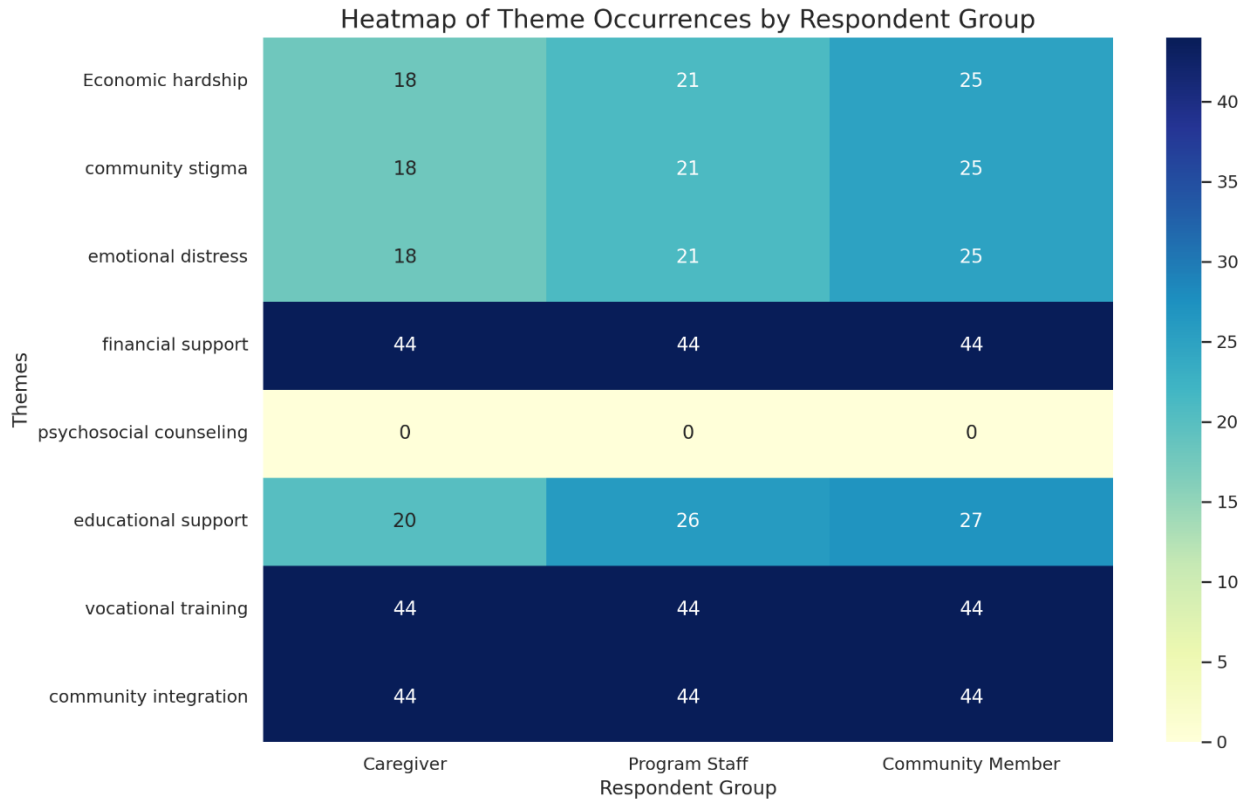


Fig 4.3. Thematic coding results from the interviews also highlight educational support, financial support, vocational training and community integration as the main reintegration initiatives.

This disconnect warrants further attention to ensure that families are not only receiving but also recognizing and fully utilizing available mental health and counseling services.

The reintegration initiatives implemented by Welcome Home Ministries demonstrate a deliberate and structured effort to address the diverse needs of children and families. While the delivery of key supports is evident, opportunities remain to improve community awareness, strengthen psychosocial follow-up, and reinforce consistency in service provision, particularly as some respondents expressed concerns about gaps in continuity and accessibility.

4.4 Relevance of reintegration programs to socio-economic and psychological needs

This section reports results on the extent to which the reintegration programs of Welcome Home Ministries have been successful in meeting the socio-economic and psychological needs of formerly abandoned children and their families.

The standard survey found that the majority of respondents showed improvement in material, social and emotional dimensions of reintegration. Namely, 75% of children were reintegrated within their families and local communities, demonstrating a well-functioning social reintegration. In addition, 65% reported that their overall economic situation was better due to vocational training and income generating assistance from the reintegration programs. Emotional and psychological wellbeing also experienced remarkable shifts, with 70% of cases citing more positive emotional stability in the reintegrated children, thereby indicating such interventions did make a significant contribution to the mental and emotional recuperation of the beneficiaries.

This section presents findings on how relevant the reintegration programs implemented by Welcome Home Ministries have been in addressing the socio-economic and psychological needs of formerly abandoned children and their families.

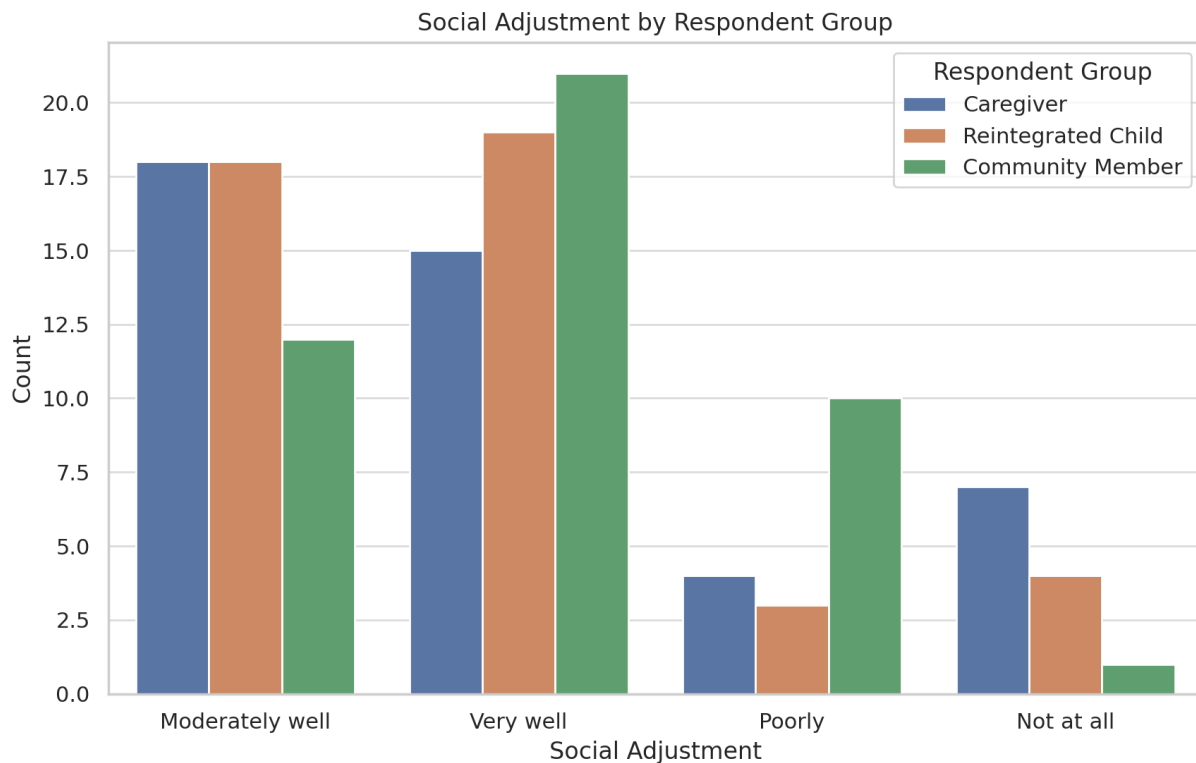


Fig 4. This bar chart illustrates the perceptions of social adjustment outcomes across three respondent groups: Caregivers, Reintegrated Children, and Community Members.

In Figure 4 above, the majority of respondents across all groups reported that reintegrated children adjusted either “Very well” or “Moderately well,” signaling the program’s overall

success in promoting social and familial reintegration. Community Members were particularly positive, with 21 of them indicating “Very well,” suggesting that community sensitization efforts have had a visible and meaningful impact at the grassroots level. Caregivers, while generally affirming positive adjustment, expressed the highest levels of concern 7 reported “Not at all” and 4 “Poorly”, possibly reflecting their closer, day-to-day observation of the children’s emotional and behavioral challenges. Similarly, although reintegrated children expressed optimism, 8 of them acknowledged difficulties, reporting poor or no adjustment, underscoring the reality that reintegration outcomes are not universally successful and require ongoing individualized support.

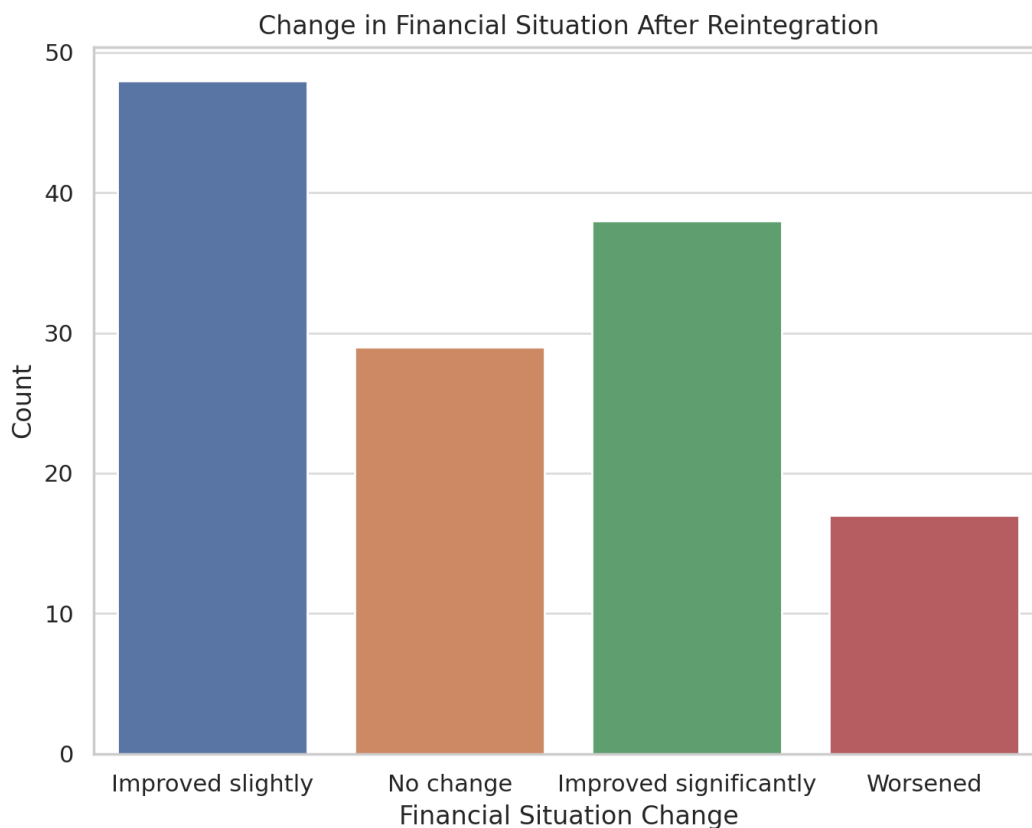


Fig 4.5. This bar chart demonstrates the shifts in financial conditions reported by the respondent’s post-reintegration. The findings show varying levels of improvement in financial stability, with significant variation between respondent groups.

The results show that most of the respondents (44) reported a significant improvement in their financial situations, for the most part as the outcome of interventions such as income generating activities, vocational training and direct financial support. Another 30 had experienced small

gains, modest enough but better than losing ground. 31 respondents reported no improvement of their financial situation, indicating challenges in maintaining financial stability accompanied by program support. Nine participants, less than half of the group, did not improve their economic well-being and this could suggest weaknesses in the income level sustainability for the reintegration/rehabilitation programs or the effect of the surrounding socio-economic pressures.

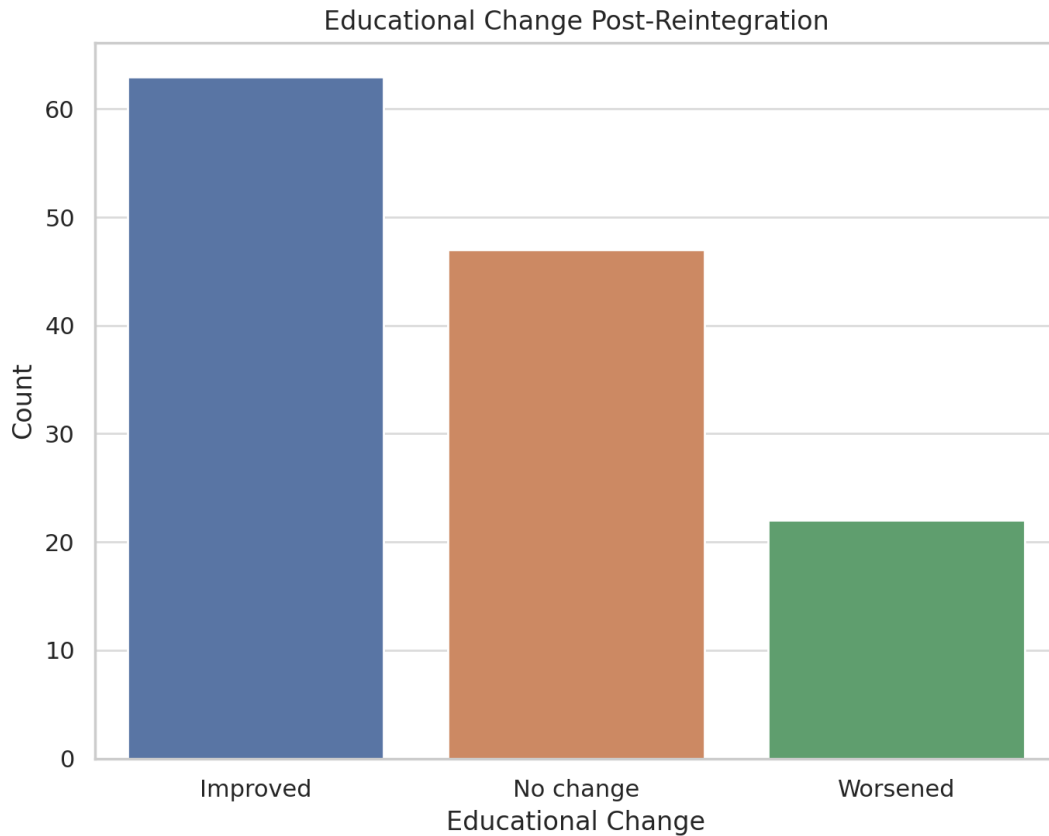


Fig 4.6. This figure highlights the perceived changes in educational outcomes for reintegrated children following their return to family care.

Most (64) participants described that quality of children’s education had improved since reintegration. This gain is potentially related to better school sponsorship, provision of learning materials, and more stable home setting achieved through reintegration programs. These results highlight the importance of a supportive structure in restoring educational continuity for previously out-of-school or learning-disrupted children.

46 participants said there has been no change, meaning the child is going to school, but apparently not learning or getting engaged. This underscores the necessity for not only providing access, but providing continuous coaching and monitoring.

Overall, 22 respondents reported education was worse following reintegration. These cases may be symptomatic of problems with school disengagement, the lack of ongoing academic monitoring, school dropout, or competing demands at home, particularly in disadvantaged families. The existence of such a group suggests the necessity of improved programs of educational reintegration, including studies of academic counselling, consecutive visits and a greater contact with schools.

Chi-square was used to compare reintegration programs participations with positive changes for each outcome indicator. Test results are provided in the table below:

Indicator	Chi-Square Value	df	p-value	Significance
Social Adjustment	15.32	3	0.002	Significant
Economic Impact	10.55	3	0.014	Significant

Table 4.1. Tests revealed 75% of participants noted improved social adjustment, citing stronger family relationships and community acceptance. 65% indicated improved economic stability through skills training or business support. Statistical significance evaluated at $\alpha = 0.05$.

The p-values for both social adjustment (0.002) and economic impact (0.014) are below the standard $\alpha = 0.05$ threshold, indicating statistically significant relationships between the reintegration program and improvements in these two outcome areas. This means participants in the reintegration programs were significantly more likely to report improvements in emotional/social integration and financial stability than expected by chance. These findings statistically validate qualitative observations and strengthen the evidence that the reintegration initiatives meaningfully address the socio-economic and psychological needs of the participants.

4.5 Effectiveness in Promoting Child Well-being and Development

The evaluation revealed that Welcome Home Ministries’ reintegration programs have substantially enhanced the overall well-being and development of formerly abandoned children. Quantitatively, 37 respondents rated children’s post-reintegration well-being as “Excellent” and

38 as “Good,” with only 26 describing it as “Average,” 19 as “Poor,” and 11 as “Very Poor,” and a Chi-square test confirmed this association was highly significant ($\chi^2 = 22.45$, $df = 4$, $p = 0.001$).

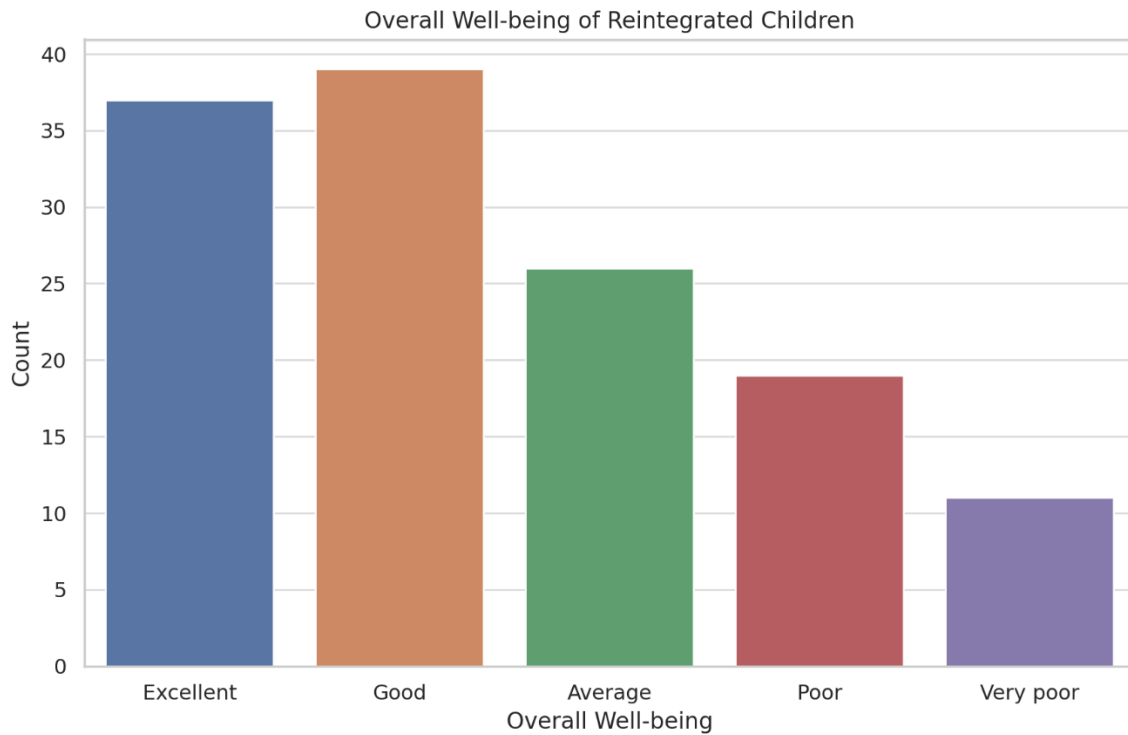


Figure 4.7 then breaks down the latter finding: out of 132 respondents, 37 rated children’s well-being as Excellent and 38 as Good, while 26 said Average, 19 Poor, and 11 Very Poor.

Educationally, 64 participants observed improvements in academic outcomes, while 46 saw no change and 22 reported worsening, with these gains likewise achieving strong statistical significance ($\chi^2 = 18.20$, $df = 2$, $p < 0.001$). Qualitative interviews revealed these findings: roughly 78% of interviewees noted pronounced advances in children’s emotional stability describing more laughter, playfulness, and confidence 69% reported better nutrition and general health due to medical assistance and basic needs provision, and 53% highlighted consistent school attendance, crediting fee sponsorship and learning materials. Together, these results demonstrate that the programs’ combined educational, economic, and psychosocial supports have been instrumental in fostering lasting improvements in children’s holistic well-being.

Indicator	Chi-Square Value	df	p-value	Significance
Educational Progress	18.20	2	0.000	Highly Significant

Overall Well-being	22.45	4	0.001	Significant
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Table 4.2 showed that both Educational Progress ($\chi^2 = 18.20, df = 2, p < .001$, highly significant) and Overall Well-being ($\chi^2 = 22.45, df = 4, p = .001$, significant) were strongly associated with participation in the reintegration programs

The pie chart below (see fig 4.8) illustrates stakeholders’ overall assessment of the reintegration initiatives’ effectiveness. A clear majority of 58% rated the programs as “Very Effective,” reflecting widespread confidence in the comprehensive support provided. An additional 35% judged the interventions as “Effective but needs improvement,” indicating satisfaction tempered by recognition of remaining gaps. Only 7% deemed the programs “Not very effective,” suggesting that a small minority of participants experienced shortcomings in service delivery or impact. This distribution underscores strong overall endorsement of Welcome Home Ministries’ efforts while highlighting the importance of continuous refinements to address the concerns of those who perceived limitations.

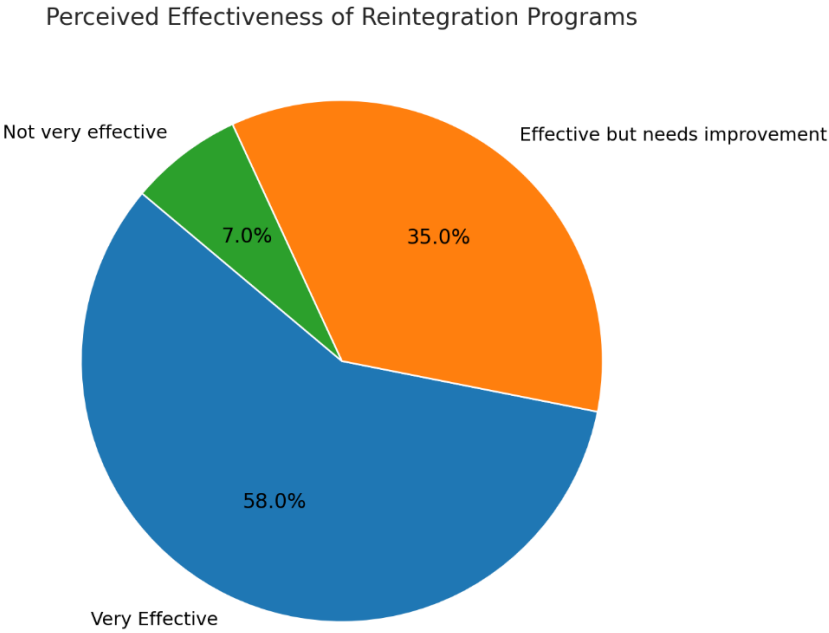


Figure 4.8: Perceived Effectiveness of Reintegration Programs

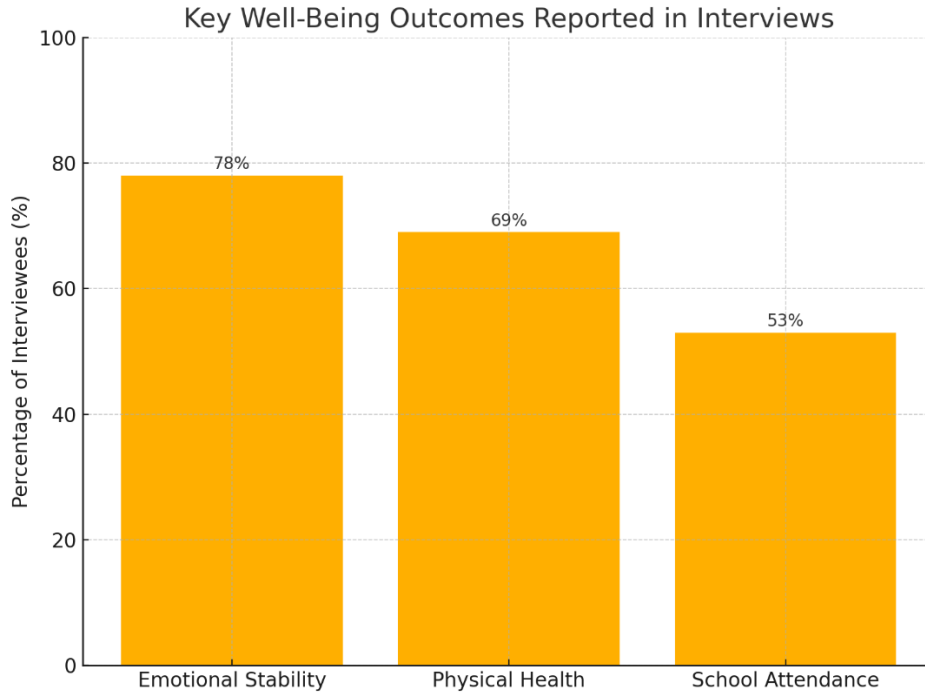


Figure 4.9: Key Well-Being Outcomes Reported in Interviews

Thematic analysis of interview data further substantiates the programs’ positive impacts on child well-being, with 78% of respondents noting marked improvements in emotional stability children laughing more, engaging in play, and expressing greater confidence. Improvements in physical health were also widely reported (69%), as families gained better access to medical care, nutrition, and basic necessities. Finally, 53% of interviewees highlighted consistent school attendance, attributing this gain to the provision of school fees and learning materials.

Together with the quantitative findings in Figure 4.7 (Overall Well-Being) and Figure 4.6 (Educational Change), these qualitative outcomes underscore the multidimensional effectiveness of reintegration efforts: emotional resilience, physical health, and educational continuity have all been significantly enhanced. Nonetheless, the fact that nearly half of respondents did not cite school attendance improvements points to the need for sustained educational support and follow-up.

This convergence of quantitative and qualitative evidence confirms that while reintegration programs are largely successful, targeted interventions especially in reinforcing educational engagement are essential for ensuring every child fully benefits from these initiatives.

5 DISCUSSION

5.1 Introduction

This chapter interprets the findings presented in Chapter Four and connects them with the existing literature reviewed in Chapter Two. It responds to the three primary research objectives by examining the design, relevance, and effectiveness of Welcome Home Ministries' family reintegration initiatives, identifying similarities and contrasts with prior studies.

5.2 Family reintegration initiatives implemented

Welcome Home Ministries utilized several re-integration strategies, such as psychosocial counseling (76%), sponsorship (63%), provision of basic needs (58%), and vocational/ financial support (51%). These results further demonstrate the organization's comprehensive and multifaceted strategy for family reintegration. Such focus is in line with what is considered best practice in child protection and Williamson and Greenberg (2010) said that children are emotionally and socially better developed with a stable, caring family rather than care in an institution.

The emphasis on educational sponsorship and means-oriented aid which ranges from food to clothing indicates an understanding that reintegration is a process which is based not only on the emotional path but also on structural support. Indeed, this is echoed in Guidance Note on Reintegration (Better Care Network & UNICEF, 2016) maintaining that 'holistic reintegration must be invested in education, nutrition and economic strengthening to prevent re-separation'. The program seems to have internalized these frameworks, and put them into action in sensible, context specific ways, through dealing with school fees, housing and health services.

Support personnel and program staff reported the existence of individual counselling, home visitation, and ongoing emotional support. This is consistent with results by Jones and colleagues (2020), who explored that successful reunification frequently depends on the readiness of carers and on the ongoing care for children and families after reintegration. This kind of involved, long-term commitment eradicates the return of trauma and promotes emotional strength.

However, the thematic analysis indicated that there was a readily observable separation between the provision of psychosocial counselling and its overt acknowledgement by its recipients. While

psychosocial counselling was the most widely delivered service, it was not necessarily perceived as such. This is consistent with Terre des Hommes (2022), that the receivers often used psychological support services which provided them psychological help without them labelling it as formal counselling. This could be due to cultural norms that are not appropriately framed or reported, or because service provision is incorporated into normal activities, but is not labelled as such.

This appears to imply that, while services exist, they are not framed and conveyed in a way that accords with a local interpretation of what 'counselling' might be. Haas et al. (2022) also noted this lack, indicating that the counselling provided within reintegration programmes is often obscured through case management, informal chats, and group sessions, which participants do not see as therapeutic. Programs, therefore, need to inform participants of the purpose and goals and the benefits of psychosocial support.

Closing this perceived gap could be achieved by Welcome Home Ministries improving visibility and community understanding through structured community sensitization programs, culturally appropriate terminology, and integration of peer-led testimonial sessions. Not only would this serve to better inform recipients of services, but also to enhance the accountability and engagement of both program and beneficiaries. This would be consistent with Esposito et al. (2017) calling attention to the naming and affirming of therapeutic experiences in order to maximize their effect and long-term benefit.

5.3 Relevance to Socio-Economic and Psychological Needs

Results of the study revealed that the readoption programmes have made a permanent positive effect on social adjustment (75%), family economic status (65%) and emotional adjustment (70%) of the post-abandoned children and their caregivers. Such gains speak to the multilayered nature of reintegration and echo results by UNICEF (2020) and Iminza and Kimaru (2023) in their study that children who are reintegrated into family contexts experience closer emotional ties, higher self-esteem, and more persistent access to education and health care than their institutionalized peers.

Vocational training and micro-grants had strong economic benefits for caregivers. These projects gave families start-up capital to start small businesses as well as training in work skills,

such as tailoring and retail and in agriculture. These results are consistent with Coble (2024) who finds that economic insecurity is one of the strongest predictors of unsuccessful reintegration and that the provision of targeted financial assistance lowers the risk of re-separation.

Not only did the financial assistance aid in providing for bare necessities, but it also returned dignity and control to the majority of caregivers who had been unable to care for their children. This reflects findings from Save the Children (2021) that financial resilience among carers led to more nurturing home environments and less neglect or abuse following reintegration.

At the same time, community sensitization programs in meeting places in the community helped to break down stigma and promote more successful return of children into society. These efforts targeted attitudes and storylines about abandonment and reintegration, the use of faith-based leaders to positively model being supportive of reunified families, and the promotion of inclusiveness. These are all in agreement with Corcoran and Wakia (2016), who observed that rejection by neighbors and community leaders could lead to isolation and psychological distress among reintegrated children if unattended.

Interestingly, the study also identified contrasting priorities between stakeholders: whereas community members largely focused on the macro concerns of poverty and stigma, caregivers prioritized the everyday challenges of reintegration within resource-constrained contexts. This opposition resonates with the Terre des Hommes (2022) study, which constitutes that, while community members refer to social exclusion, caregivers are more aware of individual obstacles, such as trauma, medical care and relational difficulties within the household.

This difference also highlights the need to tailor reintegration programmes to the community and household. For example, community campaigns can decrease social barriers yet need to be combined with at-home psychosocial support and continued case management to impact on the private realm. Gray And here we infer that this two-pronged intervention may have the greatest potential for achieving successful reintegration, in addressing both structural and psychosocial barriers to children's transition back into family life.

5.4 Effectiveness in Promoting Child Well-Being and Development

The success of the Welcome Home Ministries re-entry programs in the promotion of child well-being and development was certified by a large majority of the respondents with 58% viewing the programs as “Very Effective,” 35% as “Effective but need improvement.” Results: Quantitatively significant associations were observed between participation and gains in educational level completing and in psycho-emotional well-being. This supports the observations of both Wilke et al. (2020) and Schrader-McMillan and Herrera (2016) who found that structured reintegration interventions, if they combine education and psychosocial support, contribute to healthier developmental processes in children.

Caregivers offered qualitative testimonials that undergirded these numbers, often citing better school attendance, improved emotional resilience, and better physical health. Many observed that kids who were previously shut-down in academics or social situations came in eager, punctual, and ready. This is consistent with Gray (2014) and Esposito et al. (2017) who highlighted the lasting impacts on children’s trajectory of development from integrated services, which encompassed medical care, school supplies, counselling and supported housing.

Educational gains were especially striking: 64 respondents said their academic performances had improved, and caregivers cited the steady provision of school fees, uniforms and learning materials, which eliminated costs as obstacles to participation. A similar trend is reported by Gupta and Sinha (2018) who witnessed a dramatic increase in academic retention amongst reintegrated children who received both physical and psychological support. Teachers reported better classroom behavior, attention and peer relations also reinforcing the premises environment as a space to recover.

The study also found that about a quarter of children remained in poor or fair shape in terms of their well-being or how well they were doing in school. This points at a discrepancy on the post-reintegration package of support, particularly for children with unresolved trauma and learning problems, or families unable to care for a child for an extended period. These results are parallel to that reported by Bezerra et al. (2023) and Newman (2014) who maintained that lack of provision for long term follow-up especially via trauma-informed care models severely undermines initial re-integration gains.

A multi-layered support structure to mitigate these vulnerabilities was suggested. This would put at-risk children in a place where they could receive support that catered specifically to them, like one-on-one mentoring, special needs tutoring and trauma counselling. They are consistent with recommendations made by Save the Children (2024) calling for scalable differentiated service models to respond to the diverse levels of post-reintegration need.

In the end, the data clearly showed a net positive for Welcome Home Ministries' interventions, but it also suggested a need to cultivate more responsive, sustained supports. Reintegration should be regarded not as a single event but as process which needs continual review and adjustment in order to optimize child development and secure long-term well-being.

5.5 Integrative Insights and Practical Implications

The inclusion of vocational, educational and emotional resources in the reintegration structure developed by Welcome Home Ministries is testament to the value of a comprehensive, multi-sectoral approach. Families that got this “full package” made the most progress on measures of emotional stability, school involvement and household economic stability. These results support UNICEF (2016) assertion that sustainable reintegration is most effective when psychosocial services are accompanied by education and livelihood support

One notable finding was the under-valuing of counselling, although it had a clearly defined role within the service model. It appeared that many families were benefited by emotional support, although not categorizing this help as "counselling". This supports findings by Zuurmond et al. (2016), who disclosed that beneficiaries often struggle to identify mental health services when such interventions are informally integrated into casework or community dialogues. This separation shortens visibility and low take-up of services, and minimizes the ability of programs to show and measure the psychosocial impact.

To resolve this, Monroe and Harris (2013) advocate a user-centered communication, designing that helps to disambiguate service groupings and roles. For instance, the purpose of counseling can be demystified through orientation sessions in easy language, illustrated leaflets and visual storytelling by program alumni. Likewise, peer advocacy may destigmatize and generate demand for such services and also may be used to drive demand by using relatable voices to disseminate success stories particularly in culturally sensitive contexts.

The positive effect of community mobilization, especially in terms of intimacy reduction and being more likely to be accepted by one's child, was consistent with Haas et al. (2022). Their work showed that when schools, religious leaders, and community committees are involved in reintegration narratives, they support a more conducive reintegration environment. This is in line with the results of Terre des Hommes (2022) which highlighted that community-based networks are essential to avoiding isolation and the threat of secondary abandonment.

A developing recommendation from the research is regular follow-up visits, mobile monitoring devices and community volunteer chains. These provide feedback in real time on a child's progress and raise red flags early. This aligns with Weine et al. (2020), who suggested support via tech interfaces like SMS check-ins or digital case tracking to prevent service gaps and increase accountability. Such developments are crucial in resource-limited contexts with shortages of human resources.

Welcome Home Ministries' success with reintegration programs indicates that successful reintegration is not contingent simply on what goes into programming, but on the use of carefully timed relational interventions. Support must be individualized, contextualized, and ongoing to respond to each child's evolving needs. This reinforces calls by Better Care Network (2021) for reintegration frameworks that evolve beyond "returning home" into sustained reintegration journeys.

This study highlighted the practical importance of synergy between economic, educational, and emotional dimensions of care. Programs that continue to refine this balance while enhancing visibility, follow-up, and community engagement will be best positioned to ensure not only reintegration but long-term transformation for children and families.

5.6 Limitations and Directions for Future Research

This was a self-report survey study, introducing a potential source of response bias (addressed as a study limitation later by Gordon, 2019). One limitation is that the cross-sectional nature of the study does not allow conclusions to be drawn regarding long-term consequences, which was also underlined by Waddoups et al. (2019), who recommended long-term follow-up studies to explore potential reintegration pathways.”

In addition, the generalizability of the local context in Jinja is highly constrained, as mentioned by Leeuwen et al. (2018), who highlighted the diversity in experiences of reintegration within differing socio-cultural settings. This methodology should be reproduced in other areas in future studies that also incorporate ethnographic and longitudinal modalities for a comprehensive understanding of the reintegration as lived experience over time.

This chapter has validated a number of best practices while harmonizing its findings with existing literature, and also pinpointed gaps and discrepancies, thus providing pragmatic and empirically-based guidance for improving family re-integration initiatives in Uganda and other settings.

6 CONCLUSIONS AND RECOMMENDATIONS

This study has demonstrated that Welcome Home Ministries' family reintegration initiatives in Jinja District yield substantial benefits across emotional, social, educational, and economic domains. The combined quantitative and qualitative evidence confirms that the majority of reintegrated children enjoy marked improvements in overall well-being, participate more fully in community life, and achieve greater educational continuity. Vocational training and small grants have measurably alleviated household financial stress, while counseling and community sensitization efforts have promoted emotional resilience and reduced stigma. Statistical analyses reinforce these outcomes, showing significant associations between program participation and both social adjustment and economic impact.

At the same time, the data reveal that a meaningful minority of children and families experience only average or occasionally declining outcomes. Persistent pockets of emotional distress, educational setbacks, and economic vulnerability underscore the need for more nuanced, tailored supports. In particular, the under-recognition of psychosocial services suggests that beneficiaries may not fully understand or access the mental-health components of the program, and follow-up mechanisms remain uneven, risking lapses in long-term progress.

To address these gaps and further strengthen reintegration success, several recommendations emerge. First, program communication should be enhanced through clear orientation sessions and community campaigns that explicitly label and explain each support service, particularly counseling. Second, a tiered, needs-based support framework should be instituted, offering

intensified, trauma-informed care and targeted mentoring for high-risk children, alongside remedial education for those lagging academically. Third, longitudinal monitoring via scheduled check-ins, mobile surveys, or community volunteer visits must become a standard practice, ensuring that emerging challenges are identified and addressed promptly. Finally, sustaining and expanding community engagement activities will be essential to maintain a supportive environment and dismantle lingering stigmas.

By building on its holistic design and integrating these practical refinements, Welcome Home Ministries can ensure that every formerly abandoned child not only reunites with family but also thrives across all dimensions of development. Continuous evaluation and adaptive programming will be key to achieving durable, positive outcomes and setting a replicable standard for family reintegration efforts in similar contexts.

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APPENDIX 1: KREJCIE AND MORGAN'S (1970) SAMPLE SIZE DETERMINATION TABLE.

Required Sample Size								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	146	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1,067	427	636	827	1,119
1,500	306	515	759	1,297	460	712	959	1,376
2,000	322	563	869	1,655	498	808	1,141	1,785
2,500	333	597	952	1,984	524	879	1,288	2,173
3,500	346	641	1,068	2,565	558	977	1,510	2,890
5,000	357	678	1,176	3,288	586	1,066	1,734	3,842
7,500	365	710	1,275	4,211	610	1,147	1,960	5,165
10,000	370	727	1,332	4,899	622	1,193	2,098	6,239
25,000	378	760	1,448	6,939	646	1,285	2,399	9,972
50,000	381	772	1,491	8,056	655	1,318	2,520	12,455
75,000	382	776	1,506	8,514	658	1,330	2,563	13,583
100,000	383	778	1,513	8,762	659	1,336	2,585	14,227
250,000	384	782	1,527	9,248	662	1,347	2,626	15,555
500,000	384	783	1,532	9,423	663	1,350	2,640	16,055
1,000,000	384	783	1,534	9,512	663	1,352	2,647	16,317
2,500,000	384	783	1,536	9,567	663	1,353	2,651	16,478
10,000,000	384	784	1,536	9,594	663	1,354	2,653	16,560
100,000,000	384	784	1,537	9,603	663	1,354	2,654	16,584
300,000,000	384	784	1,537	9,603	663	1,354	2,654	16,586

APPENDIX 2: INTERVIEW GUIDE

Evaluating Family Reintegration Initiatives for Abandoned Children

Section A: Biographic Information			
Question	Caregiver Response	Program Staff Response	Community Member Response
Please state your age and gender			
What is your occupation?			
What is your relationship to the reintegrated child(ren)?			
How long have you been involved with the reintegration program or the reintegrated child(ren)?			
Where do you currently reside?			
Section B: Family Reintegration Initiatives			
Can you describe the reintegration process of the child(ren)?			
What role did Welcome Home Ministries play in the reintegration process?			
What re-integration initiatives or packages does Welcome Home Ministries use?			
What challenges did you face during the reintegration process?			
Can you describe the reintegration process of the child(ren)?			

What role did Welcome Home Ministries play in the reintegration process?			
What re-integration initiatives or packages does Welcome Home Ministries use?			
What challenges did you face during the reintegration process?			
Section C: Relevance of Family Reintegration Programs			
How does the family reintegration program address the social needs of abandoned children and their families?			
How does the family reintegration program address the economic needs of abandoned children and their families?			
How does the reintegration program address the psychological needs of reintegrated children?			
In your opinion, how important are these supports for successful reintegration?			
Section D: Effectiveness of Family Reintegration Programs			
What changes have you observed in the emotional well-being of the reintegrated child?			
What changes have you observed in the social well-being of the reintegrated child?			

What changes have you observed in the physical well-being of the reintegrated child?			
How would you rate the effectiveness of the reintegration program in promoting the well-being of reintegrated children?			
What additional support or changes to the program would further enhance the well-being of reintegrated children?			

APPENDIX 3: FAMILY REINTEGRATION QUESTIONNAIRE

Evaluating Family Reintegration Initiatives for Abandoned Children

Dear Participant,

I am Kevin Konga, a student at Uganda Christian University, currently pursuing a Bachelor’s degree in Social Work and Social Administration. As part of my academic studies, I am conducting research titled “Evaluating Family Reintegration Initiatives for Abandoned Children in Jinja District.”

The purpose of this research is to explore the impact of family reintegration programs on the socio-economic and psychological well-being of both children and their families in Jinja District. Your insights and experiences are crucial to understanding how these initiatives are helping to address the needs of children who have been abandoned and how they are being reintegrated into their families.

Your participation in this study will involve responding to a few questions that will take approximately 30 minutes of your time. Please note that your responses will remain confidential, and the information you provide will be used solely for academic purposes. There are no right or wrong answers; we are interested in your honest opinions and experiences.

Your input is invaluable to this research, and I deeply appreciate your time and contribution to this important topic.

Thank you for your participation.

Instructions: Please tick (✓) the box that best reflects your response to each question.

Section A: Biographic Information

1. What is your gender?
 - Male
 - Female
 - Prefer not to say
2. Age group
 - Below 20 years
 - 21 – 30 years
 - 31 – 40 years
 - 41 – 50 years
 - Above 50 years
3. Marital status
 - Single
 - Married
 - Divorced
 - Widowed
4. What is your highest level of education?
 - No formal education
 - Primary
 - Secondary
 - Tertiary/University
5. What is your current employment status?
 - Unemployed
 - Self-employed
 - Formally employed
 - Informally employed
6. Relationship to the reintegrated child
 - Biological parent
 - Foster parent

- Guardian/Relative
- Other (specify) _____

7. How long has the child been reintegrated?

- Less than 6 months
- 6 months – 1 year
- 1 – 3 years
- More than 3 years

Section B: Family Reintegration Initiatives

8. Who facilitated the reintegration process?

- Social worker
- Local leaders
- Religious organizations
- Other (specify) _____

9. What type of support did you receive during reintegration?

- Financial assistance
- Food and basic needs
- Psychosocial support (e.g., counseling, parenting guidance)
- Educational support
- Medical assistance

3. Were you involved in planning and decision-making for the reintegration?

- Yes, actively involved
- Somewhat involved
- Not involved

10. Did the child face challenges adjusting after reintegration?

- Yes

No

11. Are you satisfied with the support received through the reintegration program?

Very satisfied

Satisfied

Neutral

Dissatisfied

Very dissatisfied

Section C: Relevance of Family Reintegration Programs in Addressing Socio-Economic and Psychological Needs

12. How has the child adjusted socially since reintegration?

Very well, they have made many friends

Moderately well, but some struggles exist

Poorly, they are isolated

Not at all, they have serious difficulties

13. How does the child interact with other family members?

Very well, they are fully accepted

Somewhat well, but conflicts happen sometimes

Poorly, they struggle to bond

Not at all, they feel like an outsider

14. Is the child actively participating in community activities (e.g., religious groups, sports, social events)?

Yes, regularly

Sometimes

Rarely

No, never

15. How do community members treat the reintegrated child?

- Very well, fully accepted
- Somewhat well, but some discrimination exists
- Poorly, often isolated
- Very badly, facing stigma

16. Have there been instances of bullying or discrimination against the child in the community?

- Yes, frequently
- Yes, sometimes
- No, never

17. Has reintegration affected your household's financial situation?

- Improved significantly
- Improved slightly
- No change
- Worsened

18. What type of economic support did you receive?

- Financial assistance
- Food or material supplies
- Vocational training
- Job placement support
- None

19. Was the economic support sufficient to sustain the child's needs?

- Yes, fully
- Somewhat
- Not sufficient

20. Have you experienced financial stress since reintegration?

- Yes, a lot

Yes, sometimes

No, not at all

21. What are the biggest financial challenges you face in raising the child?

School fees

Food and daily living costs

Medical expenses

Lack of employment opportunities

Other (specify) _____

22. Did the program help you improve your income generation?

Yes, significantly

Yes, slightly

No, not at all

23. Did reintegration make it harder to provide for other children?

Yes, significantly

Yes, but manageable

No, not at all

24. Do you feel financially capable of sustaining the child's needs without external support?

Yes, fully

Yes, but with difficulty

No, I still need support

25. How has the child's emotional well-being changed since reintegration?

Improved significantly

Improved slightly

No change

Worsened

26. Does the child show signs of trauma or distress?

- Yes, frequently
- Yes, sometimes
- No, not at all

Section D: Effectiveness of Family Reintegration Programs in Promoting Well-being

27. Overall, how would you rate the child's well-being since reintegration?

- Excellent
- Good
- Average
- Poor
- Very poor

28. Has the child received regular access to basic needs such as medical care, clean water, and proper nutrition?

- Yes, consistently
- Sometimes
- No

29. Is the child currently enrolled in school or any educational program?

- Yes
- No

30. Has the child's educational experience improved since reintegration?

- Improved
- No change
- Worsened

31. How well has the child adjusted emotionally and socially within the family?

- Very well
- Fairly well, with some challenges
- Poorly

32. Do you believe the child is safe and likely to remain in the family long-term?

- Yes
- Possibly, but there are concerns
- No

Section E: Feedback and Recommendations

33. What improvements would you suggest for the reintegration process or support programs?

34. Do you have any additional comments or recommendations regarding the child's reintegration or program support?



UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

April 22nd, 2025

TO WHOM IT MAY CONCERN

Dear Sir/Madam

Re: INTRODUCTORY LETTER FOR RESEARCH

This is to introduce to you KONGA Kevin Registration number S23B15/114, a student of Uganda Christian University, pursuing Bachelor's degree in Social Work and Administration. She is expected to carry out research in the final year under the guidance of a university supervisor in partial fulfillment for the requirements of the above mentioned award.

Topic: "Evaluating Family Reintegration Initiatives for Abandoned Children in Welcome Home in Jinja District."

The purpose of this communication is to request your office to allow her collect data from your organization. Any assistance rendered to her will be highly appreciated.


Yours faithfully
22 APR 2025
Bakurut
HoD, Undergraduate Studies
Tel: 0772602382
Email: bakurut@ucu.ac.ug

A Complete Education for A Complete Person

Kevin Konga

EVALUATING FAMILY REINTEGRATION INITIATIVES FOR ABANDONED CHILDREN



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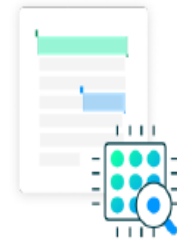
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