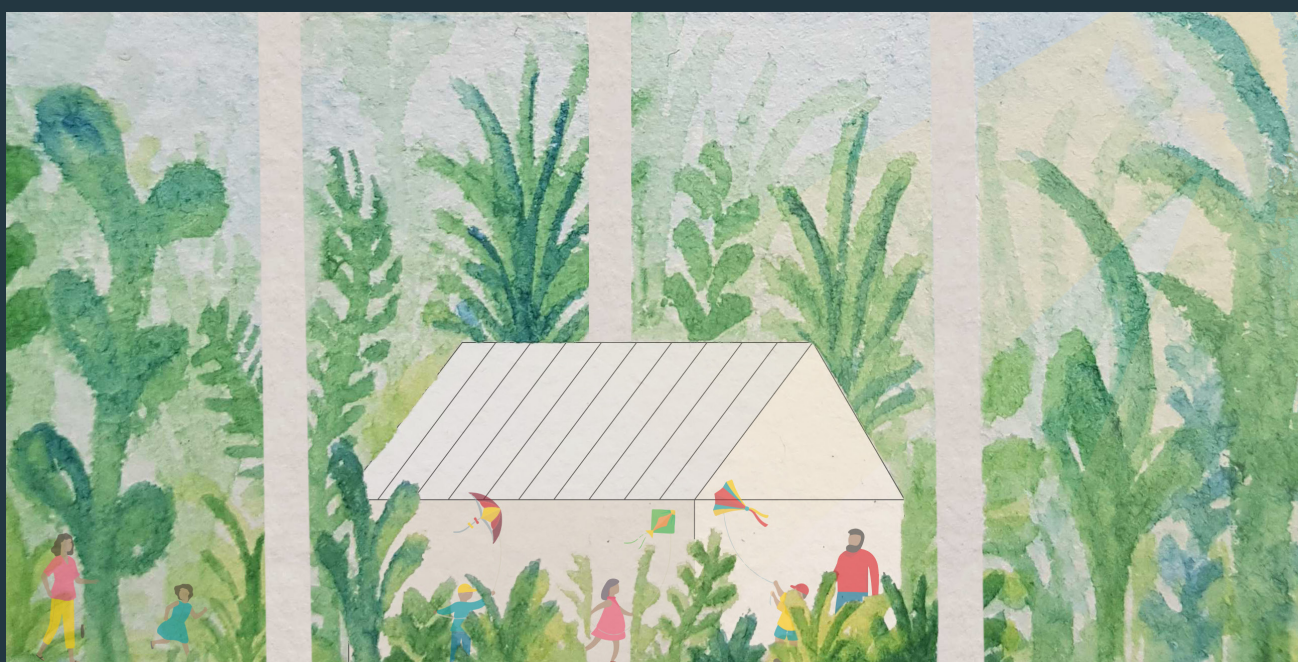


HEALING SPACES

Research Report



BUILDxSTUDIO



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ABSTRACT

Human trafficking is defined as a form of modern slavery. With an estimated 24.9 million slaves in the world today, tens of thousands of people are trafficked annually in Kenya and Uganda with little pastoral or residential support for survivors.

Existing evidence-based research on healthcare design has informed the creation of better and safer health facilities globally; however, most prioritize physical recovery over psychological health. This project's primary goal has been to establish a design framework for shelters and care facilities within East Africa that encapsulates the physical and psychological rehabilitation of human trafficking survivors.

Employing a user-led approach with evidence-based research and multidisciplinary collaboration, the framework will identify numerous design methodologies and principles (inherently unique or of heightened importance) with proven potential to revitalize and further improve treatments.

Design directly impacts health and well-being. When considering spaces for vulnerable groups like human trafficking and modern slavery, the importance of well-considered and dignified design is crucial in supporting any healing or recovery. To promote psychological well-being and fulfil the needs of survivors, social environments, spatial qualities, activities, and individual/personal survivor experiences must be considered. Environments that support survivor healing have the inherent ability to foster positive social connections with peers, caregivers and family & community. Through light, ventilation, materiality and air temperature, interior environments contribute significantly to health and well-being. Positive visual, auditory, haptic and olfactory sensory spatial qualities alongside positive distractions like activities and design elements are other vital tools that can provide psychological relief to victims.

This study provides valuable insight into the spatial experiences of human trafficking survivors. These observations and recommendations will, therefore, enable designers to develop significantly better, safer and healthier care facilities. This study will also provide a more informed perspective that both social and care workers can draw upon to deliver the best care possible.

The findings highlight how recreational activities, interior and exterior spaces, alongside the social environment and survivors themselves, all play a significant role in maintaining the survivor's psychological well-being. These factors register both positive and negative emotional responses in the survivors and collectively play a role in fulfilling their needs as quantified under Tay and Diener's (2011) study on Needs and Subjective Well-Being. The fundamental needs identified from the study being: basic needs (food, shelter, clothing), safety & security, social support, respect and pride in activities, mastery, self-direction and autonomy.

The social environment, alternatively, i.e. peers & friends, staff residents & caregivers, guests, family & community members collectively fulfill the survivor's needs of safety, social support and respect. These connections and relationships foster a sense of belonging with emotional and social security. The relationships themselves are established through displays of physical presence, emotional availability and acts of care shown by the above actors toward survivors; a lack thereof is detrimental to survivor's psychological well-being.

The physical environment and its sensory qualities also play a crucial role in promoting the psychological well-being of survivors. Visual elements like lighting and colours and auditory considerations like minimising noise, therefore, need to be carefully considered to stimulate calming environments. Additionally, smooth surfaces and textures can provide visual and textural comfort to survivors, while elements that positively engage olfactory senses can help promote and maintain survivor's health.

The survivor's individual perception of spaces is often attached to a person or functional activity that supports the fulfillment of their basic needs, like eating, social support, pride in activities, self-direction and autonomy. The qualities of the spaces themselves, however, are not actively considered when it came to the attachment to spaces.

This report will highlight the data analysed to come to the above conclusions. Further, a framework with design guidelines can be read to understand how to design a space for the survivors' of human trafficking.

Source: Nikos A. Salingaros (2015) "Biophilia and Healing Environments",

Human sensory organs and systems evolved to respond to natural geometries, which are characterized by colors, fractals, scaling, and complex symmetries. Fine-tuned to distinguish positive aspects (food, friends, mates) from negative aspects (threats) in the environment, our perceptual systems generate positive emotions from surroundings that resonate with our biophilic instincts.

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× INTRODUCTION

PREAMBLE

1.1 Context

Human trafficking is one of the biggest challenges facing the world today and the fastest growing vice by which people are forced into slavery (United Nations, 2007). The condition is fuelled by economic gain and typically involves two contrasting sides: victims that are seeking to improve their economic conditions and traffickers looking to benefit financially by exploiting their victims. Statistics have revealed that about 80% of all victims of human trafficking are women and girls.

There is a growing body of research on evidence-based healthcare design; consequently, this has informed the creation of better and safer health facilities globally. Ulrich et al. (2008) produce clear evidence of the impacts that specific design characteristics have on healthcare outcomes; however, most of these prioritise physical recovery over psychological health when measuring results. Levine (2016) compellingly highlights that most survivors of trafficking have disorders of extreme stress (DESNOS) compared to mental illnesses. Studies like this highlight the need for research that identifies how well-designed spaces can imbue psychological benefits in the treatment and support of slavery and human trafficking victims.

Research highlights the need for victims to have access to counselling treatments (Aron et al., 2006) but fails to provide guidelines or recommendations on the rehabilitation spaces themselves. Designated stand-alone support centres for human trafficking survivors do not currently exist. In some cases, organisations like domestic violence shelters or refugee assistance programs may have a facility; however, these have their respective strengths and limitations (Shigekane, 2007). Centres that do exist are primarily rooted in national healthcare frameworks with a concerning inadequate or complete disregard to psychological issues and treatments.

1.2 Research Purpose

The primary goal of this research project is to establish an evidence-based framework explicitly aimed at supporting human trafficking survivors and their psychological rehabilitation with a user-led approach to the design of facilities like shelters and care centres. The project focuses on the East African region, drawing on the memory and direct testimony of survivors in Uganda to better understand their plight and inform design recommendations for treatment centres.

This project builds on existing evidence-based healthcare design research yet remains unique in its focus on the psychological health of human-trafficking survivors. Employing a participatory arts-based strategy for the study, it draws on collective

community memory, individual experience and the testimonies from survivors and groups that are most affected by human trafficking in Uganda. These sources included digital audio journals, digital photography, community theatre workshops and sketch interviews. The tools provide a window through which the survivors' perceptions of space can be understood.

1.2.1 Research Questions & Objectives

The project will focus primarily on the following questions as a means of structuring the research and framework priorities:

Main Motive: Exploring spatial design characteristics to create optimal psychological healing environments for survivors of human trafficking.

Sub-Questions:

- i. When it comes to the physical environment, In what ways do the needs of human trafficking survivors differ from those of medical healthcare patients?
- ii. Does the physical environment needs of human trafficking survivors vary depending on demographic factors such as age or gender?

The above questions respond to existing research in evidence-based healthcare design, the majority of which focus on a medical (or physical) model perspective rather than the psychological wellness model. Design characteristics that directly affect recovery have been highlighted in existing research. The most common among these are accommodation configurations (single-bed rooms versus multi-bed wards,) access to daylight, appropriate lighting, acoustics, programme layout (proximity of observing medical staff), design for infection and disease control, adequate ventilation, and views to nature. Some of these are likely to be identified as themes in this research. However, numerous factors such as security, safety, freedom of movement, social support structures, design for suicide or self-harm prevention, and the relationship of the facility to the public environment may not be so prevalent within existing healthcare design research.

1.3 Research Structure

The research will take an inductive approach, adopting the 'Grounded Theory' methodology to analyse qualitative data derived from the proposed arts-based participatory workshops, documentation of experiences, memory and testimony, and researcher observations. The grounded theory is a set of rigorous, systematic research procedures that greatly assist in the production of conceptual categories. Initially established in 1967 by two sociologists, Glaser and Strauss, they argue that "the discovery of theory from data – which we call grounded theory – is a major task confronting sociology today, for, as we shall try to show, such a theory fits empirical situations and is understandable to sociologists and layman alike. Most importantly, it works – provides us with relevant predictions, explanations, interpretations and applications" (pp.1, 2017). The Grounded Theory methodology is widely recognised as a practical method for conducting research. The strategy focuses on the process of determining scientific truth from both the act of observation and the emerging consensus by analysing "the actual

production of meanings and concepts used by social actors in real settings” (Rynes & Bartunek, pp.11, 2016).

X LITERATURE

BACKGROUND

The Uganda Trafficking in Persons Act of 2009 defines “trafficking in persons” as the recruitment, transportation, transfer, harbouring or receipt of a person through threatening or forceful means, namely: coercion, abduction, fraud, deception and the abuse of power. Another common way to exploit victims is through their emotional, physical or financial vulnerabilities. Traffickers typically capitalise on these vulnerabilities by providing the services that people lack, consequently exploiting the manifested relationship of trust and reliance for personal gain.

The definition of a human trafficker also extends to someone that recruits, hires, maintains, confines, transports, transfers, harbours, or receives a person that is forced/coerced into prostitution, pornography, fornication, forced labour, slavery, involuntary servitude, death bondage and forced or arranged marriage.

2.1 Modern-day slavery

2.1.1 Human Trafficking

Human trafficking is a form of modern slavery, with an estimated 24.9 million slaves in the world today. The primary motivation for human trafficking is for economic purposes. Victims are seeking to improve their economic conditions while traffickers strive to make money or cut down on labour costs.

Males are subject to human trafficking; however, the vast majority of victims are women and children. Contrary to popular belief, human trafficking begins at the point of coercion, not after movement. Victims are coerced physically through starvation, isolation, controlled movement, physical and sexual abuse; or psychologically using threats of deportation, extortion, shame, physical harm to themselves or family members, or through promises of love and a brighter future.

Human trafficking is continuously evolving in the advent and evolution of technology. It encompasses a variety of forms that include but are not limited to the following:

Forced Labour:

Forced labour commonly involves the performing of any work or service through means of coercion, denied freedom or controlled movement (especially when the victim is removed from their local context/home.) Domestic servitude is a common characteristic of forced labour. This kind of work is frequently associated with deception, isolation, physical or sexual violence, debt bondage, intimidation, threats, retention of identity documents, withholding of wages, abusive living and overworking.

Sexual Exploitation:

Sexual exploitation is committed through non-consensual abuse of a person's sexuality for sexual gratification, financial gain or any other non-legitimate purpose. Prevalent forms of sexual exploitation include organised prostitution in brothels, on-street prostitution and informal networks among the exploiter's friends, associates or family. Both children and adults remain affected by this form of abuse.

Orphanage Trafficking:

Orphanage trafficking refers to the active recruitment of children into residential institutions for exploitation. Evidenced in several countries, children are recruited by traffickers or orphanage managers to attract funding and donations from foreign tourists, international charities and donors, among other similar sources. According to Ugandan law, the trafficking of children in this manner falls under the offence of aggravated trafficking.

Children are either kidnapped from their homes or leave after traffickers coerce and deceive their parents after promising a better life for their children. Once the children become residents of these institutions, they are subjected to various other forms of exploitation such as sexual, physical and psychological abuse or forced labour.

Child Marriages:

Child marriages are defined as the formal or informal union of persons where one or both parties are under the age of eighteen. Despite the involvement of boys in child marriages, the vast majority of the victims are girls. With victims exposed to various forms of exploitation, namely: sexual and physical violence, abuse from partners, controlled movement and limited decision making in their own lives, this practice is noticeably more prevalent in developing countries as opposed to developed ones.

Child Sacrifice:

Child sacrifices involve the removing of a child's body parts, blood, or tissue while the child is still alive. A report by NBC on Africa (2010) highlighted the desire for wealth and good health amongst Ugandans as primary motivators for the practice. The belief that drugs and potions made from human organs have the potential to boost wealth and health remains prevalent in numerous communities. In Kampala's rural and urban centres, traditional healers and witch doctors are a common sight.

Another report by BBC News (October 2011) highlighted the trafficking of children from Africa to the UK to be used in blood rituals. Over 400 children were trafficked over four years with traffickers reportedly making around £10,000 per child.

Victims would usually be kidnapped and abducted or coerced through deception or death threats to themselves and their families.

Exploitation for Illegal Activity:

This form of human trafficking involves the coercion of a person into committing crimes. Through this system, traffickers avoid the associated risks involved with criminal activity while continuing to benefit from the proceeds. Organised Criminal groups control and

manage this kind of activity with children emerging as its leading victims. Victims are usually involved in picking pockets, shoplifting, transporting or selling drugs, begging and using violence, among other criminal activities. If caught, victims are frequently profiled as criminals and criminal suspects, rather than victims of human trafficking and exploitation.

Abduction for War-related Activity:

Human trafficking is linked historically to conflict areas and war zones. Synonymous with instability, violence and disorder, human traffickers exploit the conditions in such areas to target refugees, migrants and internally displaced persons. At the U.N. Security Council Open Debate on November 21st, 2017, The Vatican's Nuncio highlighted that the criminalisation of marginalised communities like these in their host countries only increased their vulnerability to exploitation and susceptibility to traffickers.

In war zones, children are recruited because they are impressionable, and thus, can be easily coerced into carrying out abounding atrocities. Abducted from their homes and subjected to physical abuse and forced intoxication, any resistance from the children is met with threats of death, deportation and bodily harm to themselves and their family members. While male children are usually enlisted for fighting and war, female children are recruited as soldier 'wives'. Females face enslavement, sexual abuse and the high risk of infection with sexually transmitted diseases.

In the South Sudanese Civil War, for example, male children were forcefully recruited from their schools and used to scavenge for food and firewood for the troops while also engaging in battle.

While the majority of child victims are forced to take part in the war, some children do so 'voluntarily' for a variety of reasons. These grounds include parental and religious influence, radicalisation, avenging loved ones, and the fear of abduction by the troops.

Virtual Trafficking:

Also known as 'cybersex trafficking', this practice involves the soliciting and manipulation of people into performing sexual acts in front of a webcam. Traffickers, in this instance, can remain anonymous while benefiting from the proceeds that arise from illegally viewing and distributing images and videos of minors and young adults.

In a global context, several factors give rise to and exacerbate Human Trafficking, these are:

Economic Factors:

A blog by the Centre for Global Impact highlights that many victims of human trafficking are deeply motivated to improve their economic condition. Often coming from challenging economic backgrounds, they are willing to try almost anything to secure a better future. The desperate situations individuals often find themselves in, make them vulnerable to coercion by traffickers who in-turn take advantage of their vulnerabilities by promising them a better future that has physical and financial security.

Traffickers, on the other hand, are motivated primarily by the monetary and financial gains that they can make from human trafficking. An article by the International Labour Organization outlined how forced labour generates an annual income of \$150 billion.

In a report by the BBC on child trafficking, a trafficker of African children to the U.K. reportedly charged a fee of £10,000 per child.

Social & Cultural Factors:

Some cultures and societies have beliefs, traditions and misogynistic ideologies that oppress and deny human rights to certain members of the community.

In many cultures, women's place in society is secondary in both importance and value to that of men. In such instances, oppressive conditions and the inability for women to make personal or family decisions are common. Their movement is typically restricted and controlled with limited access to finances and education. Men, on the other hand, are usually considered as providers, and hence will be exploited for hard labour in cases of human trafficking. The common perception that children should listen to adults without question also increases their vulnerability as victims.

Traditional practices and rituals that require the harming of children and certain members of society also contribute towards trafficking. These practices might involve the removal of organs from individuals and the rape of young girls and women.

Political Factors:

The political climate of a country can contribute to human trafficking. Political instability, militarism, generalised violence and civil unrest creates chaos and disorder, conditions which human traffickers capitalise on. In instances of war and conflict caused by political unrest, refugees, migrants, and internally displaced persons that emerge from it are the most vulnerable and at a higher risk of exploitation.

2.1.2 Trafficking in East Africa**Overview:**

Human trafficking is one of the biggest challenges facing the world today and the fastest growing vice by which people are forced into slavery (United Nations, 2007). Human trafficking is defined as modern-day slavery and typically employs violence, threats, and numerous forms of coercion to force victims to work and act against their will. Despite its worldwide prevalence, actual statistics that include child trafficking are difficult to obtain due to its obscure and covert nature. A 2005 U.S. report, however, estimated that of the 600,000 to 800,000 men, women, and children trafficked across international borders each year, approximately 80 percent were women and girls and up to 50 percent were children.

Victims of trafficking are subject to numerous human rights violations, some of which include rape, torture, forced abortions, starvation, and threats of torture and murder to their family members. In most cases, victims looking to escape poverty in their own countries accept fraudulent offers of foreign employment like child-care amongst others, only to be forced into prostitution in a foreign country (United Nations, 2000). Appendix 01 expounds on the other forms and motivations for human trafficking.

According to existing literature, East Africa is affected by both internal and transnational trafficking. Urbanization and strong rural connections play critical roles for trafficking in Kenya, Tanzania and Uganda. The high concentration of labour-intensive industries in

certain areas and military recruitment in Uganda also further internal and cross-country migration.

Northern and Western Kenya are critical points of origin for victims of human trafficking (United States Department of State, 2006) alongside other rural and poor slum communities. Urban tourist centres and intensive agricultural sites in Tanzania and Kenya also serve as primary destinations alongside the mining areas in Tanzania (Anti-Slavery/ANPPCAN, 2005; ILO, 2006; United States Department of State, 2006).

Kenya and Tanzania additionally serve as transit routes for international trafficking such as Ethiopian women trafficked to Europe and the Middle East (Adpoju, 2005; United States Department of State, 2006). The same transit routes are additionally used to traffic Somalis to South Africa (UNICEF, 2003) while Kenya is typically used to traffic Chinese women for sexual exploitation and Bangladeshis for forced labour (United States Department of State, 2006).

In Kenya alone, human trafficking has seen a steady increase of traffickers targeting vulnerable and marginalised members of the community. Major cities like Nairobi and Mombasa have several brothels employing vulnerable women and young girls. According to the Refugee Consortium of Kenya (RCK), at least fifty girls aged between ten and fifteen are sold to become sex workers in the main towns of Kenya every week (Refugee Consortium of Kenya, 2013).

Kenyan traffickers generate an estimated 40 million US dollars per annum. Kenya is also increasingly becoming a source, transit route, and preferred destination for victims of human trafficking/ smuggling, the majority of which are drawn from Somalia, Eritrea and Ethiopia. Other victims also transit through Tanzania, Malawi and Mozambique to their preferred destinations. At the same time, children from Burundi, Ethiopia, Somalia, South Sudan, Tanzania and Uganda typically end up in forced labour and prostitution in Kenya. Kenyans also voluntarily migrate to East Africa, South Sudan, Europe, the United States and the Middle East seeking better employment opportunities (UAE, Lebanon and Oman). Unfortunately, most of them are exploited in domestic servitude, massage parlours, brothels and forced manual labour (Ondieki, 2017).

The key entry points of smuggled and trafficked victims into Kenya include Marsabit, Wajir, Mandera and Garissa countries. On the other hand, Kajiado, Taita Taveta and Kwale countries remain strategic exit points for connections to Southern African countries and Europe. Trafficked victims from Bangladesh, Yemen, Pakistan, India and Sri Lanka, in contrast, are smuggled through Jomo Kenyatta International Airport (JKIA), Moi International Airport (MIA) and Wajir International airport (Ondieki, 2017).

2.1.3 Trafficking in Uganda

In line with the United States Trafficking Victims Protection Act (TVPA), the Trafficking in Persons Report highlights Uganda (similar to other East African countries), as a Tier 2 nation. This ranking means that Uganda has made significant efforts to eliminate trafficking but does not yet meet the framework's minimum requirements.

The efforts undertaken by the Ugandan government reveal an increase in the training of law enforcement officials, prosecutions and investigations, and the de-licensing of fraudulent labour recruitment companies. The absence of policies, resources and

frameworks to provide referrals, assistance and support to victims, however, are vital flaws that collectively hamper any existing efforts made by the government to combat human trafficking.

The Trafficking in Persons Report also highlights how traffickers in Uganda exploit both domestic and foreign trafficking victims internally as well as Ugandans abroad in other countries.

Children remain the most vulnerable to numerous forms of trafficking. The exploitation of children in forced labour typically involves work in domestic servitude in addition to the agriculture, mining, fishing, forestry, cattle herding, mining, stone quarrying, brick-making, carpentry, steel manufacture, street vending and food service industries. Young boys and girls usually between the ages of thirteen and twenty four are exploited in prostitution and domestic sex trafficking. Hotspots for this kind of trafficking are new road construction sites and sites close to sports tournaments. Estimations vary between seven and twelve thousand for children currently involved in prostitution in Uganda.

Victims of internal trafficking are mostly Ugandans, the most vulnerable of which are children from the Karamoja region. These children are usually victim to begging or child sex trafficking, where they often receive poor pay or no pay at all. For internationally trafficked children in Uganda, they are usually sourced from neighbouring countries like Kenya, Tanzania, Rwanda, Burundi and South Sudan and typically subjected to forced agricultural labour. For international trafficking cases that involve domestic work in the Middle East, Young women remain the most vulnerable group. These victims are often subjected to forced labour and sex trafficking. During the transition to the Middle East, Kenya and Tanzania usually serve as key transit routes for labour recruitment agencies that facilitate this kind of trafficking.

Traffickers in Uganda have an extensive and well-organized network. In close contact with their victims, traffickers are often relatives, friends and even religious leaders in some instances. Wealthy women and labour recruiters that fraudulently promise high-paying jobs abroad are also known to be traffickers.

2.1.4 Effects of Trafficking on Victims and Survivors

Victims of human trafficking are contrastingly exposed to varying levels of trauma which are highly individualised. However, some common themes exist when it comes to the effects trafficking has on their mental, physical and emotional well-being. These effects are explored below using a report by report by Levine J. (2017) and the Governance and Social Development Resource Centre. (2011).

Mental Trauma:

Levine J. (2017) highlights that survivors of human trafficking suffer from mental illnesses after trafficking; these include depression, anxiety, and post-traumatic stress disorder (PTSD). The high levels of psychological stress-induced from the exposure to trauma and sexual exploitation change the anatomy of the brain. A study conducted on a group of one hundred and seventy six female sex trafficking survivors revealed that 54% had a mental illness, the most prevalent of which were PTSD, depression and anxiety disorder. These prevalent conditions are usually accompanied by feelings of fear and distrust, hopelessness, shame, humiliation, continuous stress, anger, irritability, and being trapped.

Physical Trauma:

The environments and events that survivors are exposed to during trafficking like crime, drug abuse and poor living conditions can deteriorate health conditions. A study conducted on Nepalese women who survived sex trafficking and aged twelve to nineteen, revealed that they experienced somatic symptoms like headaches, itching, social withdrawal, aggression, stomach pain, fatigue, altered behaviour towards males, pelvic pain and low motivation.

Survivors can also display evidence of cigarette burns on their skin or hair, attempts of self-harm, rashes, intravenous drug-use, vitamin deficiency, bruising from physical abuse, infectious diseases such as tuberculosis and lice, dental caries from poor dental hygiene and malnourishment. Gynaecological issues from sexual abuse can also induce STDs, non-menstrual vaginal bleeding, vaginal pain, and ovulatory failure. Survivors could also suffer from hypertension, diabetes, asthma and have abuse-related fractures with decreased bone density. Secondary effects of trafficking also include drug, cigarette, and alcohol dependencies, the abuse of which, serve as coping mechanisms.

Ostracism:

Rehabilitated survivors are also often stigmatized and prone to becoming victims of violence. Isolated from friends and family, survivors often become withdrawn and excluded from social groups as a result of the stigma that they face. Feelings of rejection makes victims more vulnerable to being trafficked again or take up substance abuse to cope with this new reality.

Stunted Growth Development:

The indefinite periods spent away from home, school and other learning environments, denies victims the ability to develop personal, social, academic and general life skills and knowledge that they can use in the future.

These factors often leave survivors without the tools and skills they need to live independently and be self reliant once back in society.

2.2 The Organisation of Services for Rehabilitation of Human Trafficking Survivors

2.2.1 Existing Policy Guidelines on Health Infrastructure

The Constitution of Uganda (2015) mandates local governments to plan, budget and implement health policies and plans. The provision of health services is, however, devolved to districts and health sub-districts. Local governments manage general public hospitals and health centres, as well as supervise health activity, including that of private hospitals.

The local governments, therefore, assess and determine the health needs of their respective areas of jurisdiction.

In 2011, the Ministry of Health created policy to guide the designation, establishment and upgrading of health units. The main objective of the strategy was to establish a network of sustainable health infrastructure within a 5 km distance of every homestead. The infrastructure covers buildings, medical and hospital equipment, communication systems and equipment and ambulance and transport facilities (Ministry of Health, 2011).

The following provisions are enlisted in the policy:

Levels of Health Service Delivery (Ministry of Health, 2011).

The policy states that a health unit can be established under the following criteria:

When a community of 5,000 does not have a health facility within 5km

In this case, a Health Centre II would be established.

If the access to the facility is constrained by geographical factors such as mountains, water, conflict or otherwise; the appropriate level of the facility would be determined by a survey and assessment of the needs of the population.

The infrastructure requirements are as follows:

The health centre should have appropriate medical buildings and equipment to meet the level of service required. There should be at least 50% of staff houses' requirements for the current levels of service. There should be a clear plan for providing the additional infrastructure needed to meet anticipated higher levels.

The policy mandates the provision of mental health services at a general referral hospital level. However, the policy fails to address the provision of community-based mental health services that target survivors of human trafficking and other forms of trauma.

2.2.2 Provisions for Rehabilitation Services for Survivors of Human Trafficking in Uganda

Established by the Ugandan parliament, the Mental Health Act (2014) outlines the care and treatment of people with mental illness at primary care centres. The bill stipulates procedures on the admission, treatment and discharge of people from both health and mental health units. The new act encourages mentally ill patients to voluntarily seek treatment, replacing the outdated Mental Treatment Act of 1964 which confined and

isolated patients from society without consideration for clinical care.

There have, however, been reports of human rights violations in mental healthcare facilities despite the enactment of this bill.

While there is a need and demand for mental healthcare services in Uganda, few individuals seek treatment, while others seek alternative forms of treatment. A 2004 study revealed that 35% of all Ugandans suffered from mental illness, and 15% required treatment (Ndyanabangi, Basangwa, Lutakome & Mubiru, 2004).

Table 1:
Guidelines for the
establishment of
health units in
Uganda, 2011.
Source: Ministry of
Health (Uganda),
2011.

Level of Health Unit	Level	Target Population	Services Provided
Health Centre I (Village Health Teams)	Village	1,000	Community-based preventive and promotive health services. Village health committee or similar status.
Health Centre II	-	5,000	Preventive, promotive and out-patient curative services, outreach care and emergency deliveries.
Health Centre III	-	20,000	Preventive, promotive, outpatient curative, maternity, in-patient health services and laboratory services.
Health Centre IV	Health sub-district	100,000	Preventive, promotive outpatient curative, maternity, in-patient health services, emergency surgery and blood transfusion services and laboratory services.
General Hospital	-	500,000	In addition to the services offered at HF IV, other general services will be provided. It will also provide service training consultation and research to community-based healthcare programs.
Regional Referral Hospital	-	2,000,000	In addition to the services offered at the general hospital, specialist services will be offered, such as Psychiatry, Ear, Nose and Throat (ENT), Ophthalmology, Dentistry, Intensive Care, Radiology, Pathology, higher-level surgical and medical services.
National Referral Hospital	-	-	These provide comprehensive specialist services. Besides, they are involved in teaching and research.

2.2.3 Recommendations by the World Health Organisation

The World Health Organisation (2003) highlights that mental health services are commonly delivered through general public health systems, community-based systems and institutional mental health services.

General Public Health Systems:

General public health systems usually provide mental health care services concurrently with physical care, thus, ensuring health care providers can diagnose mental health conditions in their patients. This system also provides dedicated services at primary health care facility levels.

Institutional Mental Health Care:

Institutional mental health care services are usually provided in dedicated mental health hospitals like Butabika National Referral Hospital in Kampala and Uganda. Outpatient clinics also offer the service but they are often private. These facilities, however, are attributed to creating stigmatisation of patients with mental health conditions and illnesses.

Community Health Care Facilities:

Community health care facilities are usually provided formally through community-based facilities and informally by local community members like traditional healers and spiritual leaders.

WHO Guidelines:

WHO guidelines list trauma rehabilitation centres as a requirement for formal community health services. Rehabilitation centres include community-based rehabilitation services, mobile crisis teams, therapeutic and residential supervised services, and community-based services for special populations such as trauma victims, children, adolescents and the elderly. These services are deemed to be most efficient when closely associated with primary care services and informal care providers within the community like traditional healers.

The report advocates for rehabilitation centres to consider facilitating: community health centres/ outpatient clinics, clubhouses, day-care centres, drop-in centres, support groups, employment/rehabilitation workshops, sheltered workshops, supervised work placements, cooperative work schemes and supported employment programmes.

Through education, healthcare and immigration frameworks, however, policy recommendations for rehabilitation by the Uganda Government outline facility and centre types & characteristics.

2.3 Impact of Architecture on Health

The World Health Organization defines health as ‘a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity’. Research has shown that our environment, more specifically the built environment, directly impacts our health. A healing environment, therefore, can be said to be one that promotes physical, mental and social well-being.

Day C (2002) pinpoints the common known causes of disease, which are: disposition (genetics), stress (exhaustion) and agent (pathogen). These three factors often exist simultaneously; for all of them, nonetheless, the environment plays a significant role.

Advancements in medicine have consequently improved environmental conditions like hygiene, sanitation and water supply. Health is, however, not only dependent on these external factors; research has shown that stress affects our hormones, and consequently, our bodies’ ability to fight ailments and pathogens.

Buildings and their internal environments have an inherent ability to either promote good health or cause stress and illnesses. Factors such as air temperature, indoor air quality and lighting play a vital role in determining this balance, and should, therefore, meet comfort levels and look to promote good health and well-being. Looking outwards, prolonged exposure to stimuli like noise, harsh artificial light and foul smells can have the opposite effect and promote/increase the susceptibility to illnesses.

In creating healing environments for trauma rehabilitation, the spaces should greatly minimise physical discomfort while employing sensory strategies to alleviate and positively distract patients from their emotional or mental stress.

Environments have a direct impact on our well-being and health; for built spaces, the main physical aspects that affect these are:

- Building envelope design
- Spatial qualities
- Safety factors

The following reviewed literature discusses how these design factors can be used to promote health and well-being.

2.3.1 Building Envelope Design Factors

A building envelope’s design can maintain human comfort levels through the direct impact it has on internal environments. Uncomfortable and unhealthy indoor conditions increase the risk of sick building syndrome (SBS) symptoms, discomfort and illness among building occupants (Amin, Akasah and Razzaly, 2015). To combat conditions like these, UN Habitat (2015) provides guidelines on the following design principles:

Thermal Mass:

The building envelope should regulate the amount of solar radiation penetrating internal spaces as this directly impacts occupants' thermal comfort. The walls should, therefore, be constructed from appropriate materials with insulating properties to minimise heat gain with careful attention also given to roofing materials. Referencing clinical trials, Amin, Akasah and Razzaly, (2015) reveal that temperature can contribute to the growth and spread of disease and therefore must be controlled.

Daylighting:

Exposure to natural light generates positive physical and psychological effects on the body, and thus, should be implemented within interior spaces. Inadequately lit spaces, on the other hand, decrease productivity and can cause stress, migraines and eye discomfort among other symptoms (Phillips, 2004). Opening sizes, contextual factors, and window height to floor area ratios should, therefore, be carefully considered to optimise daylighting. A narrow building plan will also increase the penetration of light into interior spaces.

Openings that are too large will promote overheating and excessive heat gain, while openings that are too small will increase visual strain and the need for artificial lighting (cost implications.) The appropriate calculations should, therefore, be used to encourage passive lighting and heating with shading devices used where appropriate.

Ventilation:

The quality of ventilation correlates with indoor air quality and temperature, both of which, have a direct impact on physical health. Natural ventilation is preferred due to its air quality and minimal use of energy. The UN-Habitat (2015) defines natural ventilation as the intentional airflow through windows, doors or other openings designed for the purpose, obtained without the use of fans. Poor ventilation can increase humidity, the high levels of which are associated with the growth and spread of bacteria, viruses, dust mites and fungi (Amin, Akasah and Razzaly, 2015). Natural ventilation can be implemented to prevent situations like these using appropriate design strategies like strategic placement and sizing of openings and a narrow building plan.

Natural Cooling:

Natural cooling strategies should be employed in the building's design to minimise energy use and align with the site's climatic conditions. In hot climates, for instance, evaporative cooling strategies using natural pools, cooling vents or towers can be implemented.

Building Materials:

The building materials chosen should be locally sourced, affordable, durable, readily available, have a low environmental impact and involve construction methods familiar to local skilled labour.

2.3.2 Spatial Design Factors

Factors that go beyond a building envelope's design are also crucial in determining the healing quality of spaces. Connellan K., Gaardboe M., Riggs, D., & Due C., & Reinschmidt A., and Mustillo L. (2013) in their study, sought to establish how the intersection between mental health care and architecture can foster psychological well-being. The authors methodically reviewed and analysed published literature between the years 2000 and 2010 that focused on this theme, enabling them to give the following recommendations:

Security:

Evidence from previous studies revealed that both patients and staff could be confronted with increasing and widespread violence within psychiatric wards. Density, privacy and control were identified as contributing factors to this risk. With high-density spaces, patients lose dignity, privacy, and control over their immediate environment. This situation, however, can be reversed through architectural interventions like creating dedicated spaces for social interaction; labelling spaces to help with way-finding and creating visually distinct spaces using appearance, variety of colour, material, and lighting.

Light & Lighting:

A major theme in the reviewed literature was natural lighting. Publications related to light highlighted the importance of controlling and regulating the body's natural rhythm. Natural light directly impacts biochemical and hormonal body rhythms, which in turn influence mental health. Studies revealed that exposure to natural light led to reduced depression, decreased time spent in healthcare, improved sleep and natural body rhythm, lessened agitation and pain.

Therapeutic milieu:

This encompasses the social and psychological aspects of environmental design. The reviewed literature focused primarily on light, adequate personnel, communal workspaces, home-like comfort and access to gardens. The recommended interventions for patients included the provision of safe and cosy environments, visual and spatial clarity, views to nature, reduced noise, varied lighting and comfortable room temperatures. It was also recommended that patients take part in 'normal' everyday activities like cooking and washing.

Staff experiences can also be improved by creating secured supplies and equipment facilities, ergonomic designs to reduce injury from repetitive movements, visual connections to patients from nursing stations, protective interventions for staff from hostile patients and the provision of quiet and meditative spaces. It is also recommended that meticulous care be taken of the building and grounds to reduce vandalism.

Gardens:

Therapeutic gardens are highly relevant to mental healthcare. A 2008 study highlighted the need to create privacy in gardens with space for walking and sitting. Another 2005 study proposed design features like verandas, conservatories, airing courts, ornate aviaries and pagodas. Some of these features, however, are understandably costly to implement.

A study conducted in 2004 on the design of Alzheimer's facilities evaluated the therapeutic qualities of the gardens at an Alzheimer's facility. The gardens were designed to provide a safe outdoor environment with spaces for reflection, relaxation, socialisation and gardening. Patients were highly satisfied with the gardens, suggesting only a few improvements, namely: improving way-finding, providing group spaces, creating additional space for patient gardening, adopting spontaneity in plantings and providing flexible, multi-use outdoor spaces.

Interior design:

Data collected in the studies of mental healthcare institutions both before and after renovation clearly highlighted the impact that interior elements have on well-being. The addition of features like wallpaper, live plants, increased light, coloured walls and upholstered furniture recorded a decrease in negative stereotypic behaviour from patients

and an improvement in staff morale.

Art:

The literature points to the therapeutic benefits of visual art in healthcare. However, the research is limited and the link between the two is yet to be formally established. One study, however, showed that depression and anxiety were 34% and 20% lower respectively where art interventions had taken place than wherewith groups not exposed to art.

The Adolescent:

The literature revealed that paediatric therapeutic settings are different from those for adults. A 2006 study revealed that distractions were the most common coping mechanism in young people. Distractions can be provided by television, music and conversation with friends. The study also recommended the provision of areas for social activity and interaction, such as a gym and a kitchen. The importance of privacy for adolescents was also stressed. This could be maintained through the provision of private bathrooms, single rooms, full-coverage nightwear and encouraging expressions of identity.

Forensic psychiatric facilities:

A 2002 study derived recommendations from professionals in the field. Considerations included ambience, a comfortable domestic scale, the use of proper lighting, bright colours and sub-divided spaces. Smaller social units to compromise between staff efficiency, reasonable therapeutic milieu and the reduction of noise were additionally stressed.

A study by Lawson & Phiri (2003) interviewed patients at two mental health facilities on the following factors; the appearance, layout and overall design of the wards; the immediate personal or private bed areas; environmental comfort in terms of lighting, temperature, air quality and noise; environmental control and reactions to treatment in the facility. The patients' responses were as follows:

- Windows, natural light, sunlight, ventilation and views: both staff and patients felt it was essential to have windows in spaces, with patients complaining of a lack thereof. There was, however, no general preference in terms of what the view should be. Nonetheless, views were positive distractions that connected patients to outside environments. Staff members also highlighted the importance of natural light and ventilation.
- A controllable and personal environment: staff and patients expressed the limited opportunities for patient's to control their environment through simple means like drawing curtains and reducing light intensities. It was therefore recommended that such controls be available at the bedside of patients.
- A clean, tidy and well-cared-for space: the quality and cleanliness of bathrooms and toilet facilities directly impacted patients' attitudes towards the overall design of the wards and perceptions of the anticipated care they would receive. The lack of cleanliness and sanitary facilities for patients caused distress, similarly to the issues of privacy. .
- Appearance: despite the subjective nature of this theme, patients appreciated colours, decorations and 'light' and 'airy' spaces compared to dark ones. Patients labelled calming colours and homely features like wallpapers and carpets as highly desirable. The general comments revealed a preference for variation in colour, texture, smooth surfaces (easy to clean) and themes to contrast hospital environments and harsh fluorescent lighting.

The studies highlight the impactful and tangible results that good design has on the performance and well-being of patients, visitors and caregivers in healthcare environments. Healthcare facilities must also be well managed and maintained to preserve quality and efficiency. Significantly impacting psychological well-being, the environment can enhance psychological stability and calmness when considered in the design of healing spaces for survivors of human trafficking as evidenced in the studies.

2.3.3 Safety Design Factors

In addition to the building design and quality of space, safety factors should also be considered. A study by Singhal, A., Ross, J., Seminog, O., Hawton, K., & Goldacre and M. J. (2014) established the link between psychiatric illnesses and self-harm, depression and bipolar disorder. Studies have shown that survivors of human trafficking suffer depression and anxiety disorders; these individuals, therefore, are at a high risk of self-harm and suicide.

Guidelines by Public Health England (2015) on the prevention of suicide in public spaces recommend the following measures in buildings: installing physical barriers like railings on highly elevated floors (4 storeys and above) to deter suicide by jumping; providing adequate lighting in the building's areas and surrounding to facilitate easier surveillance and limit blind spots, and finally, to restrict access to storage areas that contain medication and toxic substances.

Guidelines by the World Health Organisation (2007) on the prevention of suicide in jails and prisons also recommend that a suicide-safe environment would be one which has eliminated or minimized hanging points and unsupervised access to harmful materials.

While architectural and technological interventions such as camera surveillance and reduced hanging points may be used, there is still a possibility that everyday objects like bedsheets, clothing and cutlery may be used for self-harm and suicide; these occurrences cannot be prevented through architectural intervention, but rather through management strategies within the facilities.

X METHODOLOGY

APPROACH

3.1 Grounded Theory Methodology

The Grounded Theory is a set of rigorous and systematic research procedures that help create conceptual categories. The inductive research strategy used, adopted this methodology to analyse qualitative data produced from proposed arts-based participatory workshops, documentations of experience, memory and testimony, and the observations of the researchers.

The following research methods were devised from the outset for the collection of qualitative data:

3.1.1 Participant Group 1: Survivors of Human-Trafficking

This group was asked to participate in these activities in the following order:

Digital Media Journals – participants documented their thoughts and feelings around their physical environment on personal digital tablets over eight weeks. Participants were trained on how to use the devices and record audio files in their preferred languages, primarily Luganda. The audio recordings were then transcribed and translated into English for analysis. This data collection method produced insightful data that went beyond physical descriptions of space.

Digital Photography Challenge – participants were given introductory training on digital cameras and asked to capture spaces that registered emotional responses. The participants frequently took photographs that linked directly to their daily audio journal entries. Despite receiving images that were often difficult to interpret and collectively limited in number, they were, nonetheless, used to support data and themes from other data sources.

Interviews – participants were individually interviewed through semi-structured interviews. They were asked to reflect on their journal entries and the impacts the environment had on their emotions and thoughts, thus enabling the research team to better understand their concerns. Despite the interviews and responses being conducted and given in Luganda, the data was transcribed and translated into English for analysis.

Focus Group Discussions – interactive workshops were held with all participants to discuss the key themes and patterns that emerged from analysing the first sets of data. This strategy aimed to strengthen consensus and discuss contrasting experiences as a means of deepening the quality of research findings. The focus group discussions were conducted in Luganda and later translated into English for analysis.

Sketch Interviews – selected participants were asked to describe different aspects of selected common areas and spaces at the centre through semi-structured interviews. The aspects covered included the size spaces, textures, colours, views, light and ventilation, among other elements. These descriptions were then visually represented in the form of drawings by a sketch artist. This exercise aimed to get a unique and deeper understanding of the participants' perception of space.

3.1.2 Participant Group 2: Community (Including Survivors, Local Community Leaders and Members)

Community Stakeholder Dialogue – moderated by Agnes Igoye, the stakeholder dialogue took place at the UYDEL Masooli Centre in partnership with DRC. Representatives from various learning institutions, local Catholic parishes, law enforcement agencies, rescue and rehabilitation centres and people working in the transport industry attended the event.

The forum served as an open platform to introduce the project to community leaders and talk to them about human trafficking. High levels of engagement encouraged stakeholders to share their views and talk about the different aspects of healing and rehabilitation processes.

Community Theatre Workshops – at the preliminary research stage, selected participants from Target Group 1 were supposed to join a broader group from the community to take part in a community theatre workshop. The workshop explored personal experiences of trafficking through a spatial, physical and environmental lens.

Data collection delays from the outset; however, resulted in the re-installation of most of the participants from TG 1 before they could participate in the workshops. The theatre performances, therefore, were done by participants with no experience of human trafficking before coming to the centre. The performances were, nonetheless, instrumental in sensitising the community and stakeholders to human trafficking.

3.1.3 Participant Group 3: Staff and Caregivers at the Centres

This group engaged in the following activities:

Interviews – to better understand their roles and responsibilities as caregivers, staff were individually interviewed through semi-structured interviews conducted in English. Feedback covered their day-to-day duties, models of care implemented at the centres, factors that affected their work environment and their professional opinions on the psycho-social needs of survivors.

Focus group discussions – to better understand what spaces and activities could best support the healing of human trafficking survivors; staff members shared their perspectives in focus group discussions.

3.2 Research Strategy

3.2.1 Sampling

Care centres were selected for analysis if they offered rehabilitation services to trauma victims - specifically survivors of human trafficking. These centres are based in and around Kampala and service clients and residents from various parts of the country. The building and spatial design strategies implemented in the care centres will be investigated to determine their effectiveness in promoting and restoring survivors' mental and emotional well-being.

3.2.2 Timeline

The study lasted 18 months, from October 2018 to April 2020. This timeline took into consideration the time required for data collection, data analysis, research production, ethical approval submissions and grants.

3.2.3 Data Collection Methods

Data was collected through primary and secondary sources. Primary sources of data came directly from survivor testimonies. Secondary sources were derived from existing literature on evidence-based healthcare design for care centres and shelters, alongside legal policies and guidelines on healthcare provision.

Research objectives were addressed through specific questions as illustrated in the following table:

Research Objectives	Research Questions	Research Method	Research Tools
To define human trafficking and its different forms.	What is human trafficking and why and how does it take place?	Primary & Secondary data	Scientific journals. Reports by relevant institutions.
To establish the role that architecture plays in health and wellbeing.	What is the impact of architecture on health and wellbeing?	Secondary Data	Scientific journals. Relevant architectural literature.
To establish frameworks for the delivery of care to human trafficking survivors.	What are the existing frameworks informing the delivery of care to trauma survivors?	Primary & Secondary Data	Relevant government documents. Relevant reports by key global stakeholders. Interview with caregivers.

To establish and analyse the Interactions between human trafficking survivors and their respective healing environments.	How do human trafficking survivors interact with & perceive their environment?	Grounded Theory Methodology - collection of primary data.	Digital journals. Weekly reflection questions. Digital photography of spaces. One on one interviews. Architectural sketching/ illustration from description. Focus groups. Community theatre production. Stakeholders dialogue
To observe and analyse the effects that the environment has on the occupants of spaces in order to draw out themes.	What is the impact of the existing environment at the centres on the occupants and what themes can be drawn from them?		Photographs. One-on-one interviews. Light measurements. Air quality. measurement/calculation. Architectural sketches.

3.3 Data Analysis

3.3.1 Open Coding

The transcribed pieces of data from participant interviews, audio journals, weekly reflection surveys, focus group discussions and dialogues, were thoroughly reviewed and coded on separate sheets. Keywords, key phrases and statements were then highlighted in text format.

The codes for caregivers and participants were illustrated separately on A3 documents. Participant codes were split by their respective care centres and according to their perception of space, demographic and socio-cultural context, experiences during trafficking and attitudes towards the healing process. On each coding sheet, the data set and relevant codes from each participant was laid out on a table with related codes highlighted in the same highlight format, which informed the categories in which they were grouped.

Figure 3: Screen capture of data analysis sheet.
Source: Author's own, 2020.

File No: KE_01/03	File No: NG_01/04	File No: NS_01/08	File No: NH_01/08	File No: NMT_01/01	File No: NM_01/09	File No: NG_01/05	File No: WR_01	File No: ZN_01/05	File No: AV_01/04	File No: TG_01/01
Sex: F	Sex: F	Sex: F	Sex: F	Sex: F	Sex: F	Sex: F	Sex: F	Sex: F	Sex: F	Sex: F
<p>First thought Family & friends back home Stomach ache Medication Students do not treat me well Activities Most happy sleeping & napping Cooking Playing Playing with friends Dancing Positive moment Grateful for food to eat and place to sleep So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>	<p>First thought Good physical health Good psychological health Physical health not good Pain around my waist Good psychological health Most happy Playing my guitar Positive moment Place you were in Spring room Garden Most happy Positive moment Auntie brought me clothes Made me happy Most relaxed Playground Playing ball with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>	<p>First thought Good physical health Good psychological health Physical health not good Pain around my waist Good psychological health Most happy Playing my guitar Positive moment Place you were in Spring room Garden Most happy Positive moment Auntie brought me clothes Made me happy Most relaxed Playground Playing ball with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>	<p>First thought Good physical health Good psychological health Physical health not good Pain around my waist Good psychological health Most happy Playing my guitar Positive moment Place you were in Spring room Garden Most happy Positive moment Auntie brought me clothes Made me happy Most relaxed Playground Playing ball with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>	<p>First thought Good physical health Good psychological health Physical health not good Pain around my waist Good psychological health Most happy Playing my guitar Positive moment Place you were in Spring room Garden Most happy Positive moment Auntie brought me clothes Made me happy Most relaxed Playground Playing ball with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>	<p>First thought Good physical health Good psychological health Physical health not good Pain around my waist Good psychological health Most happy Playing my guitar Positive moment Place you were in Spring room Garden Most happy Positive moment Auntie brought me clothes Made me happy Most relaxed Playground Playing ball with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive 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with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>	<p>First thought Good physical health Good psychological health Physical health not good Pain around my waist Good psychological health Most happy Playing my guitar Positive moment Place you were in Spring room Garden Most happy Positive moment Auntie brought me clothes Made me happy Most relaxed Playground Playing ball with teacher Plan to talk to Be at Retrak So sick Fell down and collapsed Most relaxed Sleeping area Classroom Playground Conducive environment Learning talent Well conversant Still be at Retrak next year</p>

Codes from the daily audio journals produced a significantly higher volume of information on survivor experiences, emotional responses and day-to-day events compared to other sources. The wide range of information went beyond spatial interactions to outline survivor interactions with the social environment. This information collectively illustrated and reinforced the different aspects related to participants' perceptions of space. The open-ended nature of responses also allowed a wide variety of information to be collected and encouraged participants to become more expressive.

Codes/data from the weekly reflective surveys reinforced data from the daily journals. The questionnaires, however, were more structured and garnered responses specific to the interview questions being asked.

Codes and data from staff interviews also provided a wide range of information. The information further reinforced the data from survivors codes and expounded on specific themes like sexual exploitation which were not openly discussed by participants.

3.3.2 Initial Coding & Higher Themes

Related codes from the raw data were grouped into categories to enable the drawing of higher concepts and themes. These themes were then further interpreted and analysed to extrapolate their architectural design implications.

Figure 4:
Capture of initial
coding and
formulation of
themes.
Source: Author's
own, 2020.

5. What was the physical environment like while the survivor experienced trafficking/transition?			
Related Concepts/Codes	Initial Coding	Theme/Higher Concept	Architectural Interpretation
<p>on the streets</p> <p>used to sleep on the floor or compounds of different homes</p> <p>cover myself with a sack because I could not afford bedding</p> <p>floor was always cold</p> <p>always up before the sun came out</p> <p>only</p> <p>for 2 years never had a bath or shower</p> <p>only</p> <p>All the spaces I stayed at were not good at all</p> <p>most of the times I slept on the streets</p> <p>covered myself with a sack</p> <p>places I worked at were not clean at all</p> <p>used to have a bath once a week</p> <p>there was no toilet in the house</p> <p>slept out in the cold on verandahs of different homes for about 3 days</p> <p>working in the city</p> <p>lived in a big house</p> <p>kept on the kitchen floor</p> <p>I was a housemaid</p> <p>stayed in a 3 roomed house</p> <p>a people living in this house</p> <p>Husband, wife and their 2 children slept in one room</p> <p>slept on the sitting room floor</p> <p>house always felt hot</p> <p>it was crowded</p> <p>house had 2 windows and one door</p> <p>sitting room had a ceiling</p> <p>the other room had no ceiling</p> <p>sitting room had tiles</p> <p>other room had only cement</p> <p>standing at the door</p> <p>have a view of other houses that were being rented</p>	<p>Survivor lived in a homeless condition</p> <p>Constant migration while homeless</p> <p>Difficult economic conditions</p> <p>Exposure to cold while sleeping on the streets</p> <p>Spaces were likely dirty as well</p> <p>Poor hygiene conditions due to lack of accessibility of sanitary facilities</p> <p>Unpleasantness of the space</p> <p>Homelessness condition</p> <p>Used improvised material to keep warm</p> <p>Dirty environment</p> <p>Constant migration while homeless</p> <p>Worked in a home (domestic environment)</p> <p>Lack of designated space to sleep (slept on the floor)</p> <p>Worked in domestic work in a home</p> <p>Lack of designated place to sleep</p> <p>Limited space in the house</p> <p>Finishes - ceiling, ceramic tiles, cement screed</p>	<p>Theme (1): Homeless condition</p> <p>Theme (2): Cold</p> <p>Theme (3): Dirty spaces</p> <p>Theme (4): Poor physical hygiene</p> <p>Theme (5): Lack of sanitary facilities</p> <p>Theme (6): Unpleasantness of space</p> <p>(1)</p> <p>Theme (7): Lack of sleeping area/bedding provisions</p> <p>(2)</p> <p>(1)</p> <p>Theme (8): Trafficking experienced in domestic environment</p> <p>(7)</p> <p>(8)</p> <p>(7)</p> <p>Theme (9): Crowded space</p> <p>Theme (10): Rendered surfaces</p>	<p>Provision of clean spaces. Specification of materials that are durable and that are easy to clean.</p> <p>Specification of materials that feel 'warm' and are insulating, especially within the interior environment.</p> <p>Adequate provision of sanitary facilities.</p> <p>Provide a comfortable and private sleeping area.</p>

3.3.3 Visual Data Analysis

The sketches illustrated some of the spatial experiences of survivors. The collation and grouping of similar drawings allowed ethnographic information and factors that informed architectural design decisions to be drawn.

Figure 5:
Capture of the
analysis of the
sketches
Source: Author's
own, 2020.

Participant- NM_LO:

The views outside of the respective windows in the Lounge.

Participant enjoys looking out at the plants and trees.

Participant is less enthusiastic about the view to the gate.



Participant- WR_LO:

Participant can see the dorm rooms from the left window of the lounge.

Participant can see the plants and the security masonry wall.

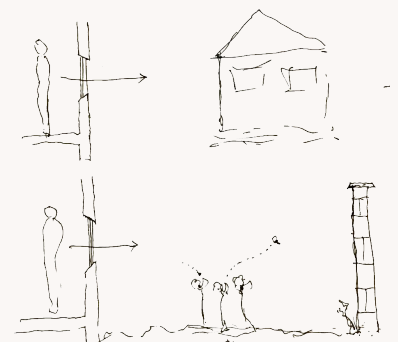


Figure 6:
Capture of
the sketches
evaluation
Source: Author's
own, 2020.

Participant	Description	Architectural Interpretation
NM_LO	(Left window) Enjoys looking at the plants outside	Having green spaces incorporated in the design of spaces would improve the moods of the inhabitants
NM_LO	(Opposite window) Gate is an obstructive view to observe	Implementing design ideas that offer views away from obstructive objects would create better atmospheres
WR_LO	(Left window) View to the dormitory's	Zoning of spaces into specified areas may be a creative way to avoid unwanted encounters between inhabitants and guard dogs within the centre
WR_LO	(Opposite window) View to plants and security wall	
NS_LO	(Window near door) Views to plants	
NS_LO	(Opposite window) View to masonry wall	
NS_LO	(Left window) Security dog is threatening at night	

3.4 Data Metric

The selection of codes was based on experiences that registered both positive and negative emotional responses in the survivors. The various reactions to stimuli in the participants' environment were taken into consideration and analysed to understand better their perception of space and the factors that affect it.

To better understand the needs of the survivors, the data has been analysed in reference to Tay and Dienier's 2011 research on Needs and Subjective Well-being (SWB). Their research builds on Maslow's Hierarchy of Needs (1943), which classifies the fulfilment of needs and the importance of its components in the following order from highest to lowest: physiological needs, safety needs, love and belonging needs, esteem needs and self-actualisation.

Figure 7:
Maslow's
hierarchy of needs
Source:
<https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760l>



Tay and Diener's study improved on Maslow's, whose study sample represented the needs of a limited group compared to more global ones. The data from Tay and Diener's study was collected from 123 countries that represented key regions of the world. The significant needs identified from the study included basic needs (food, shelter, clothing), safety & security, social support, respect and pride in activities, mastery, self-direction and autonomy.

From the study, Tay and Diener concluded that the fulfilment of a diversity of needs is universal; however, the order in which the needs are fulfilled does not necessarily contribute to life satisfaction and enjoyment. The study also argues that the fulfilment of more basic needs results in more positive self-perception and life evaluation; while securing higher needs like social respect and autonomy were more related to enjoying life.

Further developments of the study gave insight into the fact that different needs produce different types of well-being. Additionally, the unfulfillment of basic needs does not mean that the needs higher up are not met.

3.5 Research Outputs

3.5.1 Design Framework

This PDF document presents project findings and the resultant 'theory' as a set of visual and written guidelines. The document is aimed at architects, landscape architects and other design and engineering consultants, alongside individuals and organisations engaged in supporting survivors of human trafficking and modern slavery. The content will provide a unique insight into the crucial design factors that need to be considered for facilities that provide care to survivors and other similarly vulnerable groups.

The design framework will provide a valuable and implementable resource for the design of care facilities that serve trafficking and modern slavery survivors in addition to facilities for other vulnerable groups and persons suffering from psychological trauma and mental health issues. The framework will also contribute to the growing body of research in evidence-based healthcare design globally. It will offer a psychological wellness model perspective rather than a medical model perspective (or a physical wellness model perspective) and therefore, contribute significantly to the furthering and awareness of a currently under-researched topic.

This design framework will provide valuable insight into the broader social, psychological and health issues affecting trafficking survivors. The framework can educate and inform the decisions of policymakers, anti-trafficking enforcers and caregivers, thus, collectively enabling them to tackle human trafficking and modern slavery issues.

3.5.2 Documentary Film

A film documenting the community theatre workshops across Uganda will be produced. The film is targeted towards a broader audience, providing a more accessible insight into the project and its findings. It will be published online and via social media platforms to raise awareness of human trafficking and modern slavery as well as the significant impact that design can have on the care and recovery of survivors.

3.6 Strengths & Limitations

3.6.1 Strengths

Detailed Information:

The data collection methods used provided detailed information and insight on the multi-layered and complicated issue of human trafficking and its impact on survivors. Tools such as the daily journal recordings provided information that went beyond the recordings themselves, thus, allowing researchers to read the moods and emotions of participants. The various tools employed complemented each other, resulting in comprehensive findings.

Gathering Data on Sensitive Issues:

Through the various data collection tools employed, there were numerous opportunities for victims to reveal personal and sensitive information in environments and settings where they felt the most comfortable. While some participants may have been uncomfortable talking about sexual exploitation or violence through one-on-one interviews and daily journals; interviews with caregivers and community theatre performance were two platforms where this sensitive information was shared more openly.

Sketch Interviews, Stakeholder Discussions:

Sketch interviews gave the team insight into the different ways that participants experienced, interacted and interpreted the spaces around them.

Stakeholder dialogues involved more members of the community that were affected by human trafficking. By sharing their experiences of space while being trafficked, the discussion added depth and variety to the data that was collected initially from core sample groups.

3.6.2 Limitations

Time Constraints:

The study was planned to take 18 months; however, there were delays from the outset during research stages that were occasioned by issues beyond the control of the research team. This delay limited the time available to collect and analyse data.

Geographical Constraints:

The study was limited to centres within Kampala and its environs. This limitation was primarily due to the time and financial resources available at the time.

Sample Size:

The initial sample size was limited to 25 trafficking survivors, however, this number fluctuated due to the departure of some participants during data collection when they were reinstated back into their communities. The sample size also increased to include caregivers at the survivors at the centres.

3.6.3 Data Collection

Trust & Discretion of Survivors:

A level of trust was established between the field research assistants and the participants due to the nature of research. This circumstance had the effect of slowing down anticipated data collection time lines and processes.

Data Collection Tools:

The use of digital media proved to be both a strength and a limitation. Despite participants learning how to use the equipment, several training sessions were required to familiarise them with the data collection process. The training was undertaken by new participants and would often prove to be too challenging for some participants, as evidenced in their audio journal recordings.

Additionally, digital equipment required charging. This condition was often not easily met and thus, hampered the collection of data on some occasions when devices had no power left. Some devices were also damaged during the data collection process, resulting in additional repair costs and an interruption in the data collection process.

Access of research team to sample:

The geographical location of the sample group limited access to the participants due to the cost implications.

Language Barrier:

There is a possibility that some nuances, words and expressions may have been lost or misinterpreted when data was translated from Luganda to English for analysis.

Academic/Professional Bias:

The differing perceptions of space between the research team and survivors proved to be a limitation at the beginning of the study, however, as the data collection process carried on, the research team's understanding of the participants' interpretations deepened.

Participants Dropping Out from Study:

With the limited time available for data collection and participants leaving and joining at different stages, many survivors were not present/ available for the entirety of the study.

Limited Availability of Prior Research on the Same Subject:

This research is one of the first of its kind within the region of East Africa, hence, the literature references to this type of study were also limited. This study will, nonetheless, serve as a platform to further research on the subject matter.

***Reliance on Self-reported Data:**

The research methodology relies on self-reported data from the participants, upon which theories were formulated. This data collection method leaves room for exaggeration, falsified information and misinformation by participants, all of which were out of the team's control.

× FINDINGS & ANALYSIS

4.1 Partner Centres

4.1.1 Uganda Youth Development Link (UYDEL)

The Uganda Youth Development Link was started in 1993 by Mr Robert Kasirye to help support and rehabilitate young children on the street with drug and substance abuse problems. UYDEL later broadened its scope to support survivors of human trafficking, child trafficking, sexual exploitation, drug use and also cater to refugees.

UYDEL operates in 11 districts within Central Uganda, using both drop-in centres and transitional shelters to serve local communities. The centres employ a selection of Cognitive Behavioural Therapy treatments and care models for rehabilitation. Drop-in centres are typically rented facilities with 3 to 5 rooms and primarily located in epicentres with vulnerable populations. Between 150 to 200 people visit these facilities daily. Clients remain free to walk in and out; this allows them to be served, integrated and healed without the need to leave their respective communities.

The transitional shelter, alternatively, is a residential facility where clients typically stay between 6 and 9 months. This type of shelter caters to sensitive cases where clients cannot undergo rehabilitation within the communities in which they live.

“treatment model is quite comprehensive
core services and treatments
include life skills training
before a young person leaves the centre
equipped with life skills
problem-solving skills
teach them communication skills
self-esteem, self-confidence, self-awareness
ensure that they have critical thinking skills
business-life skills
vocational skills training is one of the biggest components
we use to empower the young people economically
Complementary to that
give them business skills
make sure that they learn how to manage a business
have a business idea
learn how to handle customers, learn how to save
learn things to do with self-protection
survivors of sexual abuse and exploitation
have a program now where we train them in karate”
in case someone wants to sexually abuse them, rape or defile them
Life skills, business skills and self-protection skills
When they need to learn something
we take them out in the field”

Codes from File No: CN_IN01

“child survivors of trafficking
 experience trauma, depression and stress
 do individual counselling and group counselling
 use therapies like Cognitive Behavioural Therapy,
 Building Resilience and Increase in Community Hope (B-RICH)
 other role I play here is sports
 Sports is an educational form of social work
 social workers and sports instructors
 trained to use sports to teach life skills to the young people
 residents like it because it's fun, and they are learning
 teach them life skills like refusal skills, decision-making, emotional control
 resettle them in their communities
 don't fall prey again to being trafficked”

“prayer as a support dimension
 promote resilience among our survivors
 health worker supports us on the prayers
 Every evening after sports
 gather, sing and pray
 when they are praying, they are steaming of
 For the Muslims, fasting season or when it's Friday
 left to take themselves through the prayers
 prayer is good for bringing about change among the lives”

Codes from File No: MK_IN01
 Interview with a social worker from UYDEL, 2019.

UYDEL partnered with the research team to provide a sample group of participants. The group engaged in one-to-one interviews, sketch interviews, daily journals, weekly reflective surveys, photography challenges, community theatre performances alongside involvement in both the documentary and stakeholder dialogues. Staff members at the centre also engaged in one-on-one meetings for the documentary.

4.1.2 Hope for Justice (formerly RETRAK)

The Bulamu Light House (Retrak), is a rehabilitation centre for girls aged between 7 and 17 years old. There is also a separate branch, however, dedicated entirely to male residents. Hope for Justice's centres offers residential services where patients stay for an average of 3 months.

“It's supposed to be 3 months, though it depends on the uniqueness of the case. There is a girl we have been with for over 9 months now”

Codes from File No: ON_IN01
 Interview with a caregiver at Retrak, 2019.

The centre employs a variety of tools to facilitate the assessment and rehabilitation of patients. These include psychological care, music and dance therapy and jewellery making classes. *

“work with Brass Band Africa
training the children in music and the band
music is very important for these young people
also work with Off TU Mission Ministries
spiritual nourishment of the children”

Codes from File No: IN_IN01
Interview with a caregiver at Retrak, 2019.

Retrak also partnered with the research team to provide a sample group of participants. Participants engaged in various data collection activities like one-on-one interviews, sketch interviews, daily audio journals, weekly reflective surveys, photography challenges, alongside involvement in both the documentary and focus group discussion. Staff members at the centre also engaged in focus group discussions in addition to one-on-one meetings for the documentary.

4.1.3 Set Her Free Organisation

Pioneered by Robinah Muganzi and Robin Nestler, the Set Her Free organisation is based in Kampala, Uganda. The centre strives to provide comprehensive rehabilitative, health, educational and vocational services to young girls and women. Co-founder Robinah Muganzi, had a difficult childhood herself, before receiving assistance from a non-profit organisation in Kampala.

Site observations by the research time revealed that the centre provides both residential facilities and walk-in facilities for clients seeking rehabilitation. Additionally, it was noticed that Mothers visiting walk-in centres were frequently accompanied by their children. The centre, similar to other centres approached, also provided participants for the documentary, alongside representatives that engaged in stakeholder dialogues.

4.2 Data Overview

The selected data collection methods were supplemented with observations made by the research team. Both survivors and caregivers were key respondents in the data collection process.

4.2.1 Survivor Responses

One-on-one interviews:

The interviews below were conducted in a semi-structured format. The information collected encompassed survivor backgrounds, demographic profiles and experiences both before and after their arrival at the centres.

Baseline information received from the centres indicated that all participants were survivors of human trafficking. Interviews with the participants, however, contrastingly revealed that not all of them were victims of trafficking. The conflicting statements could have arisen because participants;

- a. Were afraid of telling the truth;
- b. Did not trust the research team enough to disclose their experiences fully;

- c. Were embarrassed about their experience;
- d. Did not want to revisit the mental trauma;
- e. Were in denial about what happened to them;
- f. Had physiological challenges from the trauma, thus, causing them to change their story often.

The following codes and key phrases were identified from the raw data:

Interview 01:

File No: NE_IN01	luggage in exchange for money	shower
Survivor one-on-one interview	some people never paid me a penny	only showered when it rained heavily
Sex: Male	lived in this situation for about 2 years and a few months	this was my only source of water
16 years old	took care of me for about a year	when I joined 'Subi' was living a much better life
born in Mbarara (district in South Western Uganda)	referred to UYDEL because I wanted to learn different skills	went to an organisation called 'Suubi'
I ran away from home was being mistreated by my father	on the streets	took care of all my necessities never slept there because there was no accommodation
used to beat me up so bad didn't allow me to play with friends	used to sleep on the floor or compounds of different homes/ places	only offered food, drinks and a place to have a bath
Decided to run from home one day	cover myself with a sack because I could not afford beddings	also given clothes to wear
Left in the evening walked for about one week and a few days	floor was always cold	I think that different environments can contribute to our healing
had no money to transport myself to the city	Cooking	can help one reform and become a better person
got to the city	Centre has helped me learn how to fix motorbikes	be clean
started working at the bus terminal	learnt how to be a good listener	hope to become a motorbike mechanic
used to steal machinery and then sell them	always up before the sun came out	
used to help people carry	For 2 years never had a bath or	

The respondent (mid-teens), left his home to escape from the physical and emotional abuse by his parents. Upon leaving home, he was homeless for about two years, continually moving to find a place to sleep. The respondent slept on floors, covering himself with uncomfortable sacks that provided no respite from the cold. Without access to any cleaning facilities, his hygiene worsened drastically. During this period, he was subjected to labour exploitation and forced to engage in crime to fend for himself.

The respondent has significantly benefited from the transformation he has undergone at the centre - he has developed new skills and reformed as an individual. He now enjoys reading, studying, socialising with friends and cooking. He also takes great pleasure in the trees and nature in the field.

Interview 02:

File No: TA_IN01 Survivor one-on-one interview Sex: Female	house had 2 toilets , 2 bathrooms, a seating room and kitchen	contribute to our healing a space can calm one's mind
born in Ntungamo (town in Western Uganda) 16 years old	house was made of bricks was not tiled house had a view of other houses given we were located in the middle of town	At the centre Love playing ball Favourite space is the dormitory it gives me a peace of mind
Before the centre was living with my aunty in Namugongo she referred me to UYDEL came here to learn the different hand skills aunt's house was a four bedroomed house stayed as two people in that house	was also a noise-free environment house was always cold I was very comfortable while living at my aunt's house loved the shape of the house it looked beautiful different environments can	centre has improved my wellbeing has helped me learn different hand skills like tailoring and cooking/catering hope to start a tailoring business once I leave the centre

The respondent (mid-teens), highlights living with her aunt in the city before coming to the centre. She describes the house as spacious, beautiful, noise-free and built with bricks. She does not divulge any information about her own home, but instead, her admiration for her aunt's house. This withholding of information could be due to the contrasting environments between the two different houses.

The respondent believes that the environment plays a significant role in calming the mind. At the centre, she enjoys playing ball and being in the dorm; these environments give her peace. It remains crucial, however, to further explore which qualities of the dorm make her feel relaxed. Nonetheless, the centre has helped her significantly and equipped her with a variety of skills.

Interview 03:

File No: LR_IN01 Survivor one-on-one interview Sex: Male	home when he got drunk would beat us up chase us away Whenever father would chase us away	On my way to the city someone offered me a job helping them graze their cattle after two weeks of no pay, I run away
20 years old born in Masaka district (district in central Uganda, west of Lake Victoria)	would sleep out in the cold would look out for petty jobs like helping people throw their rubbish	tried a few more jobs that did not pay or underpaid me I was referred to Uydel
life was not so good mother left us at our grandmothers when we were very young grandmother used to chase us from her house decided to go to our fathers	to get money to feed was in this situation for one year got tired of the situation run away in search of a better life	All the spaces I stayed at were not good at all most of the times I slept on the streets covered myself with a sack used to have a bath once in a

while Water and place to bathe were inaccessible places I worked at were not clean at all different environments can contribute to our healing staying on the streets can ruin ones life	Activities I love Participating in drama and dance playing football space I most like at the centre the field Has a calming and relaxing environment	the shade under the trees centre has improved my wellbeing by equipped me with skills like hairdressing hope to start working once I leave
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The respondent (young adult), highlights the ill-treatment and abuse he endured while at home. His alcoholic father would physically abuse him and his siblings. The physical abuse forced him to seek refuge in different homes and battle homelessness despite already having a home. He was forced to look for small jobs to survive for a year, during which time he fell victim to labour exploitation.

While homeless, he would sleep on the ground and floor, using only sacks to cover himself. His hygiene, consequently, deteriorated quickly, worsened by the lack of access to cleaning facilities.

While at the centre, he enjoys drama, dance and playing football - all of which, were highlighted as activities with therapeutic value. He describes the trees in the field as fostering a calming and relaxing environment. The respondent remains immensely appreciative and grateful for the skills he has learnt at the centre.

Interview 04:

File No: KA_IN01 Survivor one-on-one interview Sex: Female 14years old born in Fort Portal Father taken to prison stayed with my stepmother ill-treated me uncle tried to rescue me took me to stepsisters was treated so bad my mother was told of the situation decided to take me lived with her and her husband step-father started mistreating me battering my mother because of me Mother took me to grandmother's place	After a year, I decided to go visit my other siblings Within a month father had returned from prison told to go back home and live with him he brought me to UYDEL with my father lived in a mud house 2 bedrooms and a seating room the house had 2 windows and 2 doors not cemented had no ceiling 5 children and 2 parents in the house 4 of my siblings slept in one room I slept on the seating room floor house felt very crowded so many people living there had a view of different kinds of plantations	shared one bathroom and toilet located outside the house different environments contribute to our healing a place like UYDEL teaches one different skills Activities I love to take part in at the centre Plaiting hair space in the centre most like The administration block I would like to build a house similar to the administration block Being at the centre helped me learn skills like plaiting hair and also life skills hope to start a hair salon of my own when I leave the centre
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The respondent (a young teenager), faced ill-treatment and physical abuse from her family. Her story highlights life in flux with constant movement between different homes. Her home was likely in a rural setting, given the views of plantations mentioned in her response. The house was overcrowded and built from earth, thus, forcing her to sleep on the floor in the sitting room. She has not, however, clearly indicated how comfortable the space was.

She has benefited significantly from the skills she gained at the centre and has an admiration for the administration block (a four-storey building built from brick) due to the aspirational value it holds for her.

Interview 05

File No: PN_IN01 Survivor one-on-one interview Sex: Female	wanted something more meaningful for my life friend of mine that was studying at UYDEL advised me to join her I could start learning different life skills	healing some places require you with different skills
17 years old born in Lyantonde district (district in the southern part of Central Uganda)	While staying with my parents lived in a mud house had 3 bedrooms seating room had no ceiling or cement felt like the house was crowded stayed as 8 siblings and 2 parents in the same house house felt so hot as well walls of the house were rough we would easily get hurt toilet and bathroom were also made of mud located outside the house	Activities I love at the centre Studying the different life skills space in the centre I most like? the field mostly calming and relaxing environment shade under the trees
back home situation was not so good dad used to over work me emotionally abused me finished primary seven dad suggested that I start digging or get married did not want to do any of these resorted to running away from home family friend brought me to Kampala started working as a househelp managed to work in two different homes within a year working at the second job realised that I did not want to work as a housemaid	I liked the view from our house different plantations and water bodies different environments have the ability to contribute to our	Space I do not like at the centre the dining hall always crowded centre has improved my wellbeing helped me have hope for a brighter future While I was back home parents wanted me to get married and have children see myself starting a hairdressing business of my own

The respondent (late teens), highlights labour exploitation and emotional abuse at home. Threatened with child marriage upon completion of her primary education, she ran away from home to seek employment in the city of Kampala where she worked as a house help (child labour.)

Her response highlights the huge impact that the life skills she learnt at the centre had on her life. The shade under the trees and field at the centre established a relaxing atmosphere for her, while the overcrowded dining hall created discomfort and was a potential trigger.

Interview 06:

File No: NH_IN01 Survivor one-on-one interview Sex: Female	Had one window and one door house was made of bricks no ceiling house felt too crowded and hot Grandma slept on the bed me and my uncle slept on the chairs one toilet and 2 bathrooms located outside the room shared these with other tenants were dirty so many people used them through the window could see other rented houses	relieve emotional strain?) most liked activities at the centre Cooking Tailoring
11 years old born in Busujju (region located to the west of Kampala)		mostly like the playground when am unhappy, I go and play there
grandmother chased me away from home slept out in the cold on verandahs of different homes for about 3 days good Samaritan took me to the police station police referred me to Retrak When staying with my grandmother lived in a one roomed house	our environment can make us feel better One can go back to their original homes in peace (help	Don't like backyard of the kitchen looks dirty and unkempt the centre has helped me have a temporary home hope to go back into formal education once I leave

The young respondent experienced neglect and abuse from her family, which consequently rendered her homeless. She experienced overcrowded conditions at home with potentially limited access to lighting and ventilation alongside sanitary facilities that were overused and decrepit.

The respondent loves playing in the playground because it provides her comfort when she is unhappy. The respondent highlights how unkempt spaces make her uncomfortable.

Interview 07

File No: NM_IN01 Survivor one-on-one interview Sex: Female	cousin and I slept third room acted as the sitting room house did not have a ceiling house was only plastered my aunts room that was painted did not have a bathroom used the toilet to shower	secure or rather safe Activities I like at the centre socialising with my friends sewing scarves playing with the auntys plaiting my dolls hair
14 years of age born in Ishaka (town in western Ishaka)		space I most like the dormitory it is always clean
Not comfortable talking about how I came to the centre staying with my aunty stayed in a house that was made of bricks had green iron sheets had 3 rooms and 2 windows One of the rooms was a bedroom where my aunt and 5 children other bedroom is where my	outside the door/ windows had a view of a banana plantation that my aunt had planted house however was well spaced felt cold the majority of the time our environment has the ability to make us feel better they can make one feel more	the centre has improved my wellbeing has helped me learn different skills like tailoring life skills Cooking plaiting hair drawing a map hope to go into a hairdressing school

The respondent (a young teenager), came from a crowded home. The house was cold and potentially uncomfortable for her. She believes that the environment has the inherent potential to foster safety and security, qualities which she values.

At the centre, she thoroughly enjoys playing with her friends, caregivers and her doll (an essential part of her day-to-day life given her age.) She loves the dormitory because it is clean; an indication of the value she places on cleanliness. Overall, the respondent's life has been significantly improved by the skills she has acquired while at the centre.

Interview 08:

File No: NG_IN01 Survivor one-on-one interview Sex: F	escaped from the house that day	women and men used the same toilets
14 years of age born in Rakai district (district in Central Uganda)	While I was walking found a good Samaritan took me to the police station spent one week at the police station referred to retrak	police washrooms divided according to gender food was not good police station was small and crowded we were quite a number
back home dad was ill-treating me was always abusing me chasing me away from home would spend the night outside in the cold ran to my grandmother for help found an uncle there started defiling me Whenever grandmother was away got tired of the situation returned back home father treated me even worse after a month he chased me away from home that day I slept in the market had nowhere to go many ladies tried to come to my aid offering to take me back to school decided to go with one of the ladies coming back to the city promised to take me back to school if I work as a house help got to the city started working with no pay for this lady did not fulfill her promise of taking me back to school However she treated me so well (?) one of her children he tried to rape me	at my father's house stayed in a mud house had 2 windows and old iron sheets was very small and crowded we shared one room as four people place was very cold did not have anything to cover while we slept toilets and bathrooms outside the mudhouse were in very bad shape The house was clean I cleaned on a daily basis house was neither plastered nor cemented prone to wild animals like snakes door of the house was also quite weak strong winds would easily blow it away at the police station life was a bit better sleeping area was not good slept on a desk and had no covers No defined sleeping area slept where the police personnel worked toilet and bathroom so dirty and unkempt many people used them	environments can make us feel better They change our attitude towards life make us more positive and well behaved Activities I love at the centre Life skills like cooking making beads Baking formal learning The playground helps me relieve stress like to hang there whenever I have so much on my mind space I don't like at the centre 12-15 dormitory always dirty centre has improved my well being helped me learn different skills like cooking learning how to write and speak a bit of English hope to go to a school specialising in hand works like tailoring

The respondent (a young teenager), has experienced numerous forms of abuse, namely: emotional and physical abuse from her father, sexual abuse from her uncle and what appears to be overall neglect from her family. She also experienced homelessness alongside labour exploitation and sexual assault while working. Claims that her employer treated her well, therefore, were potentially subjective, considering the various forms of abuse she went through. Her home was possibly built using simple earth technology and poorly constructed, given the frequent snake problems in the house. Despite the coldness in the house causing her discomfort and being a potential trigger, it was kept clean, thus, highlighting the value she places on cleanliness.

At the police station, she slept on uncomfortable desks with no privacy or access to clean toilets and bathrooms. Her least favourite space at the centre is a space that is always dirty, thus, evidencing the value she places on cleanliness. She enjoys the programs available at the centre and cherishes the playground for its ability to help her relieve stress. Play areas and sporting activities are, therefore, of significant importance.

Interview 09:

File No: WR_IN01 Survivor one-on-one interview Sex: F	would have preferred a bedroom of my own brother slept in one of the rooms	Sewing scarfs learning how to tailor learning how to play the band
born in Mbale district (district in Eastern Uganda) 14 years of age	both my parents shared a room other room was for the guests felt the house was small and crowded for all of us	I like the compound I get to play with my friends be stubborn
Don't want to talk about coming to the centre	while in the house it felt quite hot house was always clean had a view of a banana plantation environment has the ability to make us feel better place like retrak helps you forget past trauma Socializing with other children helps forget about one's problems	Space I don't like do not like the dormitory anymore cameras were installed feel like my privacy has been invaded
Environment before centre living in a house that was built using bricks was cemented and had iron sheets has 4 bedrooms one bathroom and toilet located outside the house three children were all living with both mom and dad sister and I shared a bedroom	Activities I love to do at the centre	Centre has improved my wellbeing enabled me to learn different life skills learning how to act accordingly hope to continue learning how to tailor

The respondent (a young teenager), lived in a hot and crowded home built with bricks and roofed with iron sheets (considered permanent and durable materials.)

She values the centre for its ability to help one forget about past trauma. She enjoys individual activities like sewing scarves and tailoring as well as group activities like playing the band. She finds great joy and happiness from playing in the space outside the building, thus, highlighting the importance of outdoor spaces. She does not, however, enjoy the lack of privacy in the dorm.

Interview 10:

File No: KE_IN01 Survivor one-on-one interview Sex: Female	after I had eaten beat me up so bad I still have scars A year later decided to leave Boss heard about it battered me so bad refused to pay my years' salary asked her sister to drop me off in the middle of nowhere good Samaritan came to my aid took me to the police station(spent 3 days) I was referred to Retrak	different environments contribute to our healing
18 years of age From Rusozi village (village in Kyankwanzi District in Central Uganda region)		Activities I love at centre Sweeping, washing utensils, cleaning studying, playing with my friends
ran away from home in search of a better life parents didn't want me to work in the city life back home was really bad Escaped while parents were away help of a friend friend brought me to the city helped me find a job She left me at the place of work was working as a house maid boss always asked me to cook food would ask that I wait to eat the food until she was back home always came back home late	with my parents lived in mud house no electricity or water lived as 9 people in the small mudhouse working in the city lived in a big house slept on the kitchen floor(cement) police station slept on a wooden chair given food and drink	space I most like Our classroom I like studying and learning
		do not like the toilets they are dirty
		If I was not at this centre, I would be dead/helpless given everything I need very grateful for this centre
		hope to continue with farming when I leave the centre

Before coming to the centre, the respondent lived in a rural part of Uganda. The house was crowded, without running water or electricity and most likely built using simple earth construction techniques. Motivated to improve her economic situation, she ran away to the city of Kampala where she worked as a housemaid. While working, she was physically and emotionally abused by her employer. Both the employer's home and the centre (Retrak) were located similarly in urban contexts in contrast to the respondents' rural home.

At the centre, she enjoys cleaning activities like sweeping and cleaning utensils, thus, highlighting the value she places on cleanliness. She also enjoys studying, playing with her friends and socialising. She does not like the dirty toilets, a point that stresses the importance that the respondent places on cleanliness. She remains hopeful about putting into practice the farming she gained from the centre when she eventually leaves.

Interview 11

File No: NGA_IN01 Survivor one-on-one interview Sex: Female	walking in town with my aunty Got lost in the crowd good Samaritan took me to the police station brought to Retrak	she used to emotionally torture me harsh words reminding me my father passed away have to work hard for my future used to say she wasn't my aunty
10 years of age from a village called Namuganga (in Mubende district, Central Uganda region)	used to live with my aunty before I got lost	

was not happy while living with her at the police station Slept on mattresses on the floor were also given a bedsheet to cover did not mind conditions at the police stations staying there for over a week felt so long	the environment can contribute to healing activities I love to take part in Dancing traditional Singing Tailoring Space I most like The garden helps me release anger and stress	space I do not like at the centre there is a hole that most of us usually fall and slide Some have gotten hurt Retrak helps locate your home have also learnt how to tailor some farming skills look forward to going back to school once I leave the centre
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The respondent's home was in a rural (village) environment, where she lived with an emotionally abusive relative. At the police station, she seems to have received better care compared to her counterpart (a victim of labour exploitation) who was forced to sleep on the floor.

She enjoyed some of the centre's programs with therapeutic value like traditional dancing, singing and tailoring. The garden also provided therapeutic benefits by helping her release anger and stress, thus, highlighting the importance of nature as a positive distraction within her environment. She strongly dislikes the toilet, however, because of how frequently children slip and fall (a potential health hazard.)

Interview 12:

File No: NS_IN01 Survivor one-on-one interview Sex: Female from Nkoko(centre in Kakumiro District, Western Uganda) 13 years old stayed with my stepmother used to mistreat me she sent me to go fetch water from the well came back there was no one at home spent one whole night looking for my stepmother lady came to my rescue found me stranded at a gate took me to the police station spent one week at the police station	referred to Retrak living with my stepmother Stayed in 2 roomed house not well spaced would spend some nights outside in the cold as punishment at the police station used to sleep on the floor(cement) made me feel terrible told we would go home soon used to share a room with one old man another child about my age old man scared me never slept at night at the police station one woman made us wash very heavy laundry without pay	love learning how to make beads and crafts like the dormitory it is clean Don't like where our dog sleeps(kennel) looks dirty and unkempt have learned so many things making mats, beading and other crafts will be able to utilise these skills when I go back home hope to go back into formal education
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Interview 13:

File No: AV_IN01 Survivor one-on-one interview Sex: Female	located at the reception of the police station never used to have any covers it was always cold whenever I slept	washing utensils playing indoor games playing netball and football
11 years of age born in Soroti district	while at the police station refused to go to the mosque and if I insisted told to take all my clothes and go away	I like the sitting room we get to eat from there
auntie chased me away from her house had to stay on the streets period of one week good samaritan then came to my aid	when I would fall sick, I was never attended to	the area near the kitchen it is too dirty
took me to the police station stayed for 2 weeks before coming to Retrak at the police station used to sleep on the couch	some environments take very good care of one I love mopping the dormitory sweeping the compound	being at the centre improved my wellbeing provided me with medical care basic needs like clothes hope to go back to school

The young respondent experienced abuse and neglect at home. These conditions forced her to sleep on the streets, homeless. She later ended up at the police station, confronted with cold and uncomfortable sleeping areas and on the receiving end of emotional abuse.

At the centre, the respondent enjoys cleaning activities as well as sports activities like netball and football. The respondent also stresses how dirty spaces are her least favourite space. These facts collectively highlight the importance that play, cleanliness and sporting activities hold for the respondent.

Interview 14:

File No: NA_IN01 Survivor one-on-one interview Sex: Female	One day had been sent to fetch water people in the community came to my aid my arms and hands were swollen	house had 2 windows and one door sitting room had a ceiling the other room had no ceiling sitting room had tiles other room had only cement standing at the door have a view of other houses that were being rented
16 years of age born in Kyamusoke, Kalungu district	took me to the police station imprisoned my boss spent 2 days at the police station referred to Retrak	different facilities keep you relaxed and stress-free
mother sent me to Kampala work as a housemaid worked for 9 months being tortured She used to beat me every day of my life make me fetch water while carrying her child on my back did not pay me a single penny used to sleep after midnight heavy workload had to be up by 5 a.m	working as a housemaid stayed in a 2 roomed house 4 people living in this house Husband, wife and their 2 children slept in one room I slept on the sitting room floor house always felt hot it was crowded	most enjoy socializing and playing with my friend like the sitting room I find it relaxing.

Being at the centre
helped me meet and socialise
with people of my age

comfortable place to sleep
good food to eat

hope to go into a hairdressing
school
when I leave the centre

The respondent (teenager), experienced labour trafficking after her mother attempted to rescue her from potentially challenging economic circumstances. While working, she endured torture, physical abuse and bodily strain which led to the development of injuries. The house was also likely crowded with limited access to sufficient lighting and ventilation. At the police station, she experienced uncomfortable sleeping conditions.

The respondent loves socialising and playing with her friends at the centre, which highlights the high value she places on play areas and spaces that promote socialising.

Interview 15:

File No: TG_IN01
Survivor one-on-one interview
Sex: Female

16 years
born in Northern Uganda

One of the teachers told my
parents
bringing me to a tailoring school
in Kampala
got to Kampala
teacher said he did not have
enough transport
left me in the middle of town
while stranded
good Samaritan came to my aid
took me to a police station
stayed for 1 week
brought to Retrak

at the police station
shared a room with two other
women that had been arrested
slept on a mattress while in
that room
did not have any covers
was always very cold whenever
I slept
had our own bathroom and
toilet as ladies
men also had their own toilet
and bathroom
at the police station
one of the policemen had
promised to get me a job
had other intentions of making
me his wife
this upset me so much

some of these environments
give us all the necessities that

we require
I love mopping, sweeping,
washing utensils
cooking food and washing
clothes

I like the dormitory
it makes me feel relaxed

Being at the centre
offered me a place to sleep
clothes, food, shoes
basic necessities

When I leave the centre
hope to go back to school
finish my primary leaving
examinations(finals)
Thereafter, hope to join a
hairdressing school

The respondent (teenager), experienced labour trafficking that was initiated by a local teacher and likely a trusted member of her community. The respondent's economic situation was probably challenging to warrant/force her to seek employment at such a young age.

After her rescue, the respondent slept on a mattress without covers in a cold and uncomfortable police station. This information suggests that 'warm' or insulating materials require consideration when designing spaces for survivors. The respondent enjoys cleaning activities at the centre; which highlights that cleanliness holds great significance for her.

Interview 16:

File No: ZN_IN01	stranded	had to lay under a certain tree in the compound
Survivor one-on-one interview	good Samaritan offered me a place to sleep	
Sex: Female	took me to the police station next morning	bathrooms and toilets were clean
16 years of age	spent 1 month at the police station	both males and females shared these communal places
born in Budinda district (Bududa district?)	referred to Retrak	some spaces are safer than being on the streets
taken from my father's house	at the police station life was not so good	I love cleaning
taken to my grandmothers	slept on benches	mostly like the seating room
one of the neighbours got me a job to work as a nanny	benches located at the reception of the police station	seating room is well spaced
got to my place of work, the lady had another maid	we did not have a designated sleeping area	can accommodate a number of guests
was referred elsewhere for a similar job	slept in an open and well spaced place	
the lady that had initially referred me wanted me back	there was no privacy and comfort	the centre has made me feel safe
boss then dropped me at the bus		hope to build my father a beautiful house
got to the other side	During the day, if one wanted to sleep	
no one waiting for me		
had nowhere to go		

The respondent (teenager), was thrown out of her father's house against her will and taken to her grandmother's house. She later found work as a nanny before being tricked into leaving her job for another one, which left her stranded on the street. She spent a month at the police station sleeping on uncomfortable benches without any privacy.

She enjoys cleaning, which implies that she values cleanliness. She also likes the sitting room at the centre because of how spacious it is.

4.2.2 Daily journals

Daily audio journals detailed survivors' everyday experiences at the centre, with an emphasis on both negative and positive emotional responses. The following codes and phrases were extracted from transcribed recordings by the participants at Retrak:

Participant 01:

Grateful for Retrak
they took us from the streets
helped us
eat well and sleep well
really have no problem.

what I wanted to say File No: KE_01-01
Journal recordings
Sex: Female

Participant 02:

File No: NGA_01-26 Journal entries Sex: Female		
I was happy ate my lunch well got satisfied I was upset some children abused (insulted) me	it rained heavily and we slept was sad because it started raining while I was washing my clothes will be taking a picture of my room today happy because of the rain was unhappy we fetched so much water in the sand (playground) will be taking a picture of our bedroom	scarf they should know that I want my scarf back will be taking a picture of both my friends
Happy they bought for us new dolls my friend abused (insulted) me upset me will be taking a picture of my doll that was bought for me	was happy next week on the 11/09/19 going to our new centre (St. Marys) was sad some of my friends abused (insulted) me taking a selfie of myself in my new uniform	How are you Auntie Sheeba? How has your day been? have just finished eating my lunch will be singing a song for you(sings along) will be taking a selfie of myself happy because my friends went back home was unhappy because Mariam is sick taking a picture of Hajara's bed happy because we had guests guests encouraged and inspired us
happy we ate rice, meat and eggs upset because the children played on my bed picture of the maize and greens we planted	was happy auntie Sheeba came with a group of people was unhappy our uniforms lose so much colour while being washed	ate so much danced with the white guests Auntie Sheeba, I love you so much miss you thank you for coming to see us was also happy auntie Judith told me
was happy I ate porridge went to class was unhappy today today is not a day for doing laundry take a picture of our sleeping room	Happy we drew a map of Uganda used seeds to design it was unhappy today I got a small portion of food will be taking a picture of my bed	Tuesday going to the place I came from I would be going to my mother's home her phone number has been discovered so happy auntie Sheeba good news Today nothing upset me bye auntie Sheeba I love you so much
Happy we had a very nice lunch auntie Sheeba came around I was unhappy my friends did not spend the day at the premises	happy because I had some good rest was unhappy today it's not 'laundry day' picture of my friends (Mariam and Hajara)	
was happy I saw our auntie cook preparing our lunch also happy we ate sugar cane not happy today my friends abused (insulted) me taking a picture of auntie Rose Auntie Pauline and Auntie Anneruth	happy because of this song(sings along) Bye auntie Sheeba, I miss you	was happy I used the tailoring machine was upset today some of my friends left will be taking a picture of myself and a friend was happy because we ate sugar cane today we were given blankets, towels and sandals also happy because I will be going home on Tuesday
Today I was happy	was happy I have been okay all-day Unhappy someone spoiled my	

<p>hope to see mother then also happy I was moved to another sleeping area was unhappy the greens (sukuma wiki) dried out will be taking a picture of myself and a friend</p> <p>I was happy we ate posho and beans Nothing upset me today</p> <p>was happy because of a certain song(sings along) looking forward to visiting home was unhappy because my friends left will be taking a selfie was happy because of a certain song(sings song...)</p>	<p>How was your day aunty Sheeba are you done eating dinner? I have just had my dinner nothing upset me everything made me happy I will be taking a selfie of myself and a few friends</p> <p>was happy because we tailored today was the laundry day(washing clothes) was unhappy because the band came by</p> <p>Mariam also recorded but did not say her names will be taking a selfie this song made me happy(sings along..) have cut the song short now going for prayers tomorrow I will sing a better</p>	<p>song for you me sing another song for you(sings baby Jesus..) Bye aunty Sheeba, I will be taking a selfie happy because we had guest that came over song am going to sing for you also made me happy(sings song)</p> <p>was also happy today am excited about going back home next Tuesday will be taking a selfie today was so happy and because of this will be singing a song for you also happy because I'm going back home very soon will be taking a selfie today</p>
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Participant 03

<p>File No: NG_01-21 Journal recordings Sex: Female</p> <p>sleeping area made me happy all the children laid their beds so well Two left their beds disorganised thought that only people that dig get tired today I feel so exhausted I organised a meeting</p> <p>Today I made my bed so well it looked really nice take a picture of my bed auntys made me happy day was nice I got so tired I was in a meeting</p> <p>I had so much laundry to do was worried how I was going to wash all my clothes on my own my friends helped me this made me so happy my friend Matrid upset me she provoked me with a certain</p>	<p>word wanted to beat her up aunties said I should leave her alone happy I forgave her and left her alone has generally been a good day have not been lazy been energetic had no clothes to wear today have just finished eating food has been so delicious was served a small portion music was also played the children are dancing and happy this brought me joy Unhappy I washed all my laundry hung outside it's threatening to rain have no dry clothes to wear friend made me happy she helped me calm my temper distracted me played with me took me to the tv room watched one of my favourite songs</p>	<p>going to take two pictures person who angered me clothes I washed today</p> <p>have been so upset one of my closest friends upset me had to learn the hard way ate good food today rice and meat along with some drinks children are also satisfied they are playing going to be playing music now aunties have been advising me I thank God for life</p> <p>Today I was happy ate very delicious and clean food kitchen made me happy it was clean and smart friends also made me happy have generally been happy today with no disturbances</p> <p>my two friends Rose and Hajara made me happy</p>
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Best friend is no longer mad at me we are both happy now She's like my own sister place that made me happy the seating room it was well painted	hydrated due to the rain my clothes did not dry electricity went off we could not play some music was happy we ate delicious food saw someone I hadn't seen in a while person is the one training us on how to dance maganda will be one of the people entertaining guests with this traditional dance because of this, am so excited played some games	picture of the green plantation outside Today has been a good day Fik Fameica(a Ugandan musician) released a great song been dancing to it All the children are happy we have been dancing tired because I'm from digging it's general cleaning today guests coming over on Tuesday going to eat rice and meat picture of the place I have been digging
was happy we learnt how to make scarves All the children were happy they learnt something new I and Ruth teaching other children how to make these scarves my friend is not happy with me have not yet apologised I plan to say sorry happy we ate cassava katogo(staple food) was so delicious and well prepared picture of the children I taught to make scarves	was happy we ate so well children are happy we ate porridge in the morning Ate sweet bananas was unhappy the porridge tasted burnt also not feeling well today feel ill, my hand is hurting do not even want to tell my friend she will put pressure on my hand not happy want to ask aunty Rose to give me some craftwork keep me busy	Happy I am well rested friend has been telling me funny jokes was sad my friend has left us and gone back home happy we had guests played with them danced with them ate with them we were generally happy while with them I also learnt a new game our guests taught us ate so much food I'm so filled up currently in bed I'm exhausted and so satisfied it has been a good day children are happy and excited picture of the tree in the compound
was happy because we went for an outing also ate cake and soda when I woke up today helped aunt tailor some clothes rewarded me with some money token of appreciation made me so happy friends are going back home because of this I'm happy picture of my friend that I left at home was happy it rained heavily all the plants and flowers were watered was mostly happy the trees look nourished and	happy all the children are happy its a weekend we are playing music dancing and ready to eat hoping that the sun will be out today it was raining in the morning Hopefully, our clothes will dry	was happy I ate enough food

Participant 04:

File No: NS_01-21 Survivor journal entries Sex: F	I was upset my cloth was stolen I hope to get back my cloth	aunties also make me so happy I was upset my friend Tasha took my bangle I know she will return it
I was happy I ate and got so filled up we are served in plenty	Happy we ate heavy breakfast got so filled up served special porridge	aunties prepared very delicious food we were so filled with the

<p>portions served I was upset while we were playing ball one of my friends fell over hurt herself, this made her so sad</p> <p>my friend Anitah made me happy the way she presented herself skirt is below the waist has no shoes hair is shabby shirt is white arms of the shirt having some black things I am upset Anitah wants to hit me I have just talked about her going to take a photo of my friends Mariam, Muyindo and Anitah</p> <p>I was happy we ate and got satisfied one of our uncles made fun this made me happy Also sad one of my friends not laughed with me since morning now we are okay take a picture of my friend that was angry at me WR</p> <p>happy because we ate well got satisfied drunk soda, ate beans, rice, meat was unhappy my friend Jose left me behind went home take a picture of Joses house</p> <p>Today I was happy we had nice breakfast had eggs, chapati ,porridge with milk enough sugar Uncle Ivan and Aunty Rose bought me a cloth today picture of Uncle Ivan and Aunty Rose</p>	<p>happy because we ate and got satisfied happy for my friend Juliet her father picked her took her back home she left without a towel this made her sad this upset me too I know she will get one</p> <p>I was happy friend taught us how to make a scarf I was unhappy while were playing one of the children threw our ball outside the retrak premises picture of my friend making a scarf</p> <p>Happy we ate food and got satisfied Happy taught the Maganda traditional dance For entertaining our guests at the new Retrak centre picture of person who taught the dance Happy had guests that came over you also made me happy today Aunty Sheeba I love you so much I received good news I would be going back home soon excited me cannot wait to go back into formal education upset whenever I think about my deceased brother I feel like crying uncle really mistreated my brother This organisation has really been of help am so grateful Sometimes think of good memories shared with my grandmother now that is all in the past left my brother behind while he was sick</p>	<p>my father took me to stay with my stepmother stepmother really mistreated me beat me up so much even almost broke my leg I thank GOD that was with me through it all thank this organisation so much right now I do not know where I would be I will never forget how my stepmother treated me praying to God so he can change her heart father worst of all would never say anything always looked on as my stepmother mistreated me since I came to this centre, a lot has changed about me become a much better person remember how I used to play with my grandmother feel so bad to the extent of wanting to commit suicide my stepmother treated me so bad still so young have been brought up in very harsh conditions grandmother treated me so well life changed started living with my stepmother was mistreated had to run away from home when I got here at this centre was so badly behaved disrespectful centre has made me a much better person Happy going to go and visit our guests today going to eat posho, beans, cabbage, watermelon when I eat this kind of food makes me happy and comfortable was unhappy friend that came yesterday has not laughed with me</p>
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<p>talked to me Aunty Sheeba going to sing a song for you(sings song)</p> <p>Happy ate rice and got so filled up Unhappy my friends were disturbing me yet I was not feeling well was also happy friend went back home picture of myself on my bed</p> <p>was happy my friend went back home was unhappy three of my friends upset me picture of myself on my bed</p>	<p>happy because had guest that came over received a new television set was unhappy today 3 of my friends upset me also happy today ate rice, matooke, groundnut sauce sukuma wiki Grateful we eat all kinds of food at the centre Happy I will be going back home very soon 3 friends upset me want to keep the tablet to themselves that is why I do not record</p>	<p>sometimes</p> <p>Today I was amused friend always quarrelling with other children wonder why she stresses so much will not be going back home with any of them was upset because that same friend of mine fell over and yet she was still so angry made me laugh so hard at the same time should be going back home very soon because of this am happy</p>
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Participant 05:

<p>File No: NH_01-21 Survivor journal entries Sex: F</p> <p>Happy ate lots of rice also unhappy Fell while playing ball happy because auntys prepared delicious rice and meat stew slept well today has been a good day Aunty Sheeba visited us</p> <p>auntys made me happy good things they give us good sleeping areas they give us good food they prepare for us also upset as I was sleeping other children played very loud music this hurt me happy with our garden today we watered our fruits they are slowly growing this makes me so so happy</p> <p>grateful for our aunties take very good care of us</p>	<p>food we ate was also delicious we played music and enjoyed as it I also slept enough today I was upset with the children were making fun of me and abusing me I had not done anything to them place that made me most happy my fruits that am growing in the garden</p> <p>happy with our aunties gave us rice and meat, soda, chapati, matoke, fish, chicken spaghetti, waffles ate and got so satisfied this made me so happy</p> <p>happy because I played so well Unhappy friends abused (insulted) me today will be taking a picture of the greens today</p> <p>Grateful for auntys that take care of us give us everything that we need</p>	<p>good food, somewhere to sleep blankets, bed sheets today I was sad friend abused me and slapped me had not offended her going to take a picture of my bed this is what made me happy</p> <p>Happy our auntys make us happy give us beautiful things was upset my friend was angry with me place that made me happy greens plantation we keep watering and harvesting</p> <p>Happy auntys take very good care of us Majority of the children being taken back to their homes whole centre is happy thank God for making us happy now time for praying grateful to the aunt gave us this tablet</p>
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she can know what makes me
happy or sad
so happy because of our aunty
Sheeba

Happy
auntys take good care of us
provide all our needs

Happy
delicious food we ate
dance practice
songs we sung
was extremely happy today
had no worries
played ludo

was unhappy
our cook beat me up
feel so much pain on my head
didn't eat food
May God forgive her
will be taking a picture of my
friend Annette

I was happy
generally a good day
rained at some point
we got some fresh air
was unhappy
Matrid beat me up last night
did the same thing in the
morning
have to be strong
have been through so much in
life
will be taking a photo of Zaina
and Eunice

Happy
I slept well
Unhappy
I have been sick
Weak and nauseated
praying that God can heal me
don't feel like doing or eating
anything
want to sleep all day
Feel hurt
person taking care of me
gone back home
will be taking a picture of
myself

Happy
we ate food, drank juice and
water
had a good day
one of my friends left
will sing a song for you
taking a selfie with Mariam
Upset the light kept going off
would only come back on after
someone passed by

Happy
ate good food
posho and beans
were delicious
Unhappy
I stayed up late playing
I did not get enough sleep
sing a song for you
will also be taking a selfie
love you so much aunty
Sheeba,bye

Today was a good day

children cooked chapatis
we ate rice, matooke and meat
will sing a song for you
I send you greetings
selfie on my bed that I have
designed

Happy
we ate rice, meat and fish.
Bye aunty Sheeba
want you to eat well
work well and study well

Today we ate so well
had a great day
my legs were hurting me
throughout today
have you ever been forced to do
something that you do not want
to do?

Know someone in that same
position
have no alternative
the people telling her what do
are her elders
a number of children that were
brought to the center
others were reinstated back
home

I ate well
posho and beans
will also be singing a song for
you today
(sings a song)
Happy
we have a new television set

Participant 06:

File No: NMT_01-15
Survivor journal entries Sex:
Female

happy I have played
alive and not sick
aunties have given me food
where to sleep
some people touch things
this annoys me
Since I came

do not have peace because of
that

Happy
I'm still alive
still with my friends
thank God
still alive and still breathing
John 3:16 made me happy
Friend annoyed me
was not able to be with one of

my friends

Happy
I played ludo
so happy
was winning all the games
I played today because I was so
stressed
getting sleep was a problem
ended up crying and frustrated
Thus abusing(insulting) other

<p> kids was stressed people had accused me falsely plantation made me happy maize we planted has grown soon going to harvest it unhappy with the stones they can injure us they are so bad pictures of the stones and the green plantation </p> <p> was not happy aunty Angella talking about me ,are things I hate and dislike other staff members talking bad about me don't know whether I'm a bad person If I was stupid I would not have come here believe all gifts come from God have started a new chapter have forgiven them sometimes people say ill about me Say I'm unforgiving and selfish tomorrow am starting a new life happy with the onions and greens I planted they are all grown ate some today thank God for all the staff even aunty Sheeba will take a picture of my plants </p> <p> this building has made me happy it is beautiful its width and length so beautiful The length is too thin today I was not happy were making beads all day did not even play yesterday we played ludo (board game) will be taking a picture of the classroom my friends because it made me happy </p> <p> Happy I prayed also went somewhere </p>	<p> felt happy in my heart I faced the disciplinary committee was asked some questions I answered happy aunty Juliet is my guardian was unhappy my friend chairperson is disorganised last time she abused me also abused me today I kept quiet found our bedroom clean and tidy picture of the bedroom </p> <p> sitting room has made me happy it is too wide picture of the vision made me happy creates awareness today I was not happy I was feeling sick picture of the sitting room it is beautiful and clean </p> <p> happy because it rained heavily I was unhappy was unable to do my laundry will also not be taking a bath cold weather picture of the compound it is muddy due to the rain </p> <p> was happy we started our rehearsals many children did not want me to train this upset me so happy our bedroom is so clean picture of the room thank all the staff members </p> <p> happy because I prayed these days I'm so stressed some of my friends have left missing my mother not even allowed to talk to them on phone cannot even play because of stress bedroom is also clean </p>	<p> I will be staying in the room all day sleeping </p> <p> was happy they brought us uniforms thank our aunties for that was upset my friend stole some things photo of myself and my friend in the uniforms </p> <p> was happy I enjoyed with my friends been such a wonderful day we have rehearsed </p> <p> made a skirt during tailoring class today thank my teacher teaching me tailoring also thank my art and craft teacher the staff members thank the people helping us thank aunty Sheeba for the support May God bless you picture of myself and my friend </p> <p> was happy I played also played yesterday I was unhappy today Nakiwala Hajara upset me yesterday and today as well me and Hajara not rehearsed or joked (together) she upset me today trimmed my hair this made me happy </p> <p> Today I was happy played and enjoyed with my friends Yesterday grand opening of the new center(St.Marys') was happy we opened it children like us will be living there was unhappy my friend fell sick thank all the staff members </p>
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that were there
 thank all the guest of honours
 wish them a safe journey too
 wish you a safe journey aunty
 Sheeba
 as you come to see us
 Yesterday and today
 played band
 picture of a friend that made
 me happy

File No: NM_01-24
 Survivor journal entries
 Sex: F

Today was happy
 we ate food
 got satisfied
 aunties love us so much
 when we have problems
 they counsel us
 was upset
 forgot to take my medication
 because of this
 got some issues
 yet aunty was around
 picture of my friends in the
 staffroom

Today I was happy
 we ate well
 had meat , rice, matoke
 each of us given 3 bottles of
 soda
 after eating
 got an upset stomach
 friend laughed at me
 I wasn't amused at all
 love teacher Ben so much
 and all the auntys
 treat us like their own children
 picture of my aunties in the
 staff room

Happy
 I am tailoring a skirt
 actually good at tailoring
 one of the children tailored very
 beautiful shorts
 made me so happy
 was unhappy yesterday
 had some difficulties saving my
 recordings
 picture of the kitchen and cook

they make me happy
 aunty Pauline prepared very
 delicious posho and beans
 my friend Ruth made me upset
 she switched off the music
 we were still enjoying the
 groove
 picture of my friends playing
 board games
 love my friends(Rose and Sofia)
 so much

as much as I love myself
 happy I slept so well
 did not do any work
 woke up like a minister
 basically
 I have a very good life
 I eat so well while at this
 shelter
 every Sunday
 get to eat chicken,milk
 eggs, chips and chicken
 cook is so beautiful and healthy
 knows how to fry very delicious
 chicken

love aunty Angella so much
 she is my friend
 have 3 friends
 Victor, Sophia, Annette and
 Rose

she's very beautiful
 was upset
 Munyindo likes overhearing her
 friends things
 wanted us to play
 was not in the mood to play
 picture of my friends at the
 toilet

was happy
 we ate so well
 drank orange and passion fruit
 juice

I was sad today
 my friend has been crying
 she had a headache
 a picture of someone I love so
 much
 name is Josephine
 she makes me happy

will be talking about our cook
 Aunty Rose taught us how to
 prepare posho using maize flour

centre manager is also a very
 good lady
 loves us like her very own
 provides for all our needs
 picture of the centre manager
 and the cook

was happy
 I fasted
 Uncle Ivan plays with some
 children
 yesterday played ball with our
 teacher
 we won the game
 nothing made me sad today
 picture of my friend Anne Ruth
 sleeping on her bed

was happy
 we ate posho and beans
 these filled me up
 rained heavily
 I slept so well
 was upset
 today I struggled to find the
 recording icon
 miss my family and friends back
 home
 also miss eating some staple
 foods

Happy we ate well
 was unhappy
 had trouble recording may
 journal today
 picture of the portraits in the
 sitting room

Today I was so happy
 given new uniforms
 (black skirt and blue shirt)
 two pictures of my four friends
 love you aunty Sheeba
 tablet you gave us for recording
 love all our other aunties
 they treat us so well
 had a very good dream about
 my friend
 she was jumping over the fence

Happy
 you came and visited us
 ate matoke and groundnut
 sauce today
 it was so delicious

our cook is good at what she does
 I love you so much
 I see you as my own parent
 whenever you come around
 keep wishing you were my
 biological mother
 was unhappy today
 friend kept nagging me
 I told her off
 she kept touching me
 I hate being touched
 ignited my anger
 I have a very bad temper
 I mostly love aunty Brenda
 means so much to me
 taking a picture of your car
 today
 you make me happy

was happy
 I drew a very beautiful map of
 Uganda
 picture of what I drew today

Aunty Sheeba how are you
 how did you sleep?
 I love you so so much
 we are going to eat sugar cane
 teacher is the one that buys the
 sugar canes
 are quite delicious
 I will be taking two photos
 one of the maps I drew
 the other of a picture of retrak

happy my hair was trimmed
 ate porridge
 had rice and meat for lunch
 played music and danced all
 day

was happy
 yesterday we went to the new
 center
 had so much fun
 ate so much and drunk as well
 today I was upset
 I was not feeling well
 one of the children
 kept disturbing me and making
 noise
 picture of my friends

happy we ate a variety of food

cowpeas, meat, beans,
 rice,matooke
 greens, watermelon, pumpkin
 drunk soda and water
 danced some traditional dance
 sung some songs
 singing 2 of those songs for you
 was unhappy
 yesterday my father and the
 teacher
 came by to visit
 upset with that teacher
 he used tell parents that we
 would leave school by 5 pm
 yet they used to release us at
 7 pm
 I would get back home
 my aunty would then shout at
 me
 told my aunty
 I no longer want to be into
 formal education
 I failed my grade 6 a couple
 times
 want to get into hairdressing
 I want to become a religious
 musician
 worry about my two sibling
 my father and my grandparents
 currently on medication
 suffer from a chronic illness
 that is confidential
 but it is not HIV
 Aunty Sheeba I love you so
 much
 every time I see you
 reminded of my mother
 When someone sees me
 could think of so many things
 about me
 I was born in a very violent
 family
 I think this affected me
 I think about my sibling that I
 never got to see
 makes me so sad and emotional
 however I do not like crying
 will be taking a selfie

Happy
 I used the tailoring machine
 happy my father came to visit
 me
 brought me some clothes
 all the clothes I liked

the sharia, skirt, blouse and a
 dress
 picture of my star chart
 went for band today
 was unhappy today
 while I was in class
 started feeling pain, nausea,
 dizzy too
 when I went to the toilet
 started vomiting some green
 things
 waiting for nurse to come back
 from hospital
 seek her help

was so happy
 having my dinner
 sing a song for you that makes
 me happy(plays song)
 was unhappy
 did not see you when you came
 today
 also unhappy today
 aunty Brenda left
 light in the room keeps going
 off and on as well
 so irritating and annoying
 goes on when someone passes
 by
 I will be taking a selfie

happy we ate rice and matooke
 so so happy today
 Upset
 friend that was meant to go
 back home stayed
 this made her so sad
 upset me as well
 picture of my friend

happy we woke up well and
 healthy
 sewing using the tailoring
 machine
 was unhappy today
 one of our friends escaped at
 night from these premises
 none of us knows her
 whereabouts
 hope she is safe
 I feel lazy today
 don't feel like doing any laundry
 I just want to sleep
 plan to sew a handbag for
 myself

<p>Happy</p> <p>learnt how to record a video using the tablet.</p> <p>Aunty Sheeba</p> <p>do you have a shop for tablets</p> <p>you have so many tablets</p> <p>going to eat matoke</p> <p>sweet potatoes</p> <p>groundnut sauce</p> <p>meat stew and soda</p> <p>Happy</p> <p>Just from eating porridge and ice cream</p> <p>yesterday we ate yogurt</p> <p>selfie of myself today</p> <p>I love you</p> <p>happy we ate so well</p> <p>got really satisfied</p>	<p>was unhappy with you aunty Sheeba</p> <p>you refused to eat some of our food</p> <p>have some tea</p> <p>was happy</p> <p>we received a new television</p> <p>set</p> <p>so ironic</p> <p>I dreamed about it last night</p> <p>picture of myself today</p> <p>Happy</p> <p>I ate meat and rice</p> <p>miss you aunty Sheeba</p> <p>hope this time</p> <p>you will eat some of our food</p> <p>was upset today</p> <p>one of the children was falsely accusing our uncles</p>	<p>one of the children upset me today</p> <p>taking a selfie today</p> <p>woke up in good health</p> <p>ate well</p> <p>felt loved by our aunties</p> <p>also happy</p> <p>I got one new friend</p> <p>was also happy</p> <p>we can now watch our new television</p> <p>Unhappy</p> <p>majority of my friends</p> <p>going back home tomorrow, next week</p> <p>going to sing you a song(sings)</p> <p>taking a selfie of myself today</p>
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Participant 07:

<p>File No: WR_01-13</p> <p>Survivor journal entries</p> <p>Sex: Female</p> <p>had a good dream</p> <p>cook prepared very delicious food(rice)</p> <p>also made in a clean place</p> <p>Last night</p> <p>played very nice gospel music</p> <p>this music makes me happy</p> <p>happy we ate very nice food like rice, meat."</p> <p>happy we ate good food and drinks</p> <p>we had so much fun as well</p> <p>made beads,necklaces, tailored lifeskills</p> <p>learnt how to control anger</p> <p>aunties have really helped us</p> <p>grateful for them</p> <p>I want to learn gospel songs</p> <p>tailoring and be well behaved, kind</p> <p>picture of my best friend</p> <p>was happy</p> <p>we ate very delicious food</p> <p>played all sorts of games like</p>	<p>ludo (board game),ball</p> <p>learnt tailoring and catch up lessons</p> <p>unhappy I failed my homework</p> <p>I let it go</p> <p>I'm always playing when the teacher is teaching</p> <p>picture of science in our classroom</p> <p>Teacher Benedict usually teaches</p> <p>Happy</p> <p>we ate good food</p> <p>played ball</p> <p>had catch up lessons</p> <p>tailoring lessons and science lessons</p> <p>was unhappy today</p> <p>after laying my bed</p> <p>someone came and disorganized it</p> <p>picture of the science visual aid</p> <p>teacher Benedict uses to teach</p> <p>Today it rained so heavily</p> <p>the majority slept</p> <p>People's clothes even fell on the ground</p> <p>do not think I will be showering</p>	<p>due to the cold</p> <p>was sad</p> <p>we had no electricity</p> <p>could not even watch television</p> <p>taking a picture of a tree</p> <p>has been hit by the rain</p> <p>Happy we ate very good food</p> <p>was a hot day</p> <p>it threatened to rain</p> <p>was happy</p> <p>danced Maganda dance all day</p> <p>with my friend Gloria</p> <p>will be taking a picture of my friend</p> <p>she made me happy</p> <p>happy because we had guests that came over</p> <p>ate well, played with the white guests</p> <p>spent the day with them</p> <p>They were also so happy</p> <p>currently playing ludo(board game)</p> <p>grateful for the aunties that take care of us</p> <p>aunty Brenda and Judith</p> <p>will be taking a selfie of myself</p>
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<p>I made myself happy today was happy we went to class and studied learnt tailoring too will also be playing ball later on today are even currently doing different designs of laying our beds</p> <p>happy today I used the tailoring machine right after getting an injection happy I'm improving at using the tailoring machine unhappy today I did not want to wake up today morning I played till late last night ended up doing my housework</p>	<p>late tonight, I plan to go to sleep early I can wake up in time today how are you aunty Sheeba what did you eat? How is work? have a nice day Aunty Sheeba I will be taking a selfie I made myself happy</p> <p>Happy listening to music with my friends. (Plays music ...)</p> <p>Happy we ate posho made from wheat flour and waffles unhappy because of some things that upset me taking a picture of myself and a</p>	<p>friend was happy we ate delicious posho was upset one of the girls escaped from the premises There are thieves who steal peoples panties will be taking a picture of myself today</p> <p>was happy because I ate food I was unhappy some things that are confidential can not really talk about them will be taking a picture of myself today Bye aunty Sheeba</p>
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Participant 08:

<p>File No: ZN_01-21 Survivor journal entries Sex: Female</p> <p>aunties made us so happy treated us well Aunty Brenda loves me like her very own loves everyone else equally aunties give us enough food leaves us satisfied They counsel and guide us help us forget about our problems enables us to respect them today I was upset the children today misbehaved photo of our sleeping area this is what made me happy</p> <p>Chairperson annoyed me she did not want things to move within their time was happy I enjoyed with my friends aunties taking good care of me took me to the hospital too everything is okay thanks aunty Sheeba teacher Ben and all the staff</p>	<p>members for teaching us how to behave counsel us God bless you</p> <p>aunty Pauline cooked for us our favourite food very delicious beans and posho Chairperson tailored a very nice dress for Rose went upstairs to see the dress aunty took a photo today I was upset one of the children is envious/ jealous of me she abuses(insults) me going to take a picture of my friend she's standing besides the green this what made me happy today</p> <p>Happy our auntys treat us like their very own they love us so much are like mothers to us picked us up from the streets brought us here at this center this made me so happy whenever aunty send me to do</p>	<p>something am quick to respond upset with how children here gossip about our aunties not right our aunties are the ones taking care of us going to take a picture of the gate</p> <p>happy because aunt Oliver loves me so much love her so much gave me some matoke to eat yesterday</p> <p>I really enjoyed do not like how the children here do not respect the auntys are always gossiping and talking ill about them staffroom makes me happy I will be taking its picture at the staircase</p> <p>happy because one of our friends is going back home she's so happy aunt also gave me rice and</p>
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meat
 this made me happy
 unhappy today
 my friends Rose and
 chairperson left me
 I was so bored
 cook today was also very tough
 with the portions she served
 we did not get satisfied
 thank God my aunt gave me
 meat and rice to eat
 going to take a picture of the
 sitting room
 it is well spaced and looks
 really nice

Today I was upset with the
 children at retrak
 some of them are envious
 badly behaved
 do not respect the staff
 love aunty Jovia
 she always takes good care of
 me
 whenever am worried, she also
 counsels me
 take a picture of the greens
 (sukuma wiki)

Happy
 aunty Angella loves me like her
 own child
 went upstairs and mopped her
 room
 upset today
 my friends left me
 still learning how to use this
 tablet
 will be taking a picture of our
 mirror in the dormitory

happy we were taught the
 Baganda traditional dance
 have visitors,
 learning this traditional dance
 we can entertain them
 I was upset yesterday
 there was no electricity
 the tablet could not be charged
 children like Matrid have bad
 behavior
 quarreling and she is also
 selfish
 take a picture of the sitting
 room

it is well spaced
 it makes me happy
 Everything within this room
 makes me happy
 happy we were given nice
 uniforms
 this child I really dislike
 she upsets me so much
 other children do not want me
 to hang around the new girl
 I will be her friend
 hang with her until further
 notice
 will be taking a picture of my
 friend Edna
 standing next to the maize
 plantation

happy because our new
 uniforms make us smart
 Aunty Oliva also makes us so
 happy
 she provides for all our needs
 Unhappy
 everything I planted is taking
 long to be of harvest
 will be taking a picture of my
 good friend Edna
 she is well behaved

happy because we ate rice
 also energetic
 I cleaned for the aunties
 How did you spend your day
 aunty Sheeba
 what did you eat?

was unhappy
 someone wanted me to help
 them do some work
 I refused, made them rebel
 against me

all my friends are against me
 I ate rice, beans, greens,
 avocado

Tomorrow, I will be eating rice
 and meat

think I should send some for
 you aunty Sheeba
 power last night was very
 unstable and this upset me
 taking a picture of the
 playground

it is wide and long enough
 has all the necessities like the
 sand

happy because I ate enough
 food
 today am going to eat some
 delicious sugarcane
 happy because you came by to
 us

also happy that my favourite
 aunty is back
 was unhappy
 one of the children beat up
 another without reason

happy because it rained
 also ate porridge
 unhappy because today I got my
 haircut

in the process I was hurt
 will be taking a picture of my
 friend Eunice

she made me so happy
 today(while it was raining
 she fell over while going to
 collect porridge at the kitchen
 was happy because we had
 guests that came over
 auntys also made me happy
 today

Nothing upset me today
 also happy because we ate nice
 food that filled me up

upset because one of my
 friends is going back home
 she is leaving me alone
 feel so down that is why i'm
 currently sleeping

will be taking pictures of our
 sitting room

it is well-spaced and organized

aunty Sheeba I will be singing a
 song for you

I love you so much, (sings)

was unhappy
 you came by but I did not get a

chance to see you

will be taking a selfie of myself
 because I'm happy

happy because our aunties love
 us so much

will be taking a picture of the
 seating room

it is well spaced and makes me
 happy

I was unhappy today
 everything I tried to do did not

work out	got so satisfied	playground
am so happy	not happy with you aunty	because it really looks nice
I was unhappy because I failed	Sheeba	
at tailoring	refused to eat some of my food	so happy because nothing upset
everything I tried to tailor did	during lunchtime	me
not come out well	was happy	have also been well behaved
will be taking a picture of our	you asked me some interesting	will be taking a picture of our
sleeping area	questions today	dormitory
it looks nice, well spaced and	my friends have also been taken	it looks beautiful and organized
has everything we need	back home	
today I have not been so happy	also received a new television	happy because am here with
one of our friends is leaving us	set today	my friend
and going back home	we shall be watching our t.v	that will be going back home
	shows	soon
	am so excited	will be taking a selfie with her
happy because I ate so well and	taking a picture of the	

The following codes and phrases were extracted from transcribed recordings by participants at UYDEL:

File No: TA_01-40		
Survivor journal entries	Today Betty made me happy	was happy with the students
Sex: F		slashing the grass
	I liked how Mariam laid her bed	had a very bad tummy ache
Today I called my aunty	designed it very well	since I ate posho
told me she would be visiting	This left me happy	
tomorrow		Omugaga's house made me
now have good teacher called	Today am happy	happy
madam Sheeba	main hall looked good	
I have also become an	the chairs were organized so	Today I was happy with the
inspiration to my fellow	well	Posho
students	what left me sad	it was very delicious
my sense of calmness and	last night	am sick and I feel weak
dignity	boys hit our neighbour with	
This made me happy today	posho (food)	Today, the flat(administration
	left me so angry	block) made me happy
friend came to visit me	felt so embarrassed and	the way it was built
she brought me something	unhappy	the colour used to paint made
my mum also came to visit me	am not happy	me happy as well
yesterday	feel disrespected by my fellow	Nothing made me unhappy
This made me happy today	students	today
	I don't want them to act this	healthy and energetic
What made me happy	way towards me	
surprise that was brought for us	they should just ignore me and	kitchen made me happy
by the Orkidstudio team	live their lives	I was unhappy
Master Moses' office also made		yesterday we went to a place
me happy	Omugagas house made me	called paradise without
	happy	permission
nothing made me happy	my fellow students woke up	we were caught
suffering from malaria	shouting at me	today we have been apologising
	this has never happened	to the administration
Sarah made me happy	left me unhappy	
take a picture of her		the dining hall made me happy
		was well structured and built

dormitory made me happy it was well mopped it looked nice Nothing upset me today	Christine that stole headsets administration block made me happy way it was well built was also happy we ate fried beans	me happy I like the way it was built the staircase(inside administration block) hallway made me happy it looks nice
Today I was not happy my friend left she went into problems happy with my body I have a good portable body Nothing about my body makes me sad	dormitory made me happy its nice nothing upset me the field made me happy its nice Nothing upset me we ate in time	the trees made me happy File No: NE_01-25 Survivor journal entries Sex: Male
Today, madam Sheeba's car made me happy I think it is nice nothing upset me the field made me happy the way the grass was trimmed I woke up with a headache today this upset me	the dormitory made me happy it was built so well Like the organisation of beds madam Lilians car made me happy it looks beautiful has a nice color as well Nothing upset me today	happy because of the way bricks were organised looked so nice Innocent made me happy happy because I woke up healthy I was bought shoes called mabizi,this left me so happy
Today the bush made me happy it looks nice Today the field made me happy the compound around our dormitory also made me happy the grass was well-trimmed	Today madam Sheeba's car made me happy it's beautiful and has a nice color told that we would be going back home on Saturday made me even happier Nothing made me sad today	happy with Omugaga's house, he built his house very well I will build a house like his in the future Even if Omugaga has bad manners he confiscates our balls sometimes
the dormitory made me happy The way it was built he dormitory made me happy its nice I was upset today my friend Sarah left this hurt me so much	the weave I plaited made me happy it made me look nice. I was happy because of the weave I plaited looks nice I am unhappy food is not yet ready	happy with the car parked by the administration block happy because of the pipe that I have when am down and feeling low, it lifts my spirit
Today I was happy we ate fried beans Nothing made me sad today Today Masters car made me happy the way it was designed nothing made me sad	the compound made me happy looks nice and clean the people boxing made me happy the way they box Nothing upset me today	Today the clouds made me happy looked extraordinarily nice there is a house being built using bricks made me happy builders putting the iron sheets Had never seen Was also unhappy friends have been distancing themselves
I was upset with children who throw other people's clothes in urine	the administration block made	

field and trees made me happy they looked nice neighbours house also made me happy looks so beautiful hope to build a house similar to his in future	happy with Madam Deborah's garden the cassava really looks nice	Happy saw my friend that makes me happy
the few children who play football made me happy they won for my team scored 3:2 for the first half	happy with the tailoring class field made me happy it was well trimmed and looks very nice	Today I was happy friend Amina came around was away for some time
the grass made me happy school today is very boring this has upset me	field made me happy it is so exciting	Madam came in taught us so well my friend joined me to study this also made me happy Unhappy I had a lot on my mind don't know what I'm going to do
happy because of the neighbours house its construction has been completed	the school made me happy happy because our madam came by also happy because we ate fried beans they were so delicious	was happy we went to church praised and worshipped brought me so much happiness my friend Amina upset me always shouting at me
UYDEL(Masooli) has made me happy all the children are involved in sports activities the field volleyball and football weather is also lovely Madam today came told us words of encouragement	Master Ivans car made me happy File No: NBE_01-15 Survivor journal entries Sex: Female	Today I was happy it rained we went to class Studied learned everything had difficulty using the tablet today this upset me
the main hall made me happy We also made you unhappy today we are sorry	things the Orkidstudio team brought for us made me happy Today my teacher taught us well gave us hair material I learned how to plait This made me happy	Madam came surprised us with things today I was upset went to the well people stole my water
happy with the school/ institution today madam Sheeba came to visit us today	Today Beatrice made me happy Today Annah made me happy saddened yesterday children stole my water	I was happy ate sweet potatoes I was upset teachers promised to take us back home have not taken us back home
the bricks made me happy tree made me happy its height	the trees made me happy however my water was stolen made me sad	File No: NJ_01-13 Survivor journal entries Sex: F
school premises made me happy its happy and quiet here the trees around the volleyball court made me happy	Today I went to church praised/worshipped so well fellow children made me happy one child stole my water made me so sad	Today I ate posho felt satisfied this left me happy Today I mopped the dormitory

it looked nice
this left me happy

What made me happy today
I plaited a lady's hair
she gave me money

I participated in drama
it was interesting
made me happy

my friend Beatrice
dress that looked good on her
this left me happy

Beatrice made me happy
she spoke words that made
sense to me

Today
store for maize flour was clean
made me happy
I was sad
my friend abused (insulted) me
had not offended them

tailoring class made me happy
it was clean
madam refused to give me hair
extensions
in class today
this saddened me
I was happy today
I played ball
enjoyed it
dining hall today was dirty

happy today
given permission
go out of the UYDEL premises
made me happy
it had been awhile since I had
left
posho today was not well
prepared
was also unhappy
the field was dirty

I was happy
we went to church
praised, worshipped, prayed
enjoyed the preaching
the kitchen today was dirty

happy because I ate posho

felt satisfied
I was not happy
untidiness of the field

happy with the staff quarters
built so well
I was not happy
served undercooked posho
Otherwise today am okay

Dormitory
made me happy
I was unhappy today
served posho
did not satisfy me

File No: NGL_01-08
Survivor journal entries
Sex: Female

happy because
ate and got satisfied
got a great teacher today
studied so well today

Today I was happy
studied well in class
my nurse gave me good
medication
did not get an injection
made me so happy

Sarah made me happy
did her aerobics well

happy with the dining
I ate well
generally a good day
lunch was served late
made me angry
saucepans used to cook
small
they leak
toilets today were dirty

happy with my class
studied well
got good grades
Happy
woke up healthy
I prayed
went to shower
bathrooms were clean
woke up so happy
was unhappy

students in hairdressing class
not willing to let me plait their
hair
I'm always will be plaited by
them
I was unhappy

Omugaga disrespected our
master
wanting to take him to prison
students threw posho at his
house yesterday
they are always confiscating our
balls
angry and disrespected

was happy with the field
children played football so well
dodgeball
The field looks so nice
was unhappy
my fellow students woke up
abusing (insulting) me
falsely accusing me
This made me so unhappy
I don't like being disrespected

I was happy
I woke up
laid my bed so well
was unhappy because
fellow students were looking
down on me
my one friend that I trust
refused to help me with some
sugar
felt so hurt and betrayed
not good to trust friends indeed

my friend Jessica made me
happy
plaited a weave on me
I love her so much
today I was unhappy with Sarah
her bad behaviour
she abuses her friends and then
laughs

File No: NMA_01-24
Survivor journal entries
Sex: Female

happy with this flower
looks beautiful

happy with how the grass in the field was trimmed	the football team made me happy they played the game so well	made me happy today he woke me up to do some duels in the field with Erisa why the field made me so happy what made me unhappy some children planted grass ended up tripping over while running left me with a headache so much rage I let it go what made me so happy today the field, the grass in it children that were playing in the field
grateful for UYDEL I have learnt so much am very thankful	File No: MI_01-14 Survivor journal entries Sex: Male	
happy with how this tree looks	Today I was happy my day was great the children were well behaved and disciplined went to class and studied well ate very delicious posho prepared by Davie	
Madam Lillian's car made me happy it looks really nice		
the boys' dormitory upset me it was so dirty and looked bad		
this tree made me happy it looks really nice	I woke up healthy Master Moses made me so happy went to the dormitory ate posho that I had kept shared my fellow friends I don't like to eat alone What made me the happiest my class my future is bright I can now fix a motorbike need to learn how to ride it go back home start making money satisfied with the posho served today	Today I was happy I woke up healthy did some runs left me feeling physically fit class today made me happy students today arranged the engine well when I also tried to start the engine, it started well When it started put the necessary machines and they lit so well also ate posho that left me satisfied and happy what made me so happy was the building class above everything else students built a very nice house reminded me of my house at home
the storage upset me it was dirty		
girls' pitch made me happy		
graduation gowns made me happy		
dormitory made me happy		
hairdressing class made me happy		
people boxing made me happy	Master Moses' flat made me happy When I get money want to build a flat like UYDEL	this left me so happy and energised when I get money I will like to build such a house
Master Ivans car made me happy it looked nice	happy because I woke up healthy field made me happy its clean and the grass looks nice the field leaves me unhappy empty paper bags kids that are not well behaved posho made me happy I ate and felt happy headache I had disappeared kids in the dormitory today made me happy we woke up mopped the dormitory we prayed did some runs in the field My very good friend Mariachi	Today I woke up healthy Erisa made me happy his good behaviour his dressing well respected, has wisdom loves studying , loves his parents he advises his friends I once had bad behavior he advised me I changed my character I aspire to be like Erisa also like Uydels buildings,
was happy because we were given bibles		
the flowers in the compound made me happy because they look nice		
staff quarters made me happy they look nice		
Madam Sheeba made me happy she looked nice		
school compound made me happy it looked nice		

the staff
the kitchen
Uydel has helped us in so many
ways
am so grateful

Today I woke up healthy
ate food
interacted with my great friend
Felix
we fetched water for showering
at the well
then went and ate porridge
went to class after
then told each other stories
helped me revise what had
been taught in class today
a very great friend
do not know how I will repay
him
went to eat dinner
while eating with him
felt energised and hopeful
he wishes me well and so do I
hope we never forget each
other
also liked the building class
the house that was built
students were also well
behaved
quick to learn

the kitchen made me happy
cleanliness of utensils and the
space itself
the posho is not delicious
smells bad
went to class
learned everything so well
I love Erisa
makes me so happy
do not like the behaviour of
UYDEL students
abuse each other
are selfish

I like the children in my
dormitory
they pray
well behaved
love sharing
saucepans in the kitchen are
clean
well arranged
makes me happy

woke up healthy
ate posho with Erisa
went to the well
Showered
ate porridge
went to class and studied
in class Erisa helped me
understand the center clutch
made me happy
my friend Erisa is well behaved
most survivors at UYDEL
not well behaved
insult the staff
not disciplined
do not listen
Uncle Davie made me happy
served us a big portion of posho
was delicious
field also made me happy
the grass
looks very neat and nice

What made me happy
I prayed after waking up
went to fetch water at the well
I ate porridge that had sugar
made me happy
master also taught us well
hope the knowledge gained can
be put to good use
master Robert teaches wiring
so well
he is well behaved
treats us all well
uses his own motorbike as a
study guide
Uncle Davie prepared very
delicious posho
Children played football so well
scored more than the masters
scored 5;2
friend trimmed his hair so well
hope to cut the same hairstyle

Today I was happy
woke up healthy
went to class
then went to eat
posho was very delicious
beans were also very nice
with avocado and tomatoes
well taught in class today
field also made me happy
net was fixed

our balls are no longer being
confiscated by our neighbour
Omugaga
my friend was rejected today
Children at UYDEL
say uncle Davie doesn't cook
the posho well
not true
he is a good cook
main hall also made me happy
it's clean
I also like the color paint in
there

Today I was happy
woke up healthy
went ahead to eat porridge
I was the one serving the
porridge
had enough which left me so
satisfied
today I was unhappy
broke my foot
did not get the expected health
service
hope to get the medicine
required
My friend Erisa made me happy
helped me rub some medicine
on my foot
helped ease the pain
other friend also helped me get
posho to eat
was unhappy
posho was not well prepared
saucepan used to prepare
posho was not clean
the field was also not clean
Master Moses asked them to
clean the field
they refused
Another thing that made me
happy
The dining was clean
had dance and drama while
there
we were happy,also learned
new dance moves
main hall also made me happy
the television helps me redirect
my thoughts
whenever I watch tv am less
stressed
happy with the field
certain parts of it made me

unhappy

I woke up healthy
am happy
God kept me safe throughout
the night
ate posho and got so satisfied
I still feel so full
made sure I ate enough
when am not satisfied
cannot be fully happy
drama made me happy
I spent my time dancing all the
moves that had been taught
hope to learn all the other
moves
God will help me be part of
drama when I leave UYDEL
be able to utilize all the skills
acquired while at UYDEL
master also taught the
motorbike class so well
we all understood
boys goalkeepers' post made
me happy
well structured and the way the
net that was well put
grass also looks so nice
nothing made me sad today

happy because I woke up
healthy
my life in general has been
going on well
have an issue that I cannot
share
posho and beans today were
also delicious
As I was eating, noticed there
were bean weevils
had to give out my beans
Another thing that upset me
children at UYDEL can be
wasteful with food
They keep throwing away food
tendency of saying UYDEL
administration has enough
money
they can be wasteful
motorbike and electronics class
made me happy
the cleanliness and good
behaviour that the children have
Madam Deborah also made me
happy

she is beautiful and well
behaved
Master Semwanga also made
me happy
he trains students
create awareness about human
trafficking

I was happy because I woke up
healthy
went to church and prayed
was happy because I and my
friends are okay
ate very delicious posho
prepared by Davie
pleased with how the children
prayed in church today
God will answer all their prayers
drums in the church today also
made me happy
church was also very clean
very good lighting
lady that trains us also made
me happy
talks very well
when someone is polite
find it very easy to understand
Have grasped everything that
she has been teaching
am happy that my circumcised
private part is also healing
steadily
water tank made me happy
today

File No: MS_01-16
Survivor journal entries
Sex: Female

I was happy because of my
classroom

was happy because I woke up
alive and healthy

the kitchen made me happy
cooked for us tasty posho and
beans
had the right amount of salt

happy with UYDEL
the vocational skills they
provide us with
these will make our future
bright

Today Erisa made me happy

Gloria made me happy
the style of hair she has

Today I was happy
woke up feeling healthy and
stayed that way all day
main hall where we watch
television also made me happy
I was sad because food was
served late

was happy because we were
well taught BCC
also like our neighbours house
I think it was well painted
today's Posho was very delicious
posho served in the evening
was not well cooked
this left me unhappy

I was happy because my friend
returned from home
plaited very neat cornrows that
looked nice
the room was dirty and this
made me sad

while in church
we praised and worshipped
this left me so happy
was such a good day
the kitchen has been dirty all
day
the beans prepared did not
seem well cooked

our neighbours flat made me
happy
also happy that I am healthy
the main hall was not well
mopped today

happy because the compound
was cleaned
looked so nice
I saw madam Sheeba today and
she was so smart
the kitchen today was cleaned
and it looked very good

I woke up healthy
I was also happy with the

madam that teaches us this
she was smart and had a good
hairstyle
hairdressing class today was
also very clean
have been unhappy since
yesterday
my best friend with whom I do
everything with
reinstated back home and yet I
stayed behind

the tree made me happy
it was cut and it looked nice
the kitchen and flat made me
happy
they were clean
the dining hall was dirty today
this upset me

I was happy
I ate enough food that left me
satisfied
saw a white person that was
well dressed
Mariam's bed was also well laid
and neat
today the institution has been
dirty and this upset me

Today nothing made me happy
upset because I have not yet
been taken back home

File No: LR_01-32
Survivor journal entries
Sex: Male

happy today
when I woke up
I went to the kitchen
found the porridge ready
as I was eating the porridge
friend offered to buy me
something to eat
I went to class
Before I knew it, it was
lunchtime
served a big portion of posho
was so happy about this
the kitchen in which it was
prepared
going to take a picture of the
kitchen

happy because I saw my best
friend

Madam Sheeba came and gave
us a surprise
this left me so happy

Today Annah made me happy

the kitchen was so dirty and
narrow

this made me unhappy
I met my best friends who
made me so happy
I scored a goal while playing
football today
this made me extremely happy
I showered

Today I woke up with a flu
this made me feel unwell
can even hear it in my voice
I was so happy today
my uncle sent me some money
I least expected it
Something else left me unhappy
as I was about to record my
daily journal yesterday
tablet went low on battery
was left so bothered
did not know what explanation
to give madam
my friends advised me to worry
less

we would explain to her
the battery went low
she would understand
made me happy
I and my group of friends
encourage each other
lift one another when feeling
low

have hope
we will overcome all situations
we have each other's backs
we are now family
this makes me so happy
today one of my friends wanted
us to fight
I refused
I'm part of a winning group

Today I was happy
I woke up healthy

saw my best friends
I was not pleased with the girls'
jerrycans
they were so dirty

Today I was happy
I woke up healthy
praised and worshipped God in
church
This made me so happy

practise for the game made so
happy
we ended up performing so well

I woke up healthy
went to the kitchen
ate my porridge
I went to class
I found the teacher that taught
us

I learned everything the teacher
taught
left the class
met with madam Sheeba for an
interview
found the questions very tricky
posho that was kept for me
so so stale
kitchen was very dirty
saucepan also very dirty
made me unhappy today

Today, I woke up and showered
went to eat porridge
I went to class
I was happy
learned everything the teacher
taught
After class
pleased with the colors on the
main hall

I woke up and then headed up
I found a friend
asked to lend me 500ugx
I could buy myself a doughnut
used the money to buy sanitary
towels
was then saddened
she refused to give me 500ugx
to buy a sweet

woke up healthy
went ahead to eat my porridge
I went to church

<p>praised and worshipped a lot While praising Shanitah danced the 'Basoga' traditional dance this made me so happy she was not allowed to give a testimony church this upset me so much I wanted to hit the person with a chair</p> <p>Today I woke up healthy went to the kitchen to eat my porridge went to class learned everything that was taught while in the classroom After my class found a friend spoke words of encouragement uplifted my spirit upset with the saucepan used to prepare posho was so so dirty very unhygienic We could fall sick from that kind of dirt</p> <p>Today I woke up washed my face went to the kitchen to eat porridge went to class where I found madam gave us hair extensions to plait hair Madam Sheeba brought us good things/stuff today Dorcus disrespected me saying I was stupid this upset me so much</p> <p>Today, I woke up, had a shower, washed up some utensils headed up to the kitchen to cook it was my turn to prepare the porridge we ate porridge, then went to class During the classes, what was taught made me happy I was so happy we had sweet potatoes for lunch</p>	<p>I was upset the saucepan used to cook beans was so dirty</p> <p>was happy because I saw someone that I love so much was upset because most of my friends were taken back home there are only a few of us left in the group the posho prepared today had a foul smell the saucepan used to cook the posho was also dirty beans were also not well prepared this made me so angry</p> <p>Today I woke up healthy went and ate my porridge Thereafter I went to class I went and had my lunch and got so filled I did not like the saucepans used to cook the food today I went and sat under the trees to relax went to the dormitory one of the kids ran away after stealing most of the children's property this really upset me I did not expect him to do such While I was seated upset about what had happened some friends came along gave me some words of encouragement uplifted my spirit made me feel less stressed I was mostly happy I ate roasted sweet potatoes thank God for this all the glory and praise goes back to him</p> <p>this tree made me happy because of its height(very tall)</p> <p>Today I woke up, had a bath went and ate porridge Thereafter I went to class happy because I managed to plait a whole head and finish children playing netball today</p>	<p>made me so happy the way they played the game so well</p> <p>I was happy because I woke up healthy I ate so well</p> <p>I was happy because one of my friends was taken back home happy with the place where people play soccer(field)</p> <p>the field made me happy</p> <p>the water tank made me happy</p> <p>the netball pitch made me happy</p> <p>Today I was upset they keep extending the days we are meant to go back home the dining is always dirty and this upsets me</p> <p>Today I was happy the food we ate was so delicious the saucepan used to prepare posho upset me</p> <p>Today, I woke up healthy went to the kitchen to eat my porridge The children today made me happy they were so hungry I was also happy because of a certain movie we watched was really nice and exciting to watch went and practised for the Sunday church service this calmed me</p> <p>Today Annah upset me she refused to give me the tablet this upset me so much I even wanted to hit her</p> <p>the main hall made me happy it looked nice the color that was used to</p>
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<p>paint also looks nice I was upset most of my trusted friends betrayed me</p> <p>boxing made me happy</p> <p>was happy because Madam Deborah handed me a certificate for being the best actor happy because of the color used to paint our praying area</p> <p>File No: AB_01-10 Survivor journal entries Sex: Female</p> <p>happy woke up healthy and alive</p> <p>happy today Healthy,okay, life is good</p> <p>learned my creative dances well this left me happy Thank you for the gifts you brought us today my friend Nakiberu Joan made me happy she loves me and she makes</p>	<p>me happy</p> <p>happy because we went to the field I liked the fresh air so relaxing</p> <p>learned how to plait this style very well made me happy was unhappy today yesterday evening my fellow students got so angry threw posho at Omugagas' house what made me even more angry staff was asked to clean Omugaga's house</p> <p>field made me happy well-spaced has fresh air students participating in sports activities this made me happy I was unhappy fellow students abused (insulted) me so much today</p> <p>woke up unhappy I woke up feeling sick</p>	<p>body aches, malaria sore throat made me so angry we went to church left feeling revived and happy now I feel much better</p> <p>Today the field made me happy the refreshing air it was relaxing and stress relieving grass looked so nice my friends were backbiting me this made me so unhappy they said words that angered me so much</p> <p>the church made happy we praised and worshipped brought us so much joy my friend Ivy upset me today she abused(insulted) me we begun fighting love her so much I have not yet forgiven her</p> <p>building students made me happy the way they organised the bricks/blocks I was not happy dining hall was dirty today</p>
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III. Weekly reflection surveys

Weekly reflection surveys detailed survivors' thoughts on their week through a structured questionnaire with specific questions. This feedback would build on the individuals' daily journal entries for the week.

The following codes and phrases were extracted from participants' responses at Retrak:

<p>File No: AB_01/01 Sex: F</p> <p>First thought Family & friends back home Stomach ache Medication Children do not treat me well Activities Most happy sweeping & mopping Cooking Praying</p>	<p>Playing with friends Dancing Positive moment Grateful for food to eat and place to sleep So sick Fell down and collapsed Most relaxed Sleeping area Classroom</p> <p>Playground Conducive environment</p>	<p>Learn tailoring Well conversant Still be at Retrak next year</p> <p>First thought Mother, father and siblings Physical health not good Got some attacks Thinking a lot about home Good social life Sick this week Not really participated in any activities</p>
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<p>Positive moment Aunties found my birth home Negative moment In the dormitory Got an attack Failed to sleep Was so dizzy Most relaxed In the compound Playing with my friends Hope my father will pick me next week Plan to start My own tailoring business</p> <p>First thought Did not think about anything Good physical health Thinking about home Spend most days arguing with children here Activities Most happy Cleaning Most relaxed Sleeping area Comfortable Plans for next week May go back home Hope to be back home Doing what pleases my parents</p> <p>File No: NGA_01/04 Sex: Female</p> <p>First thought Housework Good physical health Good psychological health Friends rude to me Leaves me unhappy</p> <p>Most happy Flowering my greens Positive moment Place you were in Sitting room Given new towels Negative moment Place you were in Dormitory</p> <p>Other kids hitting me and my other friends</p>	<p>Most relaxed Playground Playing ball with teacher Plan to tailor Play the bass Eat Still be at Retrak</p> <p>First thought Friends going back home Good physical health Good psychological health Social life not bad Activities Most happy Crafting Positive moment New Retrak centre (St Mary's) Meet directors Negative moment Sukuma wiki got spoiled before we ate them Most relaxed St Mary's Looked nice May still be here next year</p> <p>First thought Tailoring Good physical health Good psychological health Good social life Activities Most happy Handed out gifts to guests on Tuesday Positive moments Place you were in Tuesday next week, will visit my home Most relaxed Sleeping area Get to play and run around with friends Plan to visit home next week May be home next week</p> <p>first thought doing housework Good psychological health Good psychological health Good social life most happy</p>	<p>Tailoring. positive moment received good news my mother would be taking me back home. most relaxed Kitchen because I was cooking. plans to go back home next week. in a year hope to be back home by then</p> <p>File No: NS_01/08 Sex: Female</p> <p>First thought Catch-up class Physical health not good Pain around my waist Good psychological health One of my mates was very rude to me I have not offended her Most happy Making beads, bangles, necklaces Planting greens and maize Positive moment Aunty bought me clothes Made me happy Negative moment Place I was in Dormitory Pain in my chest Aunty rude to me Disregarded my feelings Most relaxed Sitting room Noise-free environment Plan to make other necklace Hope to be back home studying</p> <p>First thought Going to class Good psychological health Did not have good relations Most happy Sewing a scarf Positive moment In the staffroom Aunty promised to take me home Most relaxed</p>
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<p>New Retrak centre It is very beautiful Plan to receive examination results Looking forward to being in school</p>	<p>psychological health has been good social life has been good Activities most happy finished tailoring my scarf positive moment received good news would be going back to school negative moment Aunty told me that I would not be going back home any time soon most relaxed Dormitory because it is very clean plans for next week plan to tailor a dress next week in a year hope to be back into formal education</p>	<p>this made me happy negative moment place you were in in the bathroom, I slid and almost fell down most relaxed</p>
<p>First thought Tailoring class Good physical health Good psychological health Good social life Activities made you most happy Tailored a cloth Positive moment Place you were in Aunt told me Visiting my home Negative moment Place you were in Bad toothache Most relaxed Place you were in Sitting room It is beautiful Plan to sew bigger cloth See myself informal education</p>	<p>first thought going to class physical health been good psychological health been good social life been good Activities most happy I planted some flowers positive moment Aunty told me I will taken back to school negative moment had a toothache during the week most relaxed Dormitory because it was clean Plans plan to tailor some trousers in a year get back into formal education</p>	<p>The dormitory because it was very clean next week plan to sit for an exam next week in a year hope to be back at school by then</p>
<p>first thought Tailoring physical health is good this week. Good social life most happy tailor a skirt this week. positive moment Aunt Jovia told me going back very soon. negative moment bad toothache this week. most relaxed The dormitory clean environment. plan to learn how to behave even better. in a year hope to be back home and in school</p>	<p>first thought Studying physical health been good psychological health been good social life past week not been good I had a fight with Hajara most happy I sewed a skirt positive moment My parents came to visit me this week</p>	<p>first thought running so that I could be active for the day ahead physical health been good psychological health been good social life been good Activities made you most happy Cooking. positive moment received good news from one of the auntys I would be going back home very soon negative moment While playing with my friend hurt myself at the water tap most relaxed The dormitory it was very clean next week plan to go back home in a year hope to get back into formal education</p>
<p>first thought going for my mathematics class physical health has been bad I have been having a toothache</p>		<p>File No: NH_01/08 Sex: Female</p> <p>First thought Praying Left-hand hurting Knocked myself against door knob Good psychological health Other children fighting a lot Social life fairly good Most happy</p>

Playing ball
 Making beads
 Writing exam paper
 Cannot think of anything
 positive
 Negative moment
 Shoes stolen in the dormitory
 Most relaxed
 Watering my greens that I am
 growing
 Plan to do laundry
 Attend classes
 Pray for mates that are always
 fighting
 Hope to be in formal education

First thought
 Eating
 Slept hungry
 Headaches all week
 Good psychological health
 Fair social life
 Friends not on my side
 Matrid hit me
 Most happy
 Playing ball
 Visiting the new centre
 Positive moment
 Visiting the new centre (St
 Mary's)
 Made me so happy
 Negative moment
 Head swollen and hurting
 Matrid hit me while washing
 clothes at tap
 Relaxed
 Classroom where I tailor from
 Hope to be in school

First thought
 woke up angry
 thinking about doing
 housework.
 Good physical health
 psychological health
 thinking about going back
 home,
 I do not want to go back home
 Good social life
 most happy
 Playing the band, cooking
 chapatis.
 positive moment
 place you were in.
 played ball

Playground
 negative moment
 have had bad headaches this
 week.
 most relaxed
 My bed
 there was no noise.
 plan to ask the auntys for shoes
 hope to be back home and in
 school.

first thought
 Praying
 physical health good
 psychological health
 been thinking about going back
 home
 social life been good
 most happy
 Playing ball, playing the
 band, cooking and tailoring
 positive moment
 I was rewarded with some new
 clothes
 negative moment
 place you were in
 slid and fell over while at the
 tap in the compound
 most relaxed
 The playground
 got to play ball from there
 classroom because I played the
 band there.
 plan to use the tailoring
 machine
 hope to be back into formal
 education
 back home as well

first thought
 having a shower
 because I had a headache
 physical health fair
 while playing during the week
 hurt one of my toes
 psychological health been good
 social life been good
 most happy
 Playing ball
 other different games
 positive moment
 Playing
 negative moment
 While playing, I hurt one of my
 toes

most relaxed
 The classroom
 I would sit there while my toes
 were hurting
 next week
 plan to ask the teacher for an
 exam paper
 practise for future tests/
 examinations.
 in a year
 get back into formal education
 while at home

first thought
 going back home
 physical health has been good
 psychological health
 have been thinking a lot about
 going back home
 social life been fair
 some people are angry with me
 for reasons I do not know
 activities
 made you most happy this
 week
 Playing indoor games and ball
 Reading stories in class
 negative moment
 The chairperson also turned
 her back against me, she is no
 longer my friend
 most relaxed
 My bed
 that is where I would sit and
 cry.
 next week
 I plan to go and visit my home
 in a year
 hope to be back home studying

first thought
 taking a bath
 having something to eat
 physical health been good
 psychological health has been
 fair
 worried about going back home
 social life has also been good
 Activities
 most happy
 Praying
 playing netball and football
 eating
 Tailoring
 positive moment

did my homework
got all of it right.
negative moment
I got sick from malaria
most relaxed
The dormitory
while sick, I got to rest well
while there
next week
plan to tell the staff members
that I do not want to go back
home

in a year
hope to still be at this center

first thought
praying when I woke up.
physical health has been good.
psychological health been good
social life been good

Activities
most happy
Playing netball
Football
positive moment
visited my home during the
week
this made me happy
negative moment
place you were in.
fell over in the dormitory
hurt my leg
most relaxed
The dormitory
it was peaceful
plan to go back home next
week
hope to be back home and in
formal education too

File No: NMT_01/01
Sex: Female

First thought
Going back to the hospital
Physical health not good
Been sick and on drips
Good psychological health
Fair social life
Relationship with aunt not good
Accused me of something
Annoyed me
Most happy

Played a lot
Positive moment
Place you were in
Doing science exam paper
Paper was easy
Negative moment
Place you were in
Being taken to hospital
I was sick
Friend taken to hospital
She was unwell
This made me sad
Most relaxed
Centre manager's office
Was cleaning it
Plan to be on my best
behaviour
Get stars on my profile
See myself at school next year

File No: NM_01/09
Sex: Female

First thought
Fasting and praying
Good physical health because
I've been fasting
Good psychological health
One of the children upset me
Accused aunty
Other children started fighting
Activities
Most happy
Praying in the morning
Cleaning
Playing
Positive moment
I was sick
Taken to hospital
Thereafter juice prepared for
me

Felt loved and cared for
Negative moment
Place you were in
While in the toilet slid and fell
Friend laughed at me
Made me feel so sad
Most relaxed
Kitchen
Love cooking with the cook
Plan to be on best behaviour
Fasting
May still be at Retrak

First thought
Grateful
Child causing problems taken
back home
Multiple headaches and
heartburn
Psychological health not good
One of the kids hit my friend
This bothered me
Good social life
Been playing dancing, singing,
tailoring
Activities
Most happy
Drew map using beans, rice and
stones
Used new design to style my
bed

Making beads
Dancing
Singing
Tailoring
Positive moment
Visiting new centre
Entertained guests
Played the band
Negative moment
Hurt while playing ball
Could not play anymore
Most relaxed
Kitchen
Plan to sew handbag
Hope to be at Retrak

First thought
Parents visited on Tuesday
I have been ill
Psychological health not good
People that visited me on
Tuesday upset me
Good social life
Argued a lot with Edna
Most happy
Making beads for guests and
myself
Positive moment
Place you were in
Star chart made me happy
I have been well behaved
Negative moment
Place you were in
In class
Got intense pain below my
navel
Started vomiting

<p>Most relaxed Centre manager's office Felt great socializing with her Planning to put in effort in tailoring Hope to be home learning hairdressing</p> <p>first thought dream(they had brought us a new television set) I had last night. physical health is good this week. psychological health thinking about what I went through before coming to the center. social life good. most happy Tailoring using the machine. most relaxed The kitchen I was cooking and I would also get double portions of food plan to put more effort into learning how to tailor. in a year may still be here at Retrak or even back home</p> <p>first thought cooking in the kitchen today was my turn to cook physical health good this week psychological health not been good social life been fair most happy Tailoring positive moment was rewarded with 3 trousers because my star chat is positive negative moment place you were in one of the staff members that teach us band introduced himself name was only brought back bad memories from the past name traumatised me so much</p> <p>class most relaxed Dormitory</p>	<p>I would always sit there and sew my scarf in peace. plans for next week next week plan to continue sewing my scarf in a year hope to still be at this rehabilitation center</p> <p>first thought my siblings physical health been good psychological health been good social life been fair one of these nights, my mate abused (insulted) me it hurt my feelings Activities most happy Sewing my scarf made me happy positive moment Aunty Oliva came back this week negative moment Aunty Sheeba, you refused to eat lunch with me most relaxed staff room whenever I mop the place, I feel at peace next week hope to have finished sewing my scarf next week in a year hope to still be at this center</p> <p>first thought doing my housework physical health been good psychological health been good social life been fair one of the kids irritates me she is always bullying her friend Activities most happy Sewing my scarf Fasting positive moment We had a children's' meeting with the staff members a number of issues were addressed most relaxed</p>	<p>The playground we played ball with our teacher all week next week hope to finish sewing my scarf next week</p> <p>first thought we had slept late because of playing too much physical health has been good psychological health has not been good also had bad dreams social life has also been good Activities most happy Playing netball and football positive moment managed to finish sewing both my scarves negative moment playing with my friend we both fell over hurt our mouth area most relaxed The playground the water there is now well-drained this place makes me happy we get to play different games from there next week plan to eat and get fat in a year hope to still be at this center</p> <p>first thought going back home physical health has been good psychological health not been good thinking about the trauma I went through before coming to this center social life been good most happy Sewing my third scarf positive moment managed to start sewing clothes I have greatly improved my sewing skills negative moment had a toothache during the</p>
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<p> week most relaxed staff room while mopping and cleaning I get to sit down and take some tea next week plan to finish sewing my third scarf and also go back home in a year hope to be back home </p> <p> File No: NG_01/05 Sex: Female </p> <p> First thought Praying Been lazy Had the flu Thinking a lot about going home Wondering when I could see family and friends Worried about friend that is ill and unhappy Fair social life Had a fight with my best friend Activities Most happy Washing my laundry Cleaning the sitting room Taking care of Josephine Positive moment Playing ball in the playground Negative moment Friend mad at me Most relaxed Kitchen Cook taught me to prepare greens and maize Plan to tailor shirt be end of week Hope to be in school teaching hairdressing & tailoring </p> <p> First thought Reflected about day ahead Physical health fair Hand has been hurting Thinking about going home Social life has been good Most happy Sewing a dress for Aunt Mary Positive moment New centre (St Mary's) </p>	<p> Entertained guests with traditional dances Played Gave presentation of handworks Negative moment I and my best friend fell sick Most relaxed Playground playing with balloons Plan to talk to family Prepare to go back home Plan to start a bridal shop </p> <p> First reflected upon my life Good physical health Psychological health has been fair Been thinking about home more Recently spoke to my grandmother Good social life Most happy Football Ludo Cards Positive moment Aunty told me Going back home Negative moment Want to be taken to my mother's house Going to be taken to my grandmother's house Brought fear within me because of past trauma Most relaxed Kitchen I cut so many watermelons into pieces They filled us all Plan to sew something different like a dress See myself working at a bridal shop </p> <p> first thought going back home. physical health has been good this week psychological health been anxious going back home, social life has been good. most happy </p>	<p> Cooking. positive moment received good news that I would be going back home very soon. most relaxed The compound where the greens were planted we recorded a video while there. plans to go back home next week. in a year hope to be in a tailoring school next year </p> <p> first thought when I would be going home physical health has been good psychological health been thinking about a lot of things about home and how the transition would be like social life been good activities most happy Tailoring cooking positive moment received good news I would be going back home very soon most relaxed The playground most relaxed socializing with my friends plan to be back home with my parents in a year hope to be back into formal education </p> <p> File No: WR_01/09 Sex: F </p> <p> First thought Brushing teeth Good physical health Good psychological health Positive thoughts Best friend upset me Most happy </p>
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Learning to tailor clothes	playground	most happy
Learning to play the bass	playing football.	General cleaning
Positive moment	plans	Cooking
Place you were in	not yet thought about it.	positive moment
In the compound	see myself working at my bridal	made the chairperson this
Flowers made me happy	shop	week
Smell good and look beautiful		most relaxed
Negative moment		The playground
Place you were in		I got to play different games
Classroom	first thought	while there
Did not understand what the	Praying	next week
teacher was teaching	physical health is good this	I do not have any plans as yet
Failed assignment	week.	in a year
Most relaxed	psychological health good this	hope to have my own bridal
My bed	week.	shop next year
Conducive for studying	social life has been good.	
Plan to play ball	most happy	first thought
Hope to own bridal shop	Tailoring using the machine.	Praying
Hairdresser	positive moment	physical health been good
	was told that my home has	psychological health been good
	been found	social life been good
First thought	made me so happy	Activities
Praying	Most relaxed	most happy
Good physical health	Playground	Playing ball
Good psychological health	played different games while	most relaxed
Good social life	there.	The playground
Activities	plans for next week	because that is where I got to
Most happy	have not yet planned anything	play ball.
Opening of the new centre	in a year	next week
Positive moment	hope to have started a bridal	plan to cook next week
On my bed	shop of my own	in a year
Thinking about my family		hope to have started a bridal
Most relaxed	first thought	shop
New centre (St Mary's)	Praying	
It looks so beautiful	Good physical health	first thought
Plans	Good psychological health	Praying
Put in more effort in tailoring	social life been good	physical health been good
I see myself	most happy tailoring	psychological health has also
My bridal shop	positive moment	been good
	most relaxed	social life has also been good
first thought	Playground	most happy
Praying	it brings me peace whenever	Using the tailoring machine to
Good physical health	am there playing	sew
Good social life	plans for next week	positive moment
activities	do not have any plans as yet	Playing football
most happy	in a year	negative moment
entertained(danced Maganda)	have my own bridal shop next	place you were in
for some guests that came to	year	fell over the stones
visit.		the compound
positive moment	first thought	got hurt
Helping aunty cook was	Praying	most relaxed
something positive	physical health been good	
negative moment	psychological health been good	The playground
played at night	social life been good	that is where I got to play
I woke up late today	Activities	football.
most relaxed		

<p>next week plan to go back home next week in a year hope to have started a bridal shop of my own</p> <p>first thought Praying physical health been good psychological health been good. social life been good most happy managed to sew a skirt positive moment managed to avoid talking to my mother over the phone made me happy I do not like her most relaxed The classroom I got to use the tailoring machines perfected my skills next week plan to go back home in a year hope to have started a bridal shop of my own</p> <p>File No: ZN_01/05 Sex: F</p> <p>First thoughts Mates gossiping about aunties Good physical health Good psychological health Social life not good Can't trust anyone at this institution People stop being your friend after trusting them Most happy Playing with friends Positive moment Place you were in Kitchen Told I would be taken back home soon Brought me joy Negative moment Place you were in Girl stole my underwear Dormitory</p>	<p>Most relaxed Sleeping area Me and my friends play and talk No plans for next week Hope to be at retrak next year</p> <p>First thought Friends meant to go back home We're frustrated and disappointed Were told to stay on for a bit Good physical health Thinking a lot this week One child has been stressing me Social life been good Positive moment Place you were in Spending time in the aunt's room Made me feel good Did not want the other kids to disturb me Most relaxed The new centre (St Mary's) It is very beautiful</p> <p>First thought Friend taken back home Good physical health Good psychological health Good social life Positive moment Place you were in Some guests visited us Positive because we less expected it Most relaxed Sitting room It looks beautiful Plans for next week I don't know See yourself in year I do not know</p> <p>first thought reflected upon my day physical health is good this week psychological health has been good this week social life has been good negative moment place you were in girls disorganised my clothes</p>	<p>Dormitory most relaxed dorm mothers room its nice</p> <p>First thought woke up so upset some people had annoyed me could not think of anything else physical health been good psychological health been good social life been good positive moment had a counselling session yesterday negative moment been thinking about home miss being home with my family do not have any plans for next week</p> <p>File No: AV_01/04 Sex: F</p> <p>first thought going back to school physical health fair I have been feeling sick psychological health been good social life been good Activities most happy Watching television playing netball playing cards playing board games positive moment Independence day ate a variety of foods this made me so happy most relaxed sitting room I have a view of so many things like the charts and pictures on the wall I have no plans for next week in a year back into formal education</p> <p>first thought my health not feeling well physical health not been good neck and head hurt.</p>
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<p>psychological health been good social life been good Activities most happy Playing band playing football and netball most relaxed The verandah I like playing ludo (board game) from there next week no plans for next week</p> <p>first thought going to class physical health has been good. psychological health been good social life has also been good most happy Tailoring playing netball ludo and cards (board games). most relaxed sitting room it has a television set and decorations on the wall next week plan to go back home next week. in a year</p>	<p>may either be back home still here at the center</p> <p>first thought Studying physical health been good psychological health been good social life been good most happy Watching television listening to music skipping rope and playing netball most relaxed The playground I get to play different games from there next week plan to go back home next week in a year may either be back home or still at this center</p> <p>File No: TG_01/01 Sex: F</p> <p>first thought Praying physical health been good</p>	<p>psychological health has been fair been having a lot on mind social life been good activities most happy Playing ludo Netball Cards positive moment 09th October celebrating Uganda's Independence negative moment kept thinking about my deceased father this made me sad most relaxed sitting room we get to watch television from there next week plan to go back home next week in a year be involved in a tailoring school</p>
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The following codes and phrases were extracted from participants' responses at UYDEL:

<p>File No: AB_01/01 Sex: F</p> <p>first thought about God physical health been fair I was sick psychological health not been good have been so stressed overly thinking I want to go back home social life been fair some of my friends have been very good others have not been most happy praying positive moment hairdressing class grasped everything that was</p>	<p>taught negative moment dormitory I was abused (insulted) and shouted at by fellow mates Felt most relaxed in the field Children participating in sports activities next week plan to go back home so excited miss my family in a year I see myself at my aunts' back into formal education</p> <p>File No: LR_01/07 Sex: M</p> <p>first thought</p>	<p>pain of dressing my circumcised private part nurse meant to dress the wound physical health not been good I was circumcised psychological health not been good hoped to go home see my family members due to the circumcision procedure stayed at the health care center social life been fairly good friends did not say hurtful words to me most happy participating in drama mastering how to plait cornrows</p>
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<p>positive moment in the hospital caretakers took good care of us ate a variety of food matoke, rice and meat unlike the usual posho and beans Nothing negative has happened to me most relaxed in the hospital there was less noise at the premises caretakers very kind and caring towards us plan to go back home next week If I have money plan to plait my mothers' hair when back home in a year hope to have started my own small scale business</p> <p>First thought fetch water from the borehole physical health been good. psychological health thinking so much about going home this week social life has been fair activities most happy worship session on Tuesday made me happy positive moment downstairs in the flat we worshipped brought me so much joy. negative moment place you were in. While in class I called one of my friends wanted to tell them something, he/she refused to come made me so sad. most relaxed Sitting under the trees in the field made me feel so relaxed calming environment non-disturbances from people plan to go back home next week Thursday look forward to reuniting with my family</p>	<p>in a year hope to have started a small business of my own</p> <p>first thought going to class physical health not been good psychological health been thinking a lot about going back home social life not been bad over the past week most happy managed to plait one person positive moment place you were in in the kitchen found my shirt that had been misplaced negative moment thought I would be back home by now most relaxed The field the noise-free environment next week plan to go back home next week plait my mother's hair. in a year hope to start my own hair salon</p> <p>first thought going to the kitchen to eat porridge physical health has been okay psychological health thinking about going back home social life not been good my friend left I have been so bored most relaxed The church praise and worship makes me feel relaxed next week hope to go back home in a year hope to start a business of my own</p> <p>psychological health have not been happy told we would be going back</p>	<p>home feel lied to social life has been good most happy this week Practicing for some dance activities most relaxed Under the trees in the field noise-free environment next week plan to practise for the dancing competition we can win in a year hope to start a business of my own</p> <p>first thought physical health not been bad psychological health not been bad social life over this past week most happy Practicing dancing and drama for the upcoming events positive moment past week Madam Deborah called me gave me a certificate for being the best actor most relaxed The field noise-free environment next week hope to be back home next week in a year hope to have started hairdressing business</p> <p>first thought taking a bath eating porridge physical health this week has been good psychological health thinking about my friends that left me behind I had come here to the centre before them social life has been good positive moment I called my uncle he promised to send me some money</p>
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negative moment
in the dormitory
had just come back from having
a bath
someone stole my bathing soap
Felt most relaxed in The field
there was no noise
next week
I look forward to practising
for the upcoming drama
competitions
in a year
hope to have started a business
of my own by then

File No: MS_01/02
Sex: F

first thought
hairdressing class
physical health has been good
been thinking about going back
home
Madam Carol
hairdressing teacher made me
happy
she was dressed well
had a great hairstyle
Activity that made me most
happy
I laid my bed using a certain
design/style
positive moment
Going to church made me
happy
I praised and worshipped so
well
negative moment
in the dormitory
my friend Gloria
reinstated back into the
community
this left me sad
Felt most relaxed
the dormitory
it's noise-free and relaxing
plans for next week
hope to master the art of
plaiting cornrows
in a year
see myself running a clothes
and salon business

first thought

Praying when I woke up
physical health been good
psychological health not been
good
I want to go back home.
social life been fair
negative moment
The fact that I'm not going back
home
in a year
see myself back home in a year

File No: MI_01/01
Sex: M

first thought
fixing motorbikes when I'm
back home
physical health has been bad
have been sick
psychological health has been
fairly good
positive about starting my
business
social life was not so good
I was circumcised
could not socialise as required
most happy
Attending my classes
Praying
washing my clothes/laundry
cannot remember any positive
moment
Nothing negative has happened
to me
A village named Mende made
me feel most relaxed
the people there were so
welcoming
next week
plan to go back home next
week
am so excited about this
in a year
hope to have started my own
business(motorbike mechanic)

File No: NB_01/02
Sex: Female

First thought
hairdressing class

physical health has not been
good
suffering from malaria
psychological health has been
fairly good
everything I have been doing
has brought me happiness
social life in the past week has
been fair
sometimes my friends are great
other times they are distant
most happy
Netball
interacting with friends
positive moment
at the flat
Madame Carol gave us some
necessities
soap, clothes and body lotion
The field made me feel most
relaxed
noise-free environment and
scenery
plans for next week
I plan to attend my classes
they bring me so much joy
in a year
I see myself practising the skills
I have acquired while at UYDEL

first thought
my hairdressing class
physical health been good
psychological health
had a bad dream this week
I have not been well
have been thinking a lot
regarding the nightmare
social life has been good so far
most happy
Netball
Racing
football and dodgeball
positive moment
friend gave me some of her
money
negative moment
While in the field playing
one of the boys hit me
most relaxed
Under the trees in the field
felt so relaxed
cool breeze
plan to study next week
do my laundry

<p>participate in different sports activities</p> <p>These plans excite me in a year</p> <p>hope to be back home studying formally</p> <p>File No: NE_01/09</p> <p>Sex: M</p> <p>first thought</p> <p>my friends well being</p> <p>they had been circumcised</p> <p>physical health this week been fairly good</p> <p>psychological health has not been good</p> <p>overly thinking about the trauma I went through while being trafficked</p> <p>social life has not been good</p> <p>most of my friends had been circumcised</p> <p>we could not socialise as usual</p> <p>Activity that made me most happy</p> <p>I created awareness about human trafficking in the community this week</p> <p>this made happy</p> <p>Went to city center and saw my friends</p> <p>this brought me so much joy</p> <p>negative moment</p> <p>I have been sick in the past week</p> <p>stayed in the dormitory</p> <p>most relaxed</p> <p>The trees in the field made me feel relaxed</p> <p>plans for next week</p> <p>I plan to create awareness on human trafficking</p> <p>in a year</p> <p>see myself building a shelter that will take care of helpless children</p> <p>First thought</p> <p>going back home next week on Thursday</p> <p>physical health has been very good and enjoyable</p> <p>psychological health not been</p>	<p>bad</p> <p>social life been good</p> <p>Activities</p> <p>most happy</p> <p>we have been playing football</p> <p>this made me happy</p> <p>positive moment</p> <p>While in my motorbike class yesterday</p> <p>told that I had completed the 7 months programme</p> <p>this brought me so much joy</p> <p>now I can go back home</p> <p>negative moment</p> <p>cannot think of any negative moment</p> <p>most relaxed</p> <p>While in Kawempe division</p> <p>it had been awhile since I had left the institution</p> <p>next week</p> <p>plan to go back home next week on Thursday</p> <p>this brings me joy</p> <p>hope to be rich</p> <p>taking care of the unfortunate on the streets</p> <p>first thought</p> <p>sweeping the compound</p> <p>physical health not been bad this week</p> <p>psychological health not been bad this week</p> <p>social life not been good</p> <p>majority of my friends have not been happy with me</p> <p>positive moment</p> <p>been healthy this week unlike previous weeks</p> <p>negative moment</p> <p>feeling sick on Thursday</p> <p>most relaxed</p> <p>volleyball pitch made me feel relaxed</p> <p>the shade [under the trees?]</p> <p>next week</p> <p>plan to go back home in a year</p> <p>back home next year working as a motorbike mechanic</p> <p>When I woke up</p> <p>first thought</p> <p>illness that am suffering from</p>	<p>physical health not been good</p> <p>I have a skin disease</p> <p>psychological health not been bad</p> <p>social life been good</p> <p>positive moment</p> <p>thank God for life this week</p> <p>negative moment</p> <p>been sick this week</p> <p>most relaxed</p> <p>Under the trees in the field</p> <p>the fresh air</p> <p>next week</p> <p>plan to go back home in a year</p> <p>see myself as a very rich man</p> <p>first thought</p> <p>it was going to be a boring day</p> <p>most of the children have been taken back home</p> <p>physical health not been good</p> <p>I have a skin disease</p> <p>psychological health has not been bad</p> <p>social life has been good</p> <p>most happy</p> <p>Playing football and boxing</p> <p>positive moment</p> <p>was happy throughout this week</p> <p>negative moment</p> <p>skin disease was such a negative moment</p> <p>most relaxed</p> <p>The dormitory</p> <p>it was quiet</p> <p>next week</p> <p>hope to go back home in a year</p> <p>hope to be a motorbike mechanic</p> <p>first thought</p> <p>games and drama</p> <p>participating in tomorrow</p> <p>physical health not been bad</p> <p>psychological health not been bad.</p> <p>social life not been good</p> <p>majority of my friends have all gone back home</p> <p>Activities made you most happy</p> <p>Boxing.</p>
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positive moment
Am healing steadily
most relaxed
Under the trees in the field
fresh air
plans for next week
hope to be back home
in a year
hope to be very wealthy, helping
the needy

first thing I thought of
the goat we won during the
competition
physical health this week has
been good
psychological health has also
been good
social life over this past week
has been good
positive moment
this week, I drank soda
this made me happy
Felt most relaxed in The field
because of the shade under the
trees

fresh air
next week
do not have any plans as yet
in a year
hope to be back in Mbarara
district as a wealthy person

first thought
Cooking
it was my turn to cook in the
kitchen
physical health this week has
been good
psychological health has been
fair this week
social life over this past week
has been good
most happy
I slaughtered a goat and this
made me happy
most relaxed while in The field
fresh air
under the trees(shade)
next week
hope to go back home next
week
in a year
hope to be in Mbarara working
as a motorbike mechanic

first thought
eating porridge for breakfast
physical health this week has
been good
psychological health has been
fair
social life over this past week
has been good
positive moment from the past
week
My skin this past week has
greatly improved
had a terrible skin disease
felt most relaxed the main hall
I got to watch television there
plans for next week
hope to go back home next
week
in a year
hope to have started a business
of my own by then

File No: TA_01/07
Sex: F

First thought
There is nothing I thought about
physical health
This week has not been good
I have been ill
suffering from malaria
psychological health has been
good
been getting the required
treatment
social life has been good
friends have been taking good
care of me
The dormitory made me feel
most relaxed
the noise-free environment.
plans for next week
I do not know
am still very sick and
undertaking medication
in a year
hope to start a tailoring
business

first thought
going to study during my
classes
physical health
Sick with malaria

psychological health has been
fairly good
social life been good
Activities
most happy
was able to tailor a gomesi
(Ugandan traditional wear for
women)
this made me happy
positive moment
While in the field
my friend Viola came to visit me
negative moment
dining hall
found myself thinking I could
be pregnant
because of the unending
sickness
most relaxed
The dormitory
my mates were not making so
much noise
next week
plan to tailor a scarf next week
this excites me
in a year
plan to start a tailoring
business of my own

first thought
finishing up the clothes am
tailoring
physical health been good
psychological health been good
social life been good
Activities
most happy
Tailoring sportswear
positive moment
place you were in
had a chat with my parents
this made me happy
negative moment
phone was confiscated
most relaxed
The field
I enjoyed watching people
playing football
next week
plan to ask Master to return my
phone
in a year
hope to have a powerful
tailoring business next year

First thought
first reflected about my life.
physical health has been good
psychological health
Thoughts about home
social life has been good
activities
most happy
Sewing the sportswear made
me most happy
positive moment
Master Moses returned my
phone that he had confiscated
most relaxed
The main hall
watching movies from there
with no disturbances
next week

plan to finish sewing the gomesi
in a year
plan to start a powerful
business

first thought
sports activities like football
physical health been okay
psychological health
thinking about my siblings
their future
social life been good
most happy
socialised a lot more with my
friends
positive moment
managed to plait twist(hairstyle)
on someone
it looked nice
most relaxed
The dormitory
been peaceful and noise-free
in a year
hope to start a tailoring
business of my own

first thought
reflected upon my life
physical health has not been
good
I have been sick
psychological health has been
good
social life has been good
most happy while boxing
most relaxed in the dormitory

it's a noise-free environment
plans for next week
If back home by Saturday
hope to start a business
in a year
hope to have started a business
of my own

first thought
my life in general when I woke
up
physical health has been good
psychological health has been
good this week
social life over this past week
has been good
Felt most relaxed in the field
I would sit there and feel
stress-free
next week
have not yet thought about my
plans for next week
in a year
hope to have started a business
of my own

File No: NMA_01/08
Sex: F

physical health been good
psychological health been good
social life been good
most relaxed
The compound
play there with my friends

first thought
Studying
physical health has been good
psychological health has been
good
social life has been good
most relaxed
The dormitory
I get to socialise with my
friends
in a year
hope to have a salon business

First thought
When I woke up
Studying
physical health not been bad
psychological health been good

social life been good
most relaxed
The compound
it looks nice
plan to be rich
I will work
in a year
have not yet thought about it

first thought
hairdressing
physical health this week has
been good
psychological health has also
been good
social life over this past week
has been good
Felt most relaxed in the dining
hall
I would sit there and socialise
with my friends
have not yet thought about
where I will be in a year

first thought
going for my hairdressing
lessons
physical health this week has
been good
psychological health has been
good this week
social life over this past week
has been good
most happy when
I managed to 'make up' different
people
this made me happy
positive moment happened
when
My hair was plaited
I really looked good
Felt most relaxed while in The
dormitory
I get to rest there especially
after having my lunch
next week
do not have any plans yet

first thought
studying
physical health this week has
been good
psychological health has been
good
social life over this past week

has been good
most happy while
Plaiting cornrows
Felt most relaxed while in the
field
was conducive for socialising
with my mates

first thought
doing my housework
physical health this week has
been good
psychological health has been
good this week
social life over this past week
has been good
most happy while
Playing football
playing netball
Felt most relaxed in the
dormitory
that is where I would rest and
feel at peace

first thought
going for my hairdressing class
physical health this week has
been good
psychological health has also
been good
social life over this past week
has been good
Felt most relaxed in The field
I got to play football from there
in a year
I hope to be in a better place by
then

File No: KA_01/07
Sex: F

first thought
my life
I want to start a business for
my father
physical health has been okay
psychological health
been thinking about my siblings
and their future
social life has been good
most happy
managed to plait cornrows
negative moment
fighting a lot with my mates

most relaxed this week
The field
helps me relieve stress
get to talk and associate with
different people
in a year
hope to start up a shop for my
father

First thought
did not think of anything
physical health has not been
bad
psychological health has been
good
social life has been good
most happy
Socialising, studying
positive moment
Master Isaac rewarded us with
money

least expected it
most relaxed
Under the trees in the field
fresh air
next week
Studying
in a year
hope to be back home
Hairdresser

first thought
woke up wishing I could go
back home
physical health this week has
been good
psychological health has also
been good
social life over this past week
has been good

most happy while
playing ball
Hairdressing
Felt most relaxed in The
dormitory
it is relaxing and refreshing as it
has fresh air
I have not yet planned for my
week ahead
in a year
hope to have started a
hairdressing business

first thought about housework
physical health this week has
been good
psychological health has been
good this week
social life over this past week
has been good
most happy while
Plaiting cornrows
Boxing
acting out drama skits
most relaxed in The dining hall
that is the venue that was being
used to act out drama skits
plans for next week
plan to plait cornrows next
week
in a year
hope to be working somewhere
in a hair salon

first thought
doing my housework, taking a
bath, studying
physical health has been good
psychological health has been
good this week
social life over this past week
has been good
Was most happy while
Playing netball
playing with my friends
positive moment was playing
netball in the field
dining hall made me feel most
relaxed
I would sit there while eating
my food
in a year
hope to have started a hair
salon of my own

first thought
going for my hairdressing class
physical health this week has
been good
psychological health has been
good this week
social life over this past week
has been good
was most happy while playing
football
positive moment was when I
managed to plait cornrows on
someone

felt most relaxed in the field
we go to play football in the
grass
run around with my friends
plans for next week
plan to plait cornrows on
someone else
in a year
hope to have started a hair
salon of my own

first thought
Studying
physical health this week has
been good
psychological health has been
good
social life over this past week
has been good
most happy while playing
football and winning every game
Felt most relaxed in the dining
hall
that where I sit when eating
food
in a year
hope to have started a salon
business of my own

File No: PN_01/06
Sex: F

first thought
housework when I woke up
physical health been okay
psychological health
been stressed
was told my father was sick
social life past week
social life has not been good
one of the girls has been
gossiping about me
most happy
Playing ball
negative moment
One of the girls has been
gossiping about me
this left me unhappy
most relaxed
The field
always brings me a peace of
mind
next week
plan to participate in some

drama activities
in a year
hope to be in a much better
place
positive about my future

first thought
phone that was stolen
physical health has not been
bad
psychological health has not
been good
my phone was stolen
social life has not been bad
Was most happy while
Studying
socialising with my friends
positive moment
Socialising with my friends in
the dormitory
negative moment
place you were in
phone was stolen while in the
dormitory
Felt most relaxed in
The classroom
I get to study and be at peace
plans for next week
hope to have my phone back
in a year
hope to have started a business
of my own

first thought
taking a bath
physical health has been good
psychological health has also
been good
social life over this past week
has been good
most happy this week while
Socializing with my friends
playing ball
skipping rope
positive moment
I called my family back home
this brought me joy
they are all well and healthy
negative moment
Other children were falsely
accusing me
Felt most relaxed in the main
hall
I would get to socialise with my
friends

next week
plan to do better in the
hairdressing class
in a year
hope to be in a much better
place next year
I now have a vision

first thought
housework
physical health this week has
been good
psychological health has been
good this week
social life over this past week
has been good
most happy while
Learning how to hair dress
(different styles)
Learning how to massage
negative moment
There has been so much
conflict and fighting in the
dormitory
Felt most relaxed while in the
hairdressing classroom
I liked and enjoyed all the
lessons that were being taught
hope to have mastered all the
lessons
were taught in class this week
in a year
hope to be in a much better
place both mentally and
physically

first thought about housework
physical health this week has
been good
psychological health has been
good this week
social life over this past week
has been good
most happy while
Plaiting braids
socializing with my friends
positive moment
I had a great relationship with
the different teachers and social
workers
negative moment
I and my friend bullied one of
the children
this made us feel terrible
we had to go and apologise

thereafter	yet I do not have any problem with them	my phone was stolen
first thought	Felt most relaxed	social life over this past week
going for my hairdressing class	the classroom	has been good
physical health this week has not been good	I managed to learn everything that was taught	Was most happy while
I have been having a bad cold	next week	Studying
psychological health was great	I plan to go and visit my parents back home	watching television
after I got well	in a year	negative moment
social life over this past week	hope to be in a much better place	in the dormitory
has been good		phone was stolen
most happy while		felt most relaxed in the main hall
Playing football	first thought	I got to watch television there
learning how to plait dreads	doing my housework	plans for next week
I called back home during the week	physical health this week has not been good	I plan to go back home
this made me happy	I have been stressed	in a year
my family is healthy and happy	I have been stressed because things back home are not good	hope to be in a much better place both mentally and physically
My friends have been acting indifferent towards me		

IV. Focus group discussions

A focus group discussion ensued at Retrak due to the lack of quorum at UYDEL (most participants had been reinstated back into their communities.) Instead, a joint interview with the remaining participants took place. The phrases that were extracted from the meeting are listed below:

File No: IN_001 Discussion by 4 participants from UYDEL	Dormitory gets to sleep and relax while there	include flushing toilets inside the dormitories
Most Liked Spaces	Possible Modifications to Current Spaces	flushing toilets are easy to clean
Classroom	dormitory floor	fear of using the toilets at night
get to study from there	surfacing with cement	located outside the dormitories
loved the mirror in the classroom	current one is cracked	would also add bathrooms
she gets to see herself	cement over tiles	inside the dormitories
loves the furniture in the classroom	cement does not easily get spoiled	preferably showers
it is comfortable	tiles could easily break	they are convenient/easy to use
Field	pressure of the double-deckers.	change the color in the dining hall to peach
fresh air and the grass	change the color of paint	colors like white easily get dirty
very relaxing	outside the dormitory	
good to sit on without a chair	White	female participant
Main hall	improve on the brightness of the wall	would change the walls in the dining hall
television set	quality should be washable	are rough especially while leaning against them
made her feel relaxed and happy	white is hard to maintain/keep clean.	wall needs to be smoothened
		change the color in the dining hall to white
		it is attractive
		change the color of the dining

hall to red it hides dirt and is relaxing would add 2-3 bathrooms existing bathrooms are not enough.	dormitory is well-spaced has 2 corridors(pathways) get to socialize with each other while seated on their beds corridors of the dormitory girls' dormitory too was reported to be well spaced well ventilated	gets so cold at night broken windows temperatures during the day are normal
spacing in the sleeping spaces reported that the boy's		

The discussions revealed survivor's preferred spaces at the centre. These spaces could serve as primary areas of consideration during the design of the centres. Additionally, survivors were very concerned about the ability to maintain and keep clean the walls and other facilities at the centre. Quality issues regarding materials and the type of paint used also arose.

At Retrak, 7 participants took part in the focus group discussion (FGD) held in October 2019.

Participant details:

Table 3:
Retrak focus
group discussion
participant details.
Source: Author's
own, 2020.

Participant Code	Language Spoken	Place of Origin (Uganda)
NM_	Runyankore	Mbarara
NS_	Luganda	Masaka-Kaku-miro
NAN_	Luganda	Masaka
TG_	Langi	Amolatar
AV_	Ateso	Katakwi-Omagoro
NANA_	Lugwere	Mbale
NH_	Luganda	Bwaise

The facilitator introduced the FGD's purpose and general nature of the research collection method to the participants while guaranteeing them of the confidentiality of their responses. The discussion's objectives were conveyed as a means to obtain participant's opinions on the link between spaces and healing while discussing their viewed appropriateness of the centre's current facilities and spaces. Participants were made aware that their feedback would help the team gain better insight to formulate recommendations that drastically improve spaces and enhance the healing of survivors at centres. Participants were reassured that the purpose of the FGD was not to gain concurrence on fundamental themes and issues, nor was it to attribute contributions and ideas to individual participants.

The consent of FGD participants was re-obtained before the discussion commenced. The participants, however, did not consent to the use of recorders, cameras or video recording equipment for the debate.

The FGD had other numerous challenges:

- Wide variations in age, place of origin, language spoken, and levels of trauma in the group meant that discussions could not be cohesive or focused.
- Some participants had been at the centre longer while others were either about to leave or had just arrived.
- Pre-existing conflicts between some members resulted in aggravated behaviour,

shouting and constant attacking, which collectively severely hampered discussions.

Despite the numerous challenges, the following phrases were extracted from the brief discussion:

need for more recreational spaces playground compound most of the girls want to spend their time all disliked their classroom congestion heat caused by poor ventilation had safety concerns getting in and out of their sleeping areas bathrooms and toilets at night girls like the sickbay expressed the importance of the facility in the centre liked being taken out to the nearby health facility	they have a chance to interact with new people A few of the girls did not appreciate their sleeping area prefer single beds rather than double-decker beds lack storage for clothes and shoes concern distance between the kitchen and the dining area preferred a connection especially due to rain complained about too much smoke in the kitchen without any chimneys to let out smoke like to have vegetable gardens	practice farming concerned no designated prayer places for various religious affiliations all pray in the centre hall older girls complained of lack of privacy during their monthly periods closely interact with younger girls concern distance between the water source and sleeping area and classroom closer water taps to where they commonly clean
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Caregiver Responses

Data from participating caregivers were collected through one-on-one interviews and focus group discussions conducted at Retrak.

The interviews typically started with an introduction from the interviewer, followed by a brief explanation of the questions that would be asked and some information on the discussion's direction.

The following phrases and codes were extracted from the interviews with staff from UYDEL:

Interview 01 Excerpt

"The importance of such a centre to the survivors and the community is withdrawing the survivors from the threats. When we identify them, we are able to pick them up and bring them here. Being withdrawn from the threat ignites the sense of recovery in the survivor. When we receive a survivor here, we are able to provide them with accommodation, food, vocational skills training, psycho-social support - all that is important and helps the survivor to heal"

File No: MK_IN01
Role: Centre Manager

Introduction
social worker

Masooli Rehabilitation Centre
Serve the young people as a social worker

Roles at Centre

roles played
identify the survivors of trafficking
go out to communities, reach out to the local leaders

identify survivors from our drop-in centres victims of child trafficking, more cases are being referred from the police documentation and reporting - opening files for the young people that we get each child attached to a social worker social worker makes file for that child psycho-social support

Types of Therapies Used child survivors of trafficking experience trauma, depression and stress do individual counselling and group counselling use therapies like Cognitive Behavioural Therapy, Building Resilience and Increase in Community Hope (B-RICH) other role I play here is sports Sports is an educational form of social work social workers and sports instructors trained to use sports to teach life skills to the young people residents like it because it's fun, and they are learning teach them life skills like refusal skills, decision-making, emotional control resettle them in their communities don't fall prey again to being trafficked

role I play here is doing home visits young people require tracing of their families Others stay for a short period of time Others come here vocational skills training For those that are rescued want to be taken back to the homes of their parents, guardians or relatives go and trace their families. other role I do is resettlement

consider this a transitional centre when the time comes we resettle the young people back home

We receive cases may not have the services to work on that particular case make referrals to our stakeholders some of the girls have children teen mothers children as young as 2 years old only accommodate the girl stakeholder who can look after the child

When they are pregnant, can't stay with them here refer them to an agency can get support as they are making follow-up final role is follow-up stay with the young person for a period of 8 to 9 months. graduate and receive a certificate, start-up [capital] go back to their community to use their skills. role is to go back and follow them up find out how they are doing Are they using the skills they learnt

Partner Institutions work largely with other government institutions Ministry of Gender, Labour and Social Development Department for Child Protection our work [at UYDEL] is also in line with protecting and safeguarding children projects include eliminating worse forms of child labour work with Police last year, 70% of the child trafficking cases were being referred [to us] by the police Child and Family Protection Unit They call us, we can send a vehicle with a social worker some of them transport the survivor to this institution

Anti-Trafficking In Persons Department working largely at the border points Kenya-Uganda, Tanzania, Rwanda, Tanzania and Burundi International cross-border cases victim taken through multiple countries Anti-Human Trafficking Unit - rescues them call us and refer them [the survivors] here we give them shelter and food work on their resettlement also support us with the immigration everything is set for us we even have a police letter probation officers also assist us At times they receive cases of human trafficking probation officers use an approach to foster care receive a child call parents who are willing to cater to the children

partner with the local leaders local leaders better understand their communities might know someone who comes around to pick young girls, 14, 15, 16 years old support us in community outreach Kampala Capital City Authority bring us on board to support vulnerable children and young people Parliament supports advocacy work go to the parliamentary committees for children's affairs tell them about things that are taking place our young children are being trafficked from far-off areas forced to carry out the worst forms of child labour Role of Centres in Community importance is such a centre to the survivors and the

community Withdrawing the survivors from the threats Being withdrawn from the threat ignites the sense of recovery in the survivor we receive a survivor provide them with accommodation, food, vocational skills training, psycho-social support helps the survivor to heal social workers talk to them, they are healing; they are recovering, steaming off Some lost trust in people people do all those bad things to them they come here, we give them hope and promote resilience cope, adjust and adapt to the situation when they leave those who stay to attend the vocational skills training livelihood and employability after you leave here learn skills like hairdressing and motorbike mechanics had a girl who was trafficked from Bugiri (a town in Eastern Uganda) attained the vocational skill of motorbike mechanics she is now practising the skill To the community, reducing the negative impact of trafficking As they are here, have life skills sessions decision-making, critical thinking, and refusal skills train them as peer educators when we resettle them in their communities are able to teach others how someone can be trafficked, who can traffick negative impacts of this what these people do when they are trafficked speak from experience Profile/Background of Survivors young people that we receive here more come from Uganda	some come from the different neighbouring countries East African countries -Rwanda, Burundi, Tanzania, and DRC (Democratic Republic of Congo) received survivors from Burundi and Rwanda In Rwanda, it's a big problem they are the youngest, 14 and 16 From experience, when someone is trafficked from Burundi, passed through Tanzania, taken to Kenya, enter Uganda 13 cases of trafficking from Burundi took them to the Mutukula border handed them over to the immigration office claimed that someone got them from Burundi took them to Tanzania, Tanzania to Kenya confiscated their passports took them to guest house in Kisenyi area (an informal settlement within Kampala) promised them jobs in Dubai Anti-Child Trafficking Unit intercepted them rescued the girls, referred them to this place those that come from other countries we hand them over to the Immigration offices of their country don't take them to their homes Profile of Vocational Skills Component includes 1) Tailoring, 2) Catering & bakery Hairdressing Electronics and domestic installation Building & Construction Plumbing Welding & Metal Fabrication motorbike mechanics - the boda bodas	jewellery therapy as they make their crafts share their experiences with others how they were trafficked work they engaged in when they were trafficked how some of their parents were involved Impact of environment on participant & respondent space I am working in is making me feel better has a good impact on me am learning different things was working in a drop-in centre different from a rehabilitation centre drop-in centre, the young people come and go back home here at the rehabilitation centre young people are accommodated social workers interact with them daily, even on weekends I stay here at the staff quarters rooms resettlement of the survivors Not there in drop-in centre my passion for working with young children they might be hectic I'm here to serve them friends you make Some of them leave this place become good people attained positive living Motivation to his positive attitude towards survivors The young people like approaching me the way I conduct myself with them they see a sense of respect are people who have gone through a lot people who[se] parents [may have] told them 'You are a loss to me' or 'I don't like you' or 'I hate you' 'I wish I had given birth to a jackfruit' they come here
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tell them 'You're worthy to us'
'We like you' or 'We love you'
'We respect you'
other motivation is attending to them

Might be discouraged if
immediate attention is not given
young boy or girl of 14 years
come in

get surprised by the way I treat them

come in and they sit, and we
talk right here in the office
I try to be down-to-earth
do the sporting activities with them

helps to build interaction that is
friendly between me and them
not about being a leader, it's
about being a social worker

These are our clients
Respect, attending to them,
listening to them, not judging them

Social environment of survivors
before centre
young people who having being
trafficked

been taken to the police
police might say 'Eh, it was your
problem! Why didn't you resist?
being confidential
they know that "I can open up
to Master Moses
he will keep my story and our
conversation secret

Outward changes in survivors at
the centres

Impact and progress in the
survivors
during the 9 months
6th, 7th and 8th month
can already see the progress
girl who was always angry with
others

knows how to interact with
others
girl who whenever she had an
issue she would run away
knows how to solve that
problem

you see an impact even before
they graduate

now she knows how to
communicate
she can resist

After graduation, when they
have attained the skill
graduates and picks her
certificate

that positive living they attain
we are able to start tracing the
progress of the young people
immediately we get attached to them

Enrollment process of survivors
in vocational training

When they are identified
come to the centre
pre-training
got through all the 8 classes
to make their choices
she[/he] freely selects that skill
won't have to chase after her
by choice of the young people
in classes like plumbing,
electronics and motorbike
mechanics there are girls

Operating capacity
a bit less, around 230 young
people

number is reducing due to our
recent re-integration process
taking them back to different
areas

depending on their choice
Total capacity
300 young people
girls, the peak might be 250 or
200

boys, it's 100
Those who support the young
people
vocational skills, we call them
artisans

Care Model
we have got 10 social workers
good number to deal with the
young people at a particular
time
each social worker attached to
10 young people
liable to see how the cases are
progressing
are different tools in the file

like the assessment tool
the counselling tool
re-integration tool, home visit
tool, the resilience tool that
looks at self-esteem
all part of the psycho-social
support

Transition into trafficking/
trafficking experience
survivors of child trafficking go
through
new form of trafficking that
happens by phone

Someone calls the village,
could be a phone in Bugiri
(town in Eastern Uganda)
say 'Put the girl on the bus to
come

let her come with the phone
we will meet somewhere in
Kampala

gets stranded on the way
first time to come to Kampala
used to the rural setting
come to Kampala and see a
different setting
tall buildings, too many cars,
people going about their own
business

That alone is a big wound and
trauma

social workers design actions
to deal with that
some of them

commercial sex work
People

pretended to be their friends
become harsh

tell them, 'I lied to you
was bringing you to a
supermarket to work
job I do here

sleeping around with different
men

money will not be directly paid
to you, paid to me

I'll deduct a small amount
working as a housemaid
traffick a 14-year-old girl to
come into your home
do hard house chores and look
after your children
Child looking after other

children
 psychologically affects her
 Others when trafficked brought
 to work in bars
 one of the places children are
 face violence
 men are taking alcohol
 Some tap on their bums, others
 on their breasts
 Others tell their bosses, 'When
 are you giving me this girl to
 marry?'
 girl is listening to all that - that
 is emotional abuse
 working in the bar
 she says 'Don't touch me you
 man!'
 boss might tell her '
 You don't want them to touch
 you? You better leave the job
 stigma and discrimination
 girl every morning is walking out
 of that bar
 People say [things like] 'She's a
 young girl and she is working in
 a bar,
 [bad] for her to hear
 psycho-social support package
 provide solutions to such
 problems
 model that aims at building
 resilience
 have gone through a lot of
 trauma
 For some, as they are being
 trafficked, rape occurs
 got a case of girl who got
 stranded on the way
 bodaboda man took her to his
 room and raped her
 work largely with the health
 centres
 for PEP treatments (emergency
 medication for HIV prevention)
 girl has gone through sexual
 exploitation or rape
 take them there
 If they got strangled while they
 tried to fight and run away
 rescue them, work closely with
 the different health centres
 social workers help them deal
 with stress, depression and
 anxiety
 help them to rebuild their trust

Outward behaviour of survivors
 first one is social withdrawal
 don't want to be among others
 someone picking a cup of
 porridge from the dining hall
 go with the cup to the field
 social worker observes that,
 immediately react
 express anger
 Someone does a small mistake,
 [demonstrates punching
 motion]
 they are thinking a lot of
 negative thoughts
 go and shift this anger to others
 Others complain of sickness
 it's not there
 What they have is depression
 functioning of the daily
 activities
 person is active in football
 every evening you see him at
 the soccer field
 Sometimes] it's ' I don't even
 want to come to class
 I want to stay in bed all day
 Vocational skills component
 There are 13 artisans
 vocational skills training
 support them during internship
 motorbike mechanics,
 attach the young people to a
 motorbike garage
 hairdressing , [attach them] to
 different salons
 tailoring, they get work
 Staffing
 total of 5 support staff
 2 cooks, one male and one
 female
 got a security guard
 He is there throughout the
 night
 when we get the cross-border
 trafficking cases
 get support from police officers
 come and stay here
 Trafficking cases can be hectic
 Sometimes survivors) come
 here
 say 'I want to go back!'
 never know the intent of the

person who was trafficking
 them
 police officer is here, working
 closely with our security guard
 music, dance & drama
 instructor done us well
 bringing about change in the
 lives of these young people
 Music, dance & drama therapy
 when the young people are
 here
 through the music, dance and
 drama
 act in plays
 topic is on preventing human
 trafficking
 produce something around that
 go to a particular community
 people there are able to listen
 to that
 creating awareness and
 multiplying the effect
 Those who listen can go home
 and tell others
 about the dangers of trafficking
 prevention messages we use in
 the music, dance and drama
 related to the psycho-social
 support
 in drama, they are relaxing,
 interacting with others, sharing
 it's fun to them
 one who has been expressing
 the symptoms of depression
 going to drama
 they are steaming off,
 recovering, they feel better
 they will drum 'Puh! Puh! Puh!
 Puh!'
 they feel fine.
 Health
 support staff is the health
 worker
 dealing with youth and children
 here
 at times they fall sick
 give them medical attention
 Spiritual component
 prayer as a support dimension
 promote resilience among our
 survivors

health worker supports us on the prayers Every evening after sports gather, sing and pray when they are praying, they are steaming of For the Muslims, fasting season or when it's Friday left to take themselves through the prayers	prayer is good for bringing about change among the lives Staff residency 8 staff members Residing in the compound Respite for staff Relaxation after hectic day I like sports	when it gets to 5 o'clock, I go and play soccer with the boys watch the girls play netball I leave the soccer pitch at 7 pm, I feel relaxed Sports makes me feel relaxed I feel refreshed and ready for another day
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Interview 02:

Excerpt

“They do depict mental health illness - some have anxiety, others have post-traumatic stress disorder, they have suicidal tendencies, they withdraw from the other young people at the centre - that's how they depict their past experiences.”

File No: CN_IN01 Role: Social Worker	we do usually get that burnout as social workers	important that our quarters are closer to the young people
cannot say that the group of 10 is working well	problems that the young people present are quite complex	Sometimes it's not private better because you can easily monitor what is going on
sometimes we receive a huge number	sometimes difficult to handle	If the young person is unwell can come and report to you
when we have less human resources	we would need a place where we could at least relax	you can act immediately
Sometimes give a social worker more than 10 young people	probably where you can go for an outing	However much they intrude on our privacy
they end up being overwhelmed	next Monday you come back	it is important to be close to them
the young people present different problems	Spatial distribution at centre	
At times can be difficult to handle	Here at our centre, we are all residents	better for them to be together
make sure we keep that network so that we work together	only a few social workers come from out	have younger girls
If social worker cannot handle a particular young person	I'm a resident	older ones above 18 years
problem is too complex	You don't get any time to rest	older ones usually help us in identifying things
referred to another social worker	moment you enter your house you hear 'Ko!Ko!Ko! Madam, this one has abused me	going on with the younger ones better that we have all of them together
at times the number could be bigger than the 10	Every time you're handling problems, problems, problems	can easily support themselves socially
manageable size would be something like 6 or 7	Sometimes it's overwhelming	Creating the smaller groups would promote individualism
at times we end up giving more than 10 to the social worker	propose that we need a special place	we teach them life skills
As the caregiver gets hectic	we can relax and forget about solving the young people's problems	Life skills include interpersonal skills
you need time to go off and be alone	keep them for another day	teach them that you cannot be a separate island from other people
don't need to listen to the young people's problems	It is important to have the staff quarters away	when you have a group of people with different character
	better when they are closer	teach them to be social
	serving the young people is our role	entertain any person with different characteristics that

might be annoying	them	Not all other centres, NGOs or Government facilities have rehabilitation centres
External partnerships get interns from universities from outside the country come and interact with our young people here appreciate what we do young people get comfortable with them bring new ideas things that we may not be giving to the young person	if it is a girl in my group the girl has suicidal tendencies I'm not always there to support her refer her to another person Every day I will call her and ask how she is feeling We don't exclude her make sure that she gets those resilience skills continue providing the support engage them in individual counselling encourage them and support them in overcoming that	no government structures provide shelter to survivors of human trafficking
Workload challenges I would not say that we get challenges we are trained Majority of social workers are professional know how to handle the young people different psychosocial problems and mental health problems some problems need patience young person that has suicidal tendencies	Recommendations on space young people must be in a supportive environment environment that accepts them the way they are environment where they are engaged in activities that distract the negative thoughts every evening, engage them in what we call Behavioural Change Communication sessions	Most of them when rescued taken to the police station, immigration offices Some sexually abused wherever they are like at the police station There are inadequate shelters most important problem that I can spot
For me I serve two roles At times I fail to play the role of a social worker I am always up and down move to the field, have to monitor this have to do that, go to meetings and workshops if I am assigned a total of 10 young people implies that I'm not giving them ample time they have different problems need my time they need patience I always have to be there challenge I get being there for the young people I have multiple roles	gather them all, 70 of them, and give them positive skills change their minds adaptive behaviours engage them in sporting activities a young person who has suicidal tendencies may not get time to think about that have TV every evening encourage them so that they can distract their minds psycho-social support, the sports activities, the music dance and drama always overcome that comprehensive package meant to distract whatever negative behaviour they may have	Impact of centres on survivors receive a young person who is hopeless don't know what they want to become in future always say 'Now, I'm here and I don't know what I'm going to do' present mental health problems use different indicators measure how our programs have impacted the young people vocational skills training learn all the skills able to move out start a business or they become employed somewhere you see that the economic empowerment component has worked
Type of Therapy use the B-RICH model teach the young person to be resistant positively respond to crises in their lives continue to provide support for	I feel that more needs to be done don't think overall services provided in the country are adequate	young people that present mental health problems start to emerge successful always happy, gain that self-esteem and self-confidence psycho-social support that we're providing is working learnt the skills, has the self-esteem can even talk to her fellow young people mentor them and change their lives positively employability component Self-confidence, hope start becoming optimistic about

their future
mentor other young people
able to talk to them
young person had mental
problems
didn't want to share them with
anybody
will now put up their hands and

say 'I want to share this
better to locate a centre like
this in a rural setting
like this one
distant from the urban
disturbances
it is a quiet place, no noise

Staff Respite
At the end of the day
go back to my house and relax
end of the week
go for an outing

Interview 03:

Excerpt

“Whenever they give me good feedback when they're feeling better, or for those who were crying, in the evening they will be smiling, I feel good about that”

File No: NJ_IN01
Role: Health worker

registered and resident nurse.
roles here
assessing the young people on
arrival
medical examination
head-to-toe, taking their history
Rule out complications and
chronic illnesses
some minor tests like for
malaria, HCG tests

some diseases that they get
situations they have been in
go through depression
traumatic disorders due to the
environment they have been in

their mental and psychological
well being
someone comes here
are mentally disturbed
has some impact on their
health as well
may not feel like socialising
with others
may be [living] in a nightmare of
what happened before
think that it may occur [again]
in the new place that they are
in

especially those [who have gone
through] assault
may come in with some big
wounds
got some shock cases who

came in from the street
had big wounds because they
were being beaten up in the
streets
I had to treat them
some of them come in with
malaria
on the streets they are exposed
to mosquitoes

most of them when they are
[out] there
do not get treatment because
they even fear going to
hospitals
the most common illnesses I
treat
RTIs (Respiratory Tract
Infections) such as the flu and
coughs
they are infectious
when one of them has it in the
dormitory
tend to infect the others

As a nurse
major diseases I don't manage
them from here
this is a small treatment room/
sickbay
work with other health centres
around
Kasangati Health Centre, Mulago
National Referral Hospital and
Komamboga
have a visiting doctor who
comes and reviews them
those who need referral, always
referred

recently, had some few
[residents] with HIV
enrolled them for treatment at
Komamboga Health Centre
have to monitor them when
they come with their medicine
rule out the side effects
medicine has so many side
effects for beginners [of the
treatment]

facilities you would add to this
sickbay
better treatment beds
type which can adjust
In case someone faints -
usually when they are playing
football
more of the medicine that I
need
more testing machines which
are modern
add isolation rooms to her
sickbay
separate accommodation for
boys and girls

tests can be done here,
provided they are available
if I got a second room, that
would also be great

challenges
huge number of young people
getting infections
was an outbreak of measles at
the centre
I had to treat 30 residents
Such complications are a

challenge times can fall sick at night late in the night when you cannot immediately refer them to distance from this centre to the main road is far	I talk to them give them the bed to rest they will leave when they feel better do individual counselling spiritual counselling Some of them get hallucinations when you talk to them, they get better	come here and they improve they give me good feedback when they're feeling better for those who were crying, in the evening they will be smiling I feel good about that have a passion for the young people really love them
would like to live outside the centre job does not allow me to do so the young people need me to be here almost 24/7 that's why I'm a residential nurse here can call on me at whatever hour and whatever time	I carry out spiritual counselling done through evening prayer These are voluntary When they come, they usually undergo a change prayer time involves dancing, clapping hands, jumping listening to the Word	travel to the nearest health centre centre at Omunana which is nearby can't tell the distance a distance where they will be charged UGX 1000 by bodaboda for one person night time, they will be charged UGX 2000 to return here to the centre
Additional services provide counselling usually provide more counselling services than I do treatment young people may come here tell me that they always have a headache When you assess them may not be due to disease/ illness but it is due to stress	Evening prayer One of the most enjoyable parts of my day I love doing it have seen it helping them so much motivation is seeing the young people improving	she needs to relax after a hard day of work does so in her home she loves to relax with music

The following phrases and codes were extracted from interviews with staff from Retrak:

Interview 01

Excerpt

"It is very important for the caregivers to be open and welcoming to the children because of where these children have been, they have not had enough love. They are missing out on that and they need somebody to lean on. It's upon us, the adults who are here, to listen to these children because they need somebody to listen to them and share with them their burdens."

File No: IM_IN01 Role: Centre Manager	my role giving support and direction to the rest of the team members planning for the entire LightHouse budgeting for it giving overall leadership for the place directing them supervising them when they are taking care of the children	approving their accountabilities their requisitions ensuring that the monthly reports are done submitted to the donors Trafficking Transition Most of the girls several challenges get most of them from the police by the time they get to the
centre manager place where girls are being taken care of and rehabilitated care of girls of ages 7 years to 17 years worked with Retrak since 2009 July 3 years as a social worker came here in 2013 April		

<p>police have had challenges from where they had been staying as a way of getting rescued run to the police most of them are house girls leave home because of poverty are out of school have lost their parents resort to going to work for people as house girls process of working for people things don't work out choose to go away most employers do not pay find it hard to go back to the places where they came from don't have transport [money] don't know the way back home end up at the police From there, we get them.</p> <p>Others, we get directly from the streets difficulties in their homes come to work and sell eggs sell groundnuts sell bananas end up on the streets they really feel tired We have outreach programs we go on the streets give these children messages being on the street is not the best way of living life better way of having skills We encourage them we can empower them those who have made up their mind decide to come off the streets don't force we bring them we start a new life</p> <p>many of them have acquired a number of diseases UTIs (Urinary Tract Infections) Sexually Transmitted Diseases dental diseases dental hygiene is not proper</p> <p>some of them when they come in from the police</p>	<p>stayed at the police for some days created an attachment with some police officers When they are brought here some of them cry don't want to leave the people not sure of the place where they have come they fear, they cry want to go back to where they have been</p> <p>time goes on see their colleagues we talk to them they calm down and settle</p> <p>have that pain, that emotional pain those who are abused sexually it really bothers them seek support for them through the professionals</p> <p>Arrival children arrive here follow a process from the gate received by the security personnel record of their names on arrival register children received by the residential social worker, also known as a warden check the property that they are carrying keep it for them residential social worker take them through a guided tour they get to know all the relevant places</p> <p>refer them to the nurse in the treatment room 12 years and above tested for pregnancy below that (12 years) checks ups to see whether they are fine Even for those who are above 12 years somebody comes with a wound</p>	<p>able to notice it early enough begin treatment</p> <p>try to ensure that we have the right sex we've had a scenario For the little ones take extra care to be sure that they are girls</p> <p>go back to the residential social workers open up a file for them get their basic information should be in line with the letter from the police they come with the letter from the police emphasizing that this organization should take care of this child social worker adds to the file gets to know their background initiated into the place start joining these other programs like Catch-Up go for classes, among other programs</p> <p>When they are still new also take them to the hospital do HIV testing and Hepatitis B very key for us</p> <p>Ideally, the nurse would be a resident nurse the one we have is not a resident always on call In case of emergencies have service providers work with different hospitals Mulago and Naguru Teenage Centre social worker accompanies the child to the hospital</p> <p>Another key stakeholder probation officer gives temporary placement letters for the children partner with the courts of law responsible to give us the care orders work with Brass Band Africa</p>
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<p>training the children in music and the band</p> <p>music is very important for these young people</p> <p>work with Off TU Mission Ministries</p> <p>spiritual nourishment of the children</p> <p>Environment</p> <p>contributes a lot towards the wellbeing of these children</p> <p>they need a play area which is safe for them</p> <p>need a place where they can wash their clothes from</p> <p>need a study room where they can study from</p> <p>classroom - do their catch up</p> <p>From the same classroom</p> <p>tailoring and art and craft</p> <p>Kitchen we have a cook</p> <p>supports them in cooking</p> <p>they are girls, need to know how to cook</p> <p>they work with the cook</p> <p>assign two children every day</p> <p>give support to the cook</p> <p>cooking, washing utensils</p> <p>learn those skills</p> <p>What we can add to what we have</p> <p>a counselling room</p> <p>space we have does not provide for that</p> <p>we improvise</p> <p>would add more play materials</p> <p>swings for the little ones</p> <p>when we do</p> <p>Children's Council Meetings</p> <p>children sit alone in their meetings</p> <p>suggest to us what things we can add on</p> <p>one of the things they have suggested</p> <p>going for tours</p> <p>they can see other things</p> <p>going to the zoo</p> <p>They need it</p> <p>change of environment</p> <p>recently taken to court, to get their care orders</p> <p>were so excited seeing Kampala</p>	<p>good for them</p> <p>to give them all-round psycho-social support</p> <p>do one-on-one counselling</p> <p>when they come in</p> <p>also do group counselling</p> <p>talk about different issues</p> <p>identify their needs</p> <p>get to know them better</p> <p>do home tracing</p> <p>find out where they come from</p> <p>can be through phone calls</p> <p>Sometimes use [institutions]</p> <p>where they come from</p> <p>the schools, the church</p> <p>community development officers</p> <p>probation officers from different locations</p> <p>help us trace those children's homes</p> <p>certain instances</p> <p>someone cannot remember anything</p> <p>have to take the child with you</p> <p>trace their home together</p> <p>call that Pre-Visit</p> <p>where we go with the children</p> <p>After verifying that the family is safe</p> <p>sit together as a team</p> <p>Child Care Review Meeting</p> <p>sit down the whole team that works with this child</p> <p>centre manager</p> <p>residential social workers, field social workers</p> <p>nurse, teacher</p> <p>discuss the child</p> <p>go child by child</p> <p>her health</p> <p>We give scores</p> <p>relate with others</p> <p>where does she need support</p> <p>she ready to go home</p> <p>how was the home</p> <p>What else could be worked on</p> <p>After assessing that child</p> <p>prepare them for reunification</p> <p>field social workers take the child home</p> <p>instances, where caregivers come in person</p>	<p>pick these children from the centre</p> <p>we get directions</p> <p>the child is taken</p> <p>still our responsibility to follow-up</p> <p>ensure that the reunification remains in the best interest of this child</p> <p>follow-up is between 1 and 2 years</p> <p>By the end of the two years</p> <p>sure that the child is safe and can stay in the family</p> <p>girls practising their dances</p> <p>centre manager expressed</p> <p>important for each of the girls</p> <p>to express the culture</p> <p>community that they came from</p> <p>each community represented</p> <p>given a turn to showcase their dance</p> <p>helped the girls feel included and accepted</p> <p>given the number of beds we have</p> <p>supposed to have 22 children</p> <p>demand so high</p> <p>most of the time</p> <p>numbers are far beyond 22</p> <p>at the moment we have 30 children</p> <p>When the police call in</p> <p>child who is really in need</p> <p>becomes very hard for us to stop them</p> <p>we have a blanket, mat and mattress</p> <p>they can put in the general hall</p> <p>caters for those excess numbers</p> <p>When we get space</p> <p>get on the beds</p> <p>if the space was enough</p> <p>Ministry authorises</p> <p>take care of up to 50 children</p> <p>11 full time staff</p> <p>6 support staff</p> <p>centre manager</p> <p>Teacher</p> <p>full time residential social workers</p>
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field social workers Counsellor the nurse full time security guards support staff include two cooks security guard 3 relief residential social workers volunteer social worker tailoring trainer	many of them they are dirty do not have self-respect cannot respect others When they are here take them through a number of programs we see them changing somebody is able to respect themselves greet people has a positive attitude towards going home are those do not even want to talk about home as you talk to them they see their friends moving on also get the desire [to go home] have a tool called a Star Chart Scientific number of indicators show for example how is someone respecting the timetable	the streets She is so grateful very important caregivers to be open and welcoming to the children for where these children have been have not had enough love need somebody to lean on It's upon us, the adults listen to these children they need somebody to listen to them share with them their burdens From there get the support able to move on get the right guidance
When the girls come in not assigned to a specific residential social worker Everybody works together with them residential social workers work for a week go off another week When they are away different social worker has to be in the life of these children hard to attach the child to a specific person they work together hand in hand It's upon someone [the social worker] share and document what they have done with the child when their colleague takes up the child will know where you have reached with the child	time does somebody go to sleep has different indicators based on the different activities that we do If you're not doing well give you a dot as somebody comes in have a lot of dots because it's done on a weekly basis they stay and get to learn dots reduce someone getting stars scientific way of seeing the changes in these children's lives when they accept to go back home they settle There are those will go home but they run away those who become resilient go home and whatever the challenges stay and study and come up as important people	Whenever a girl has an issue allowed to go to anybody talk to them, even here (her office) can bypass other places give them time and listen the most important reason as to why we are here We are here for the children
enabling environment when I come and do my work mostly computer work When I get tired need to relieve [myself] go and engage with the children Running in the playground playing netball, running around I go behind there we have kitchen gardens go around the kitchen gardens get some greens, look at the plants at the end of the day I'm refreshed	changes in these children's lives when they accept to go back home they settle There are those will go home but they run away those who become resilient go home and whatever the challenges stay and study and come up as important people	Spaces at the centre centre managers office staff room where the teacher sits all the field social workers treatment room where the nurse sits general room serves as the dining, common room and meeting room also where the children sit for recreation watching TV when we have extra numbers where they sleep also have the sleeping area for the residential social workers they share - one room for two people
What helps us see that we've had an impact the children's life we see when somebody comes in	aware of some of the journals aware that they are being done listened to one speaking in Runyankole keeps on saying one thing thank Retrak for getting me off	rooms for the children 3 rooms where they sleep and have beds divided according to their ages 16-17 7-11

12-15 who are the majority
learning centre
catch-up classes
also have training for tailoring
In the class
also keep the sewing machines
have the store for food in this
big house
have the store for the children's
clothes
other things that they use like
liquid soap
have a small store for that
Outside we have the kitchen
prepare the food
keep the charcoal
some food items
have the pit latrines outside
we also have the toilets
For the children
one which they can use in cases
of emergencies at night

discourage [them from using
the] inside toilets
consumes a lot of water
we keep getting new children
when you leave them to use it,
they spoil it a lot
we only use it at night in case
of emergencies
Most of the time
use the pit latrines outside
Some of these offices also have
toilets
This one has a toilet
residential social workers have a
toilet within their room
Starting from the gate
space for the security people
playground for all the games
space where the children do
their laundry
At the back

space where we grow some
vegetables
Yes, we need them to have
those skills
go back home
use the small space they have
to grow something
can be for consumption
can also sell them outside to
make some money
sometimes also teach them
cookery
how to cook small things
like cassava chips, pancakes,
mandazi
things that don't need much
knowledge or capital
someone can do that and
survive

Interview 02:

File No: BK_IN01
Role: Teaching staff

Teacher
designated safeguarding officer
Child Safeguarding lessons
given knowledge on how to
safeguard themselves
numeracy and literacy
catchup class
not like a formal class
awaken their brains
may have stayed outside the
school for some time
Some come
don't know how to write their
names
may have forgotten their
numeracy skills like counting
give them what they need
don't follow the formal syllabus
fatherly figure

take them as my children
i love my work
love my children
take them as my own children
respect me
As these children come
true that they have many
challenges
when they arrive
come into a new place
there are new faces of different
mamas
residential wardens
call them aunties
men are the uncles
names which they use to show
respect
new aunties, new uncles
new faces of their peers
they come in
orientation comes in
residential social workers take
them through

the catch-up [class]
emphasize the do's and the
don'ts
officially welcome them
Self-introduction
get to know their friend
children come from different
tribes
different cultures
settling in also becomes a
challenge to them
Settling in becomes a bit of a
problem
language barrier
good thing these children easily
learn
After two or three weeks
ask for water in the local
language
they come in
normally tell lies about their
classes
I give the exercise

know that this one falls here,
 and this one falls here
 categorize them
 first 3 lessons
 identify who falls where
 I handle them in a way they can
 benefit
 In the 3 months they stay
 have gotten something from the
 lighthouse
 have one class
 different class levels
 may have some in nursery
 she told you that she is in P5
 (Primary 5)
 cannot write her name
 cannot count from 1 to 5
 grade her in nursery
 have 27 children
 3 classes in 1
 handle them at once
 those who I write in their books
 those who can copy from the
 chalkboard
 together in the class
 doing different tasks

 challenges when I teach these
 children
 language barrier
 child who cannot speak any of
 the local languages
 cannot speak her language

 Most of the girls
 the lighthouse are Ugandans
 sometimes we get Rwandese
 recently we got the Congolese
 the Congolese
 come from the border of Uganda
 and Congo
 know some Lukonjo
 We have the Bakonjo girls
 use the Konjo girls to tell the
 Congolese what I want
 Rwandese, most of them know
 Runyankole
 know a bit of Runyakitara
 communicating with them is not
 hard
 Most of the girls we receive are
 from within
 apart from a few cases.

 challenge I face

children come in is telling lies
 give false information
 academic level in which they
 fall

 another challenge
 the different cultures
 Congolese have their culture
 come into a lighthouse with
 divergent cultures
 someone is rough
 I have to cool [the situation]
 always counselling

 aggressive when they come in
 through the different lighthouse
 activities
 go on changing
 disciplinary measure which is
 applied
 giving a dot
 means that you violated
 the light house rules and
 regulations
 star, you have done good
 disciplinary measure has kept
 them changing
 child who has just come
 first 3 weeks they will have
 many dots
 after a month
 used to get maybe 10 dots in a
 week
 will have maybe 5 dots
 reduce to zero

 official] time
 fully occupied
 comfortable with all the
 teaching and learning materials
 leave here at 5[pm]
 think of going home
 No activities

 have some breaks
 lessons begin at half past 8
 sometimes they delay
 have not yet taken their
 porridge
 delay by maybe 15 minutes
 begin at maybe a quarter to 9
 lessons are meant to end at
 half past 9
 have other different activities
 engage these children

sports, tailoring, crafts
 follow a timetable

 At 5[pm]
 time to go home
 rest at home
 go home
 forget all the day's work
 relax and also play with my
 children
 get to learn what they learnt at
 their schools
 how I relax and prepare for the
 next day

 working environment here
 needs some improvement
 the class.
 you look at my class,
 poorly ventilated
 needs a bit of ventilation
 a challenge,
 worked upon
 children come to class
 will feel comfortable
 as girls
 have different problems as they
 grow
 I'm a man
 these children cannot easily tell
 me their thoughts
 the problems that they have as
 girls
 need for a psychologist
 think the environment is going
 to change a bit
 approach her
 solve their emotional
 challenges as they grow as girls

 children
 may not notice poor ventilation
 [by the] the [building] standards
 of a class
 should be ventilated
 during afternoon lessons
 come, their attention span is
 too short
 capture their attention
 not be more than 20 minutes
 just started the lesson
 after 8 to 10 minutes somebody
 is dozing
 they are feeling hot
 you may experience a bad

smell air cannot take it away poor ventilation have a bulb inside [the classroom] may be a problem if it is dark	going to rain light might not be enough for us If we had windows, more light from different sides he class is not enough	cannot accommodate the number I have now within one class I have 3 need for maybe 2 more classes
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Interview 03

Excerpt

“What makes me happy is to see a child who came when she was down, depressed, but is now glowing. Seeing a child who came when she was malnourished, but is now growing up, gained weight, tall, happy - putting a smile on their faces makes me happy and gives me hope.

File No: ON_IN01 Role: Residential Social Worker residential social worker last 6 years My duties child comes in here welcome that child get their initial information names of this child where she is coming from age, the parents, the former school push factor made this child to leave come to the streets Why did she leave home end up in Kampala? ended up here? assess this child now the needs of this child. her expectations? What do I expect give the basic needs to this child beddings, food, water to bathe make this child feel that she is home initial counselling give the initial counselling One-to-one may tell me why they left home Dad did this” I was just trafficked” refer this child to the different departments	field social workers trace the home of this child they can continue with the counselling pre-visiting the home of this child refer the child to the nurse assessment which we call Head to Toe if there is any strange thing taken to the main hospital Mulago, Naguru or Mengo further assessment give these children life skills I conduct group sessions also work as a lawyer, as a magistrate they bring cases this one has done this his is happening there to listen many of them come in with human trafficking issues Someone just finds a child “In Kampala, there are jobs there.” Coercing child is just pulled left in the park for some person will just attack you using force One was found going to school told, “Come into the car!” blindfolded her put her in the car	Brought to Kampala human trafficking survivors need psycho-social support - a lot of it be counselled, be talked to accept what they have gone through Overcome it comes with a lot of trauma The girls don't have issues interacting with others don't find it difficult we do not disclose Each one's push factor is different no one knows what brought the other here kept in the files. When I am talking to them get consent from them to keep their information sign a consent form accept me to access their information when I'm doing the orientation tell them have something to share better to share it with the aunties Share it with an elder there to help you if you share it with your peer peer may use the same story to put you down. make them feel at home
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free to share with us
at first, feel nervous,
after creating rapport
come and tell us

challenges that these children
get scared
if the child had been trafficked
taken to a certain unknown
place
rescued and brought to the
lighthouse
may think that maybe this is
another place for trafficking
Some even cry
give them a warm welcome
hug, a hand, introduce yourself
to them
they calm down

when you are new
people tease you and bully you
we talk to them
tell them "Don't bully your
friend"
told scary things like
which is wrong
before this child goes to
interact with other children
first interact with us
We say that
they will tell you this and that,
but just be firm."
Some really want to run away
Say children here are teasing
me
[taken] my things from
teasing from their peers.
fear of being in an unknown
place
scared of the future.
tell them that here we don't
keep children for good

3 months
depends on the uniqueness of
the case
girl we have been with for over
9 months now
Some are in court
have to attend court
come from very far
Some fail to disclose early
exactly where they came from
lies at the police [station]

even when she comes here
wrong name, wrong place,
wrong information
you talk to her and continue
interacting with the child
will open up
depends on the case
will stay here for only one week
Immediately you call the family
come and pick the child

child has come and is scared
experienced this with children
who are 7 to 11
scared of the bigger girls
get scared of the environment
fear sleeping in rooms
never slept alone in their own
beds
sit this child down
talk to her
it is normal to sleep alone."
don't allow children to sleep
two in a bed
don't share beds
calm that child down

There was a situation
child completely refused to
sleep in her own bed
had a mental illness
was for our own good to share
a room with her
we were two adults [in the
room] it was fine
had to share a room
taken to Butabika Hospital for
assessment
she was resettled back home

challenges staying together
Privacy
like to be alone
want to be in the room alone
dress alone
here you are in a group of 6
children
prefer being in privacy
especially during their monthly
periods
Some will be uncomfortable

challenges that I face while
caring
child comes and tells me lies

all through
Lying [about] her name
where she comes from
even after you trying to create a
rapport
it demoralizes
the stories that I am told by
these children
Emotionally, put me down
Some of the girls
gone through things
might never go through all my
life

other challenge
being girls
some girls that don't really give
up on issues
All the time
solving cases
you can talk and talk and talk.
in the middle of the night
have to be there talking to the
children
You're in the room
someone is saying
" This one is snoring,"
" At times
don't even have a solution

if a child falls sick at night
a challenge
have to call the nurse
get a car
take this child to hospital in the
middle of the night

When I get a story that is so
saddening
the very [same] children
take it away
there are those that are
successful
I am now encouraged."
have listened to this story
child has broken down
has cried
after some hours
after counselling this child
you see that she is bright
I become encouraged
since we are many, we share
tell a colleague
After getting the consent from
the child

<p>allow you to share her story also helps I get a week off on duty for a week week I'm off</p> <p>Things surrounding these children can help them feel better having a clean environment. have done home tracing wonder where this child is going to stay back home some of them when they are here feel comfortable have your own bed which is clean in a room with other people have people who care for you around you are in a safe environment no one is going to come to attack you Enclosed assured of food on a daily basis have someone to hug you helps them feel at least better tend to change become relieved of the stress</p> <p>children where they come from, have been to those places been with the child here supposed to take this child home. on Monday trying to do general cleaning trying to show them how we clean the doors one of the children Auntie you amuse me.” “You're even washing the door! our place, if they see you washing the door they will wonder</p> <p>been to a place in Kanungu (district and town in Western Uganda) child we took there In their house no nails on the roof logs to keep the [iron] sheets down</p>	<p>door was made out of banana fibre child was staying there had to take that child back home home is best has a right to a family likes her home because that is where her people where she has grown up from going to Sironko child we took there, far in the hills cook within the house house is just [made up of] the sitting room and the bedroom that's where the kitchen is store is, animals sleep there - hens, everything</p> <p>Actually it is about the people Those are your people, and home is home Mum is there father is there your siblings are there You can also stay there they are your people where you belong</p> <p>had the opportunity to deal with these challenges first keep the girls busy have the vocational skills training a number of them There is tailoring add maybe hairdressing, cookery to be done intensively child leaves this place have a skill that they can start on Other than waiting for the child to leave place her into a skill yet she has been here for 3 months In those 3 months girls learn quickly like practical things when you keep them busy negative behaviours would be down because they are busy</p>	<p>activities that I really enjoy when I am here group sessions children tend to open up say the truth free interaction. enjoy life skills Talk to the girls on how they can enjoy life on a daily basis also open tell you the challenges they have gone through tell you have they have coped</p> <p>we really enjoy is the prayer time pray on a daily basis they praise, they worship give testimonies of how this place has helped them</p> <p>place that I enjoy Kitchen When you're there with them on Sundays, they are free enjoy seeing them when they are free when you get the best out of this child when you get to know why she is here why she came from home what was really happening what she used to enjoy at home</p> <p>conduct prayer meetings? residential social worker on duty children themselves have outreach teams</p> <p>What makes me happy see a child who came when she was down, depressed now glowing child who came when she was malnourished now growing up, gained weight, tall, happy putting a smile on their faces makes me happy gives me hope</p> <p>Some physical illnesses</p>
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when these girls come in for the assessment wounds, burns skin infections	I refer them to the nurse takes them to the hospital for further assessment and treatment	we have everything First aid is available nurse we have, she does what she can
They also have [general] infections	what we do initial treatment	hospital visits are not really much
child is scratching [herself] all the time	don't really see what i would add in the clinic	not allowed HIV tests, Hepatitis B tests
Some of them are hard especially like the infections	first aid kits are available	taken to hospital for further assessment

Six Retrak staff also participated in a focus group discussion held in October 2019 at Retrak.

Participants details:

Table 4:
Retrak caregivers
participant details.
Source: Author's
own, 2020.

	Name	Responsibility
1	Rose Kabasinguzi	Cook
2	Ndegema Pauline	Cook
3	Kaye Ronald	Security
4	Kimbowa Benedict	Teacher/ Director of Studies
5	Namukobe Olive	Residential Social Worker
6	Immaculate Nanyonga	Director

The facilitator set the scene for discussions through self-introductions. She introduced the purpose of the FGD as follows; exploring the link between space and healing for survivors, sharing and discussing perceptions on the appropriateness of the current facilities and spaces, gaining further insight into recommendations for improved spaces and how these would enhance the healing of survivors.

Participants were reassured that the purpose of the FGD was not to gain concurrence on fundamental themes and issues, nor was it to attribute contributions and ideas to individual participants. The discussion's priority was to highlight the customary perspectives on various study questions/areas alongside the numerous opinions and issues surrounding the spaces and healing of survivors in RETRAK.

The consent of FGD participants was re-obtained before the discussion commenced. Apart from two participants, the majority did not consent to the use of recorders, cameras or video recording equipment for the debate.

The key phrases extracted from the debate were as follows:

File No: FGD_01	toilets and bathrooms	learners
Main spaces at centre	recreation room	Limited space for learning activities
Classrooms	compound	teachers can not move freely in the classroom
playground	storage facility	child to child learning is inhibited by space
kitchen	Classroom Space & Furniture	inadequate space for learning aids and materials
sleeping rooms	only one small classroom accommodates between 20 - 35	
sickbay		

Space for display limited
 limited learning space inhibits
 quality learning
 teachers can not separate
 learners
 group by age, learning
 achievements, needs
 congestion and poor ventilation
 demotivating learners from
 being attentive
 afternoons when the weather is
 warmer

limited space
 challenges in locating learning
 aids like the blackboard
 health and safety challenge
 learners and teachers
 blackboard located sideways
 inhibiting learners from
 adequate view
 one large door
 no windows
 natural lighting is poor
 electricity bulb on the whole
 day
 increasing costs
 more heat in the classroom
 Survivors refuse to come for
 lessons in the afternoon
 if they come at all
 majority doze off due
 to excessive heat in the
 classroom.
 children sit on ordinary
 benches
 express fatigue throughout the
 day
 affects their interest and
 attention span
 preference for single seats with
 backrests
 single or shared desks are
 better

adopt more than one
 classroom preferably 3-4
 wider/spacious classrooms
 large windows for ventilation
 and light
 enable survivors enjoy learning
 risk of dropout is high
 loss of interest
 classroom size of 12 by 15 ft as
 adequate.
 3 classrooms for such centres

multi-coloured classroom
 interior
 enhance attention and interest
 in learning

Kitchen & Dining Facilities

narrow and small
 requires expansion
 accommodate modern facilities
 kitchen equipment and utensils
 children participate in cooking
 health and safety is
 compromised
 narrow space
 heat in the kitchen is excessive
 uncomfortable for cooks and
 children.

inadequate storage
 no cupboards to store food
 items
 storage is improvised in
 another building
 distance between the kitchen
 and the store
 takes at least 30 minutes
 pick up what is required for the
 day
 centre hosts many children and
 guests
 inadequate space to dry plates
 and cups after meals
 centre targets training the
 children in cooking
 majority dislike the kitchen
 area
 poor facilities
 kitchen not connected to
 dining area
 rainy season
 children get wet
 so does their food
 must walk at least a few
 minutes
 kitchen to the dining after
 being served with food
 Water drainage
 waste disposal
 raised as a key concern

covered walkway
 shared space between kitchen
 and dining
 consider wastewater disposal
 disposal of kitchen garbage
 concerns about poor smoke

exit
 key factor in the design of
 modern kitchens
 requires a food store attached
 to it
 ease access and improve
 efficiency
 drying rack is necessary
 hygienic drying of utensils

Playground & Recreational Facilities

Playground
 recreation, games and sports
 key in the healing process of
 survivors
 small
 unable to accommodate all the
 survivors at the same time
 limits the number and kind of
 games
 only netball

Entertainment room
 lack of space
 centre uses one room for
 multiple purposes
 entertainment (music and
 dance room)
 centre Hall for meetings and
 other functions
 playroom for dolls
 cards and other indoor games
 prayer room
 art and crafts room
 knitting
 therapeutic drawing
 painting
 competition for space
 entertainment activities are
 curtailed
 source of disappointment for
 the survivors
 moved sometimes without any
 notice

Compound

space is small and inadequate
 limits privacy
 survivors require private space
 meditation and reflection
 usually occur outdoors
 especially on hot days
 Fresh air (outdoor space)

<p>requirement for survivors</p> <p>Girls like flowers</p> <p>part of stress management</p> <p>spend time in the garden</p> <p>admiring flowers</p> <p>using them to celebrate achievements including birthdays</p> <p>also like distraction by vegetable gardens</p> <p>Due to inadequate space all these benefits to healing not easily attained</p> <p>healing spaces with large external areas</p> <p>8 acres of land</p> <p>accommodate more activities</p> <p>contribute to healing</p> <p>space for expansion and modification</p> <p>adequate entertainment spaces</p> <p>ensure survivors can keep busy</p> <p>choose what they feel like doing</p> <p>where they would like to be depending on their feelings</p> <p>large open space provides better and faster healing</p> <p>motivate and accelerate learning achievements</p> <p>expand engagement opportunities</p> <p>accelerate and are pertinent for recovery of survivors</p> <p>Security</p> <p>neighbourhood of centres determines safety</p> <p>compromised or enhanced</p> <p>Proximity to police stations or posts</p> <p>Closeness to a health facility area is large</p> <p>more guards may be required</p> <p>Currently have one guard</p> <p>a challenge for night patrols</p>	<p>adequate night lighting</p> <p>boost security</p> <p>have inadequate night lighting</p> <p>dark spots</p> <p>regular power cuts</p> <p>wall and gate exist</p> <p>need for an electric fence</p> <p>increasing insecurity in the area</p> <p>high enough perimeter wall</p> <p>Additional security</p> <p>modern gadgets</p> <p>security cameras</p> <p>integrated alarm systems</p> <p>guard dogs</p> <p>consider security and access to social services</p> <p>police and health into account for already existing centres</p> <p>security should be enhanced</p> <p>Accommodation & Sanitary Facilities</p> <p>National policy</p> <p>50 children per centre</p> <p>centre accommodates 22</p> <p>inadequate space</p> <p>get as many as 35</p> <p>must accommodate 13 on the floor in the main Hall</p> <p>congestion</p> <p>windows left open night and day</p> <p>accommodation space</p> <p>2 bathrooms located outside</p> <p>inadequate</p> <p>children get out at night</p> <p>use the bathrooms</p> <p>going through their menstrual cycle</p> <p>bathrooms separated for young and old</p> <p>queuing is not uncommon</p> <p>Site Selection</p> <p>centre premises are hired</p>	<p>modifications not permissible</p> <p>centres should own their own premises</p> <p>ensure that the facilities are adequate</p> <p>renovations or modifications possible.</p> <p>Surface Finishes</p> <p>one monotonous colour throughout the centre</p> <p>survivors between 5 -10 years appreciate bright pictorial walls where they sleep</p> <p>11- 14 years with bright colours</p> <p>pink and light blue</p> <p>15-17 years calming colours</p> <p>Smooth surfaces for easy cleaning</p> <p>paint should be washable to ensure cleanliness</p> <p>floor should be tiled too for easy cleaning</p> <p>enhances confidence among survivors</p> <p>lockers for each child to store their property</p> <p>reduce conflicts</p> <p>resulting from loss of property</p> <p>inadequate space</p> <p>larger sleeping rooms are provided</p> <p>each child have a single bed</p> <p>easier to make beds</p> <p>less conflicts between the survivors</p> <p>one needs to step on another's bed to make up their own</p> <p>More toilets and shower rooms</p> <p>Flashing squatting toilets were preferred</p> <p>located within proximity of accommodation facilities</p>
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File No: IN_002 Discussion by 2 participants from Arts for Change	not any better at the hotel in Kenya (transit before being taken to final destination)	said to affect the healing process of some people moderate-sized windows would be preferred
Spaces Lived In During Transition/ Trafficking	building was too old, dirty and always leaking made her feel uncomfortable one meal a day room one of the survivors stayed in very cold at night developed an illness	big and wide windows compromise security for survivors one of the girl's dormitories at Uydel would be perfect (Liz?). (Insert image of preferred type)
poor conditions of living numerous challenges faced rooms lacked adequate air circulation generally hot given the climatic factors in UAE room she lived in was very hot all the time wasn't allowed to use air conditioning. room was congested due to captivity underwent enormous trauma windows were so high could not easily be reached Felt like a prison While in UAE would faint in her room no one would come to her rescue for that reason prefers places that are not isolated fence was too long could hardly look beyond the fence made her feel imprisoned. had no privacy in her room everyone walked in and out at their own will. spaces enroute via Kenya	Views on Ideal Facilities not like a dormitory setting past trauma from having no privacy prefer a setting with separate rooms shared by 2-3 people self-contained to enhance privacy single beds were preferred double-decker beds we said not to be a problem too spacious environment emphasized common recreation room trauma healing survivors freely meet and interact avoid loneliness and isolation coming together to watch television listen to music and socialize participants prefer common local widows burglar proof windows reinforce the feeling of being caged	a lot of trees playing field pitch with a green environment for healing emphasis on adequate aeration ventilation vital for healing tiled floor or wooden one participant did not like pale green past traumatic memories she was held indoors colors like brown, white, grey and maroon common in U.A.E where people are normally trafficked colors could be chosen by survivors preferred that walls have pictures both survivors preferred squatting for hygiene purposes. moderate light was recommended good for healing. Kitchen/Eating area furniture and a well-spaced kitchen

V. Community theatre

The community theatre performance took place in October 2019. The script told the story of Grace, a victim and survivor of both internal trafficking through domestic servitude and international trafficking to the UAE. The story contextually highlights the character's and her family's challenges, in-line with those typically faced by victims of trafficking. The script vividly captured the complexity and multi-layered nature of trafficking and its consequential impact on victims and survivors.

Figure 06:

An image of the community theatre performance at UYDEL before the audience of stakeholders.

Source: Author's own, 2019.



Figure 07:

An image of the community theatre performance in the Masooli community by UYDEL participants.

Source: Author's own, 2019.



The following phrases were extracted from the numerous characters in the script:

Character: Father (parent)
Sex: Male

More kids mean wealth.
They say every kid is born with their luck, but it looks like all my kids forgot their luck in the womb.

I'm struggling with their fees.
I am struggling with feeding them,
I'm struggling with everything.
They are too many, I don't have

enough beds or mattresses for them
they have to share

In that case, then take 3 kids they can make enough money to feed the family and pay school fees for the other kids.

Go and pack your clothes
Ivan's clothes and Lucy's clothes too

This lovely lady will be taking

you to Kampala to work
You're a very lucky girl

Speak fast

I am thinking that you are studying to get a job and so that you can make money
This is a shortcut to a bright future

why am I explaining myself to you?

Go and pack your clothes I don't want to hear another word from your mouth.	Maama Grace open your mouth one more time and you will feel the back of hand	Oh my god, this is a huge reward
Kids nowadays! if you talked back to my father like that, you wouldn't have teeth by the end of the sentence...	You will lose the remaining teeth in your mouth, I guarantee you that	daughter boarded a plane He tells all the neighbors.
I will have to explain to the chairman if he doesn't see the children going to school this new chairman is very nosy!	You and your children are a burden to me.	He's expecting money.
Who asked for your opinion? Yes you're their mother, but how much do you contribute to their school fees?	You're like a straw, you keep sucking every little money that I make. You don't contribute anything...	Have patience you woman
	What did you say to me? Open your mouth one more time and you will sleep outside	The girl has been gone for 6 years.
	I will kick you out of my home with your kids.	She is coming from Abudhabi, do you know how far it is?
	In fact, why don't you leave?	Regretful

The key phrases from the main character's father highlight his economic challenges and his inability to provide for his children. Consequently, he falls victim to a trafficker who deceives him through assurances of a city education for his children. The children have limited independence and control over their own lives. Themes of domestic abuse and violence against women in the home are additionally highlighted (conflict within the home.) Notably, there is a level of prestige attributed to being in the city and working abroad.

The following phrases were extracted from the main character's mother:

Parent - Mother Sex: Female	I am not qualified for any job I dropped out of school to marry you, I don't want the same fate for our kids	her small phone, breaks out into a louder wail.
Aren't you seeing the visitor? Don't you say thank you?!	But the food we eat in this home comes from my garden.	turns to the father accusingly. This is all your fault.
you want to send the children away to work, but they're in the middle of a school term.	I apologize. I won't say anything again	You gave my daughter away and now she has returned half dead.
but as a mother	watches sadly and helplessly as her kids are taken.	Oh, where shall we go? How will she heal?
Well I don't contribute anything, but how can I?	making her favorite meals.	We don't have money.
	keeps looking at the time on	God please help us.

The phrases reveal the mother's limited influence and decision making abilities regarding her children's lives. There is tension between herself and her husband. Despite employing subsistence farming to feed the family, the economic conditions are dire; conditions which may be common in similar homes.

The following phrases were extracted from the trafficker's character:

Parent - Mother Sex: Female	too.	Like I promised. I have brought a for you a maid.
looks respectable, dressed decently, deceptively like a mother	I will send you photos with the children in school uniform.	She's my brother's daughter
I have gone to pick the kids Don't worry, these people in the village are very ignorant and they trust anyone from Kampala will give them all to me	here is a little something, until the kids send money next month.	She's very hardworking and disciplined to she is well behaved, hard-working
	Follow me	
	Ignores her.	She comes from far; a village. Faaaaar, they walk for miles just to fetch water.
The young ones we will leave them in Busia to do business at the border the older ones, I will bring to Kampala	presents the kids to MAMA G and she asks the girl Lucy to turn around as she scrutinizes her like a piece of meat.	this one is still young she doesn't have such mannerisms
These girls from the east are so hard-working, they are selling like hotcakes nowadays	These kids are very young, look at them closely. use them for a long time before they grow wise and run away.	that girl will cause no problems they say that your husband misbehaves with housemaids. they say that he sleeps with housemaids.
Here, I brought you bread now that I am here, you won't have to struggle with fees.	This girl can work in the granary during the day and service the men at night.	I am asking that you keep your husband away from the girl.
don't worry, she will go to school will pay for their school fees	You know how they like them young They will make you a fortune	Don't hesitate to call if the girl gives you trouble

The phrases above highlight how traffickers specifically target vulnerable families and communities. By presenting themselves in a non-threatening and trustworthy manner, they use gifts and money to coerce parents into unknowingly giving their children away for exploitation.

Rural areas are highlighted as origin points for victims, while cities and porous border points are destinations areas. Themes of labour trafficking, domestic servitude and sexual exploitation also emerge, as do their often concurrent occurrences. Young children are viewed as highly vulnerable to exploitation, with siblings often separated and taken to different destinations (traumatic.)

The following phrases were drawn from the exploitative employer's characters in the script:

Character: Mama G. Trafficker at the Busia border. Sex: Female		
Call me Mama G.	These things of working for a week and then be attacked by your ancestral spirits, I will not allow.	potion it well, I won't buy extra.
You will go to Kampala after working and paying back the money I gave to your auntie.	If the girl misbehaves, you give me back my money. Or I will arrest you	You will not sit at the dining table with us. And if I find you seated in my sofas I deduct 50,000 shs from your salary. Are we clear?
Take your clothes to the backroom Place them where you see the mattresses on the floor. That is where you all sleep.	My brother is a driver to the president's uncle's friend.	Start mopping the house.
Yes, you all share Hurry up! Hurry up and come back here	She will sleep in the boys' quarter.	if you get pregnant in this house. I don't want to know who the father is. And I will not raise a house girl's baby. come and clear these plates from the table go and give the kids a bath go and feed my dogs.
Now go join those girls over there to sort beans.	My husband is reformed now.	Shut up!!! Do you think I'm a fool? You want to steal my husband, eh?
In my house, you work for the food that you eat	Learn to love them, you will be sharing a room with them (referring to dogs) You sleep in their room at night, they sleep there during the day.	You ungrateful stupid girl, I feed you, I clothe you, I pay you.
Let's play a game	Now, I have rules if you're going to be working in this home Every time I talk to you, I want you kneeling on the ground.---- Show me respect	Get into the car, I'm taking you to the police.
You are going to take these kilos of sugar to the other side of the border to shop number 46 when you make 40 kilos a day. Then you eat.	Number two: you wake up at 5 a.m. get the kids ready for school, make breakfast. Always use the charcoal stove not gas. Wash clothes and dishes. I want everything clean by 8 a.m. Are we clear?	Officer, I have brought you a criminal Arrest her, lock her up for life. I will pay you.
When you see a policeman, you cross to the other side of the street When they ask where you're going, say your auntie sent you for sugar and then quickly run off	I brought this girl into my home from the village She has been in my home for two years! She comes from a very poor family.	I give them money, but this girl wants to repay me by sleeping with my husband. Arrest her, fast!
Character: Domestic employer Sex: Female	You eat after we have eaten. In the back. I don't want to see you while I eat. I don't want to ruin my appetite. You don't eat the same food we have eaten. Only my family and the dogs eat beef in this house.	Why does it matter?
Here is the money If the girl misbehaves. You pay it back.	I give you one-kilo posho and a kilo of beans to cook for yourself every week. Learn to	You can't arrest me, my brother is a driver to the president's uncle's friend

Emerging themes from the above phrases include debt bondage, domestic servitude, sexual exploitation and the exploitation of children for illegal activity. Perpetrators limit their victim's access to food and force them to sleep in very crowded and unsanitary spaces.

The domestic employer's character also had a husband, whose role additionally highlighted the themes of labour and sexual exploitation.

Perpetrator Sex: Male		
come and take off my shoes	Do you know what a massage is?	wrong with the dogs. I came here, then she was talking about massaging.
bring me my phone I left it in the bedroom	So innocent. Don't be shy.	My darling, did you know that these house girls are taught to steal husbands? When I pushed her away, she started screaming.
iron my pants.	He backs her into a corner. Shh....!!!	Surely, this girl needs to go.
I have been calling you	The man muffles her cries by covering her mouth. He tries to rape her. He tears her There is an intense scuffle	I can't believe this! Me the whole me, to rape a mere house girl?!
Don't be scared.		
At that center where you come from, don't they teach you how to please your boss?	that girl is lying She told me something is	

The characters who played the role of trafficking victims detailed the physical, psychological and social experiences of their home environments before, during and after trafficking.

Victims Sex: Female & Male	Kampala.	
The mothers and daughters doing household chores	Bring for me a jersey same number as Messie	there are dogs in the boys quarter! I want to go home curled up in the corner; feeling pitiful I'm sorry sir I didn't come from a center.
Young girls and boys are playing They are having a jolly good time	look how big that truck is when I grow up, I am going to drive that one. But you told father you're taking us to Kampala	crying no space to defend herself. shouting for help she fights back
Then silence when they see their father. They are scared of him. Is father selling us? Shh. He will beat you if hears you.	Is she coming back? Our sister is waiting for us outside .	hides behind the wife away from the man He wanted to rape me. He's lying, I didn't do that... But madam, I didn't do anything wrong.
Where is she taking us? I want to stay and play with my friends	both girls and boys? the room is small and already full. And there are no windows	
they said you're going to	I'm hungry.	15 years old too shy to speak to a male

police officer	Impossible	half dead
woman wanted you arrested	those are all lies	Fingers rotting Body heavily bruised and burnt Then men dump her body and run off
I was working for her as a maid.	Your parents sent you to work as a maid, to make money.	DRC
She deserves to be locked up and they need to throw away the key	If you make enough money your father won't send you away from home again.	Are you sure they'll allow me to stay
Where are they taking us? I have been there before. It is like a prison	I know people who can pay you ten times more money than what you have been making.	Oh wow! This is where I'll sleep?
The worst place you can be.	Will it be enough that I can pay my siblings' school fees and mine too?	There's only two of us in the bedroom?
No, they said they are taking us to DRC	You can even build a house for your mother.	I have my own bed?!! I will sleep up on the bed?!
Congo?! That's even worse	they take you to outside countries. The Middle East.	I've never slept on a bed before.
I worked there when I was much younger.	You come with me, before the police take us to prison.	4 meals a day?!
Those men don't pay	sign a number of papers	I'm happy
taking us to a place called Dream revival center.	coming back home supported by two men	I had given up on going to school.
place where we can stay safely until they can take us home.	can't walk on her own	I thought it was impossible but now, now you're telling me that I get a chance to learn again?
Are you sure this place exists?!		

The above data highlights the tension and high-power distance between parents and children. Challenging economic conditions were revealed as the primary factor that motivated victims and their families to seek a better life, consequently making them more vulnerable to trafficking.

During trafficking, crowding, poor ventilation and lighting, furthered by a lack of privacy, social safety and views to the outside were typical characteristics of victim's physical and social environments. Victims would also experience severe emotional distress, and be subjected to both physical and sexual violence with often nobody to turn to for help.

Police officers and police stations emerged as critical points of transition for survivors as they moved from being trafficked to freedom.

Police Sex: Male	doing here is a crime?	we shall arrest that man for attempted rape and defilement.
We have a tiny cell	Employing an under-aged girl is a crime. Officer take this one into the cell.	It's fine if you can't speak right now. We have a female officer whose shift starts in the next hour.
How old is that girl?	Come and give me your statement.	Sit over there and wait for her to come. It's going to be okay.
Does she work for you?	If the situation is as I suspect,	
How old are you?		
Do you know that what you're		

I. Stakeholder dialogue

The stakeholder dialogue took place in UYDEL Masooli's main hall in partnership with DRC. Agnes Igoye moderated the session.

The stakeholders in attendance included:

1. teachers from Masooli's local schools
2. social workers from the Arts for Change Centre: Joanita, Sarah and two volunteers
3. the head of the Catholic Church (parish) of the area Mr Kalule
4. the local women's representative for the local Council, Madam Kizza Winnie
5. The local Commanding Officer of Masooli's police post
6. a local police officer from the Masooli Police post
7. a taxi driver
8. representatives from Set Her Free: a social worker and some residents
9. UYDEL Masooli rehabilitation centre's staff members (where dialogue took place)
10. The research team from BuildX Studio
11. Agnes Igoye as a moderator for the dialogue

The stakeholders were selectively chosen for the crucial roles that they each play in mitigating trafficking. Collectively, the learning institutions, local leadership, transport providers, law enforcement, social workers, and local religious leaders can play a significant role in raising awareness, identifying and reporting cases of trafficking.

The session featured an introduction to human trafficking by Agnes Igoye. The following phrases were drawn from the discussion;

burglar-proof bars on the windows Trigger feeling of being constricted happens during trafficking People trafficked for domestic work middle class or wealthy homes sleep in stores washing areas/lobbies. Bright light trigger victims of sexual trafficking police host people in cells don't have facilities Survivors need counselling have pain both inside and out environment can have a major impact on the survivor before they receive counselling. need medication Skills financial support connections activities play a big role in healing	sensitive about every detail in spaces Interacting with police negatively impact survivors police victimise survivors don't identify them correctly unfavourable room to a survivor where they experience confinement have free movement no national centre for survivors accommodated in police cells not fit and adequate Counselling is very important Police stations not safe places for survivors abuse may happen at these police stations need to be taken to dedicated centres support the survivors need is a package cannot rely exclusively on one thing to bring about healing need therapeutic activities.	some survivors may try to run away from the centres try to get back to their traffickers run away to their homes adequate security at the centres staff presence, guards physical security boundaries Care Needed by Survivors need to be counselled by people have experienced human trafficking need to be involved in the community not made to feel unwanted not be forced to do things Physical health care is paramount need shelter should be consulted before involving families be very friendly
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loving towards the survivors
Keep them very active
don't force them to do what
they do not want
indoor games, TV
Separate male and female

centres
Separate young children from
adults (over 18)
Affirming the survivors
uplifting them.
private counselling rooms

confidential safe space
Secure spaces
flexibility in the space
allow the survivors
customise their environment
what makes them comfortable

The following themes (wider) emerged from the discussion:

1. Spaces Experienced by Survivors During Trafficking Key Words: Cold, Dirty, Squeezed, Sleeping in Lobbies, Laundry Areas, Lack of Privacy, Sleeping on the Floor
2. Spaces Experienced by Survivors After Rescue Key Words: Police Cells, Abuse, Unsafe
3. Spaces Experienced by Survivors at The Centres Key Words: Security, Prison-like
4. Themes on Care for Survivors Key Words: Freedom of Choice, Skills, Financial Support, Counselling (Psycho-social support), Affirmation, Separation of Children from Adults, Variety of Activity

Sketch interviews

Sketch interviews were conducted with participants from both Retrak and UYDEL at their respective centre's to better understand participant's perceptions and awareness of space. The Sketches were then analysed to investigate the spaces themselves and draw conclusions regarding user preferences.

The questions were in English and translated into Luganda by the interviewer, while participant responses were translated from Luganda back into English (by the same interviewer) for the sketch team. The sketch team participated in the interview via conference call.

The responses and analysis of the sketches are attached in the appendix.

Figure 08:

A sample sketch image of the participants' description of the dormitory.

Source: Author's own, 2019.

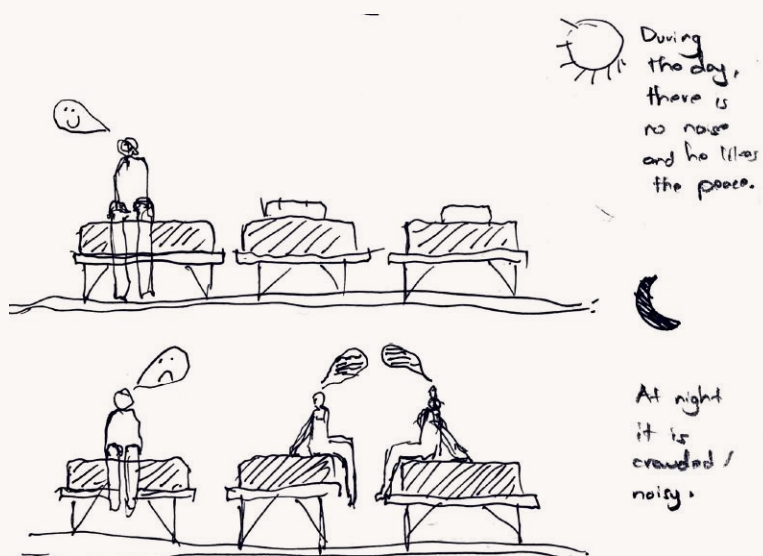


Figure 09:

A sample sketch image of the participants' description of the dormitory. The participant loves the noise-free space.

Source: Author's own, 2019.



Figure 10:

A sample sketch image of the participants' perception of textures.

Source: Author's own, 2019.

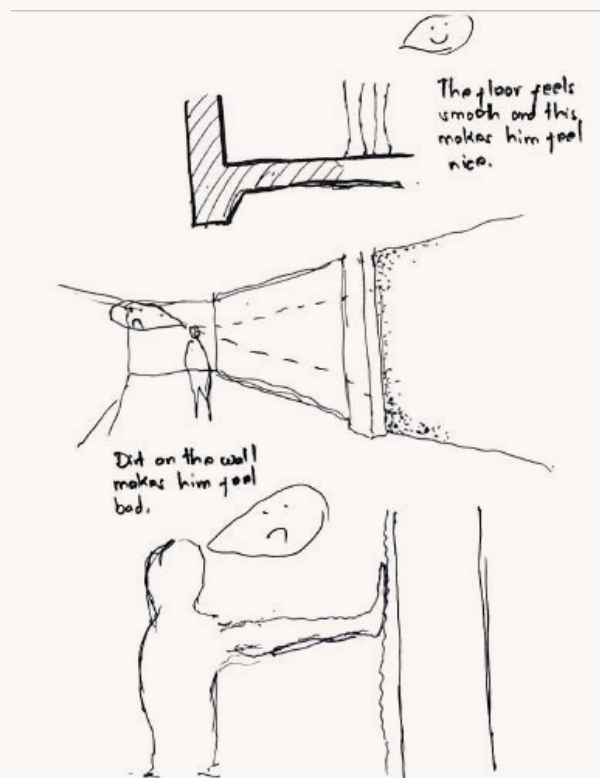
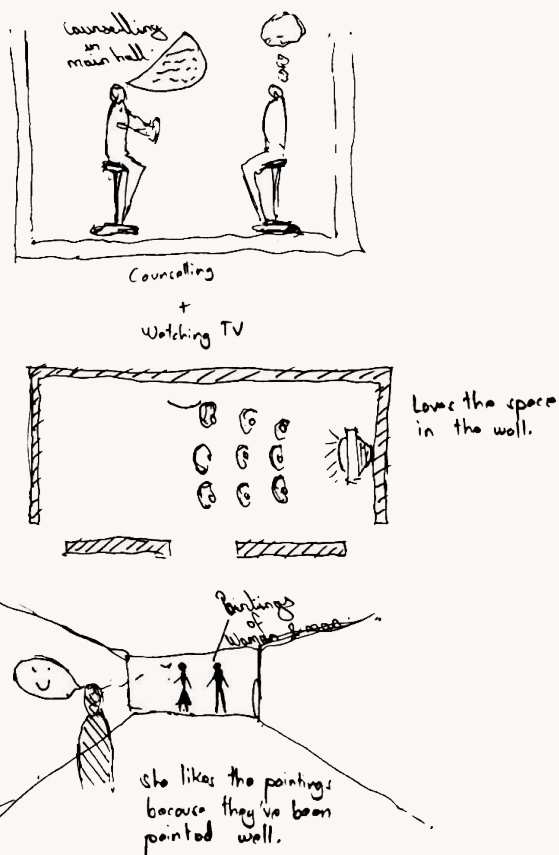


Figure 11:

A sample sketch image of the participants' description of activities that she likes in the space.

Source: Author's own, 2019.



II. Digital photography

The photography challenge was intended to supplement daily audio journal recordings; however, difficulties with saving pictures meant that participants weren't able to capture images as required. Nonetheless, the exercise proved to be an exciting activity with participants capturing diverse materials and self-portraits that were not limited to space.

Some photographs taken by the participants from Retrak are illustrated below.

Figure 12:

An image of the
planted vegetable
garden at Retrak.

Source:
Participant at
Retrak, 2019.



Figure 13:

An image of a centre resident in the playground.

Source:
Participant at
Retrak, 2019.



Figure 14:

An image of the music system in the lounge.

Source:
Participant at
Retrak, 2019.

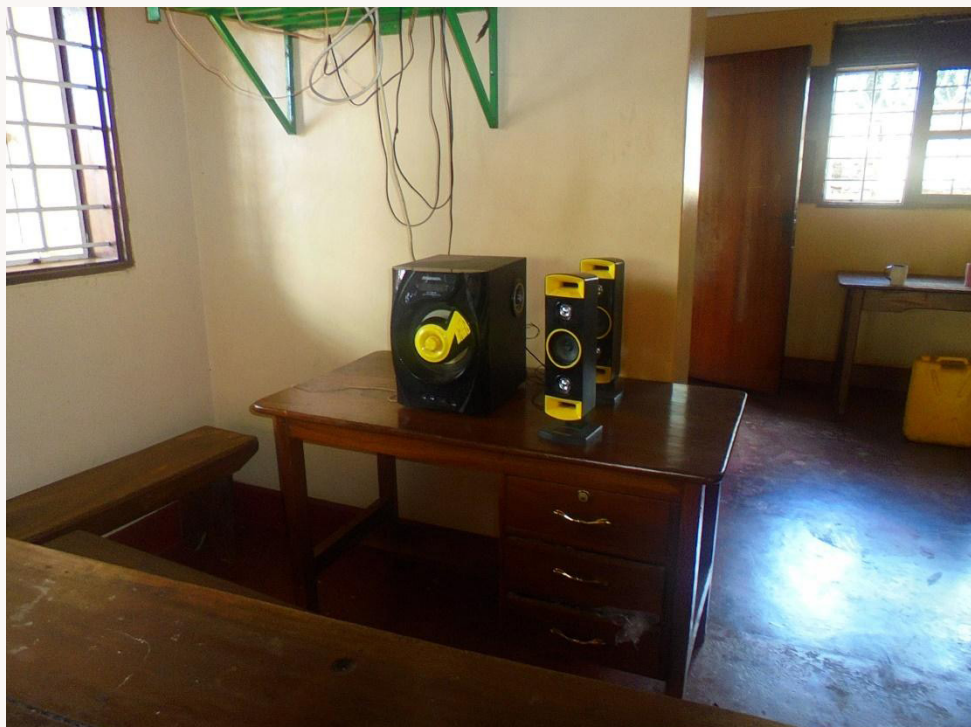


Figure 15:

An image of the learning aids in the classroom.

Source:
Participant at
Retrak, 2019.

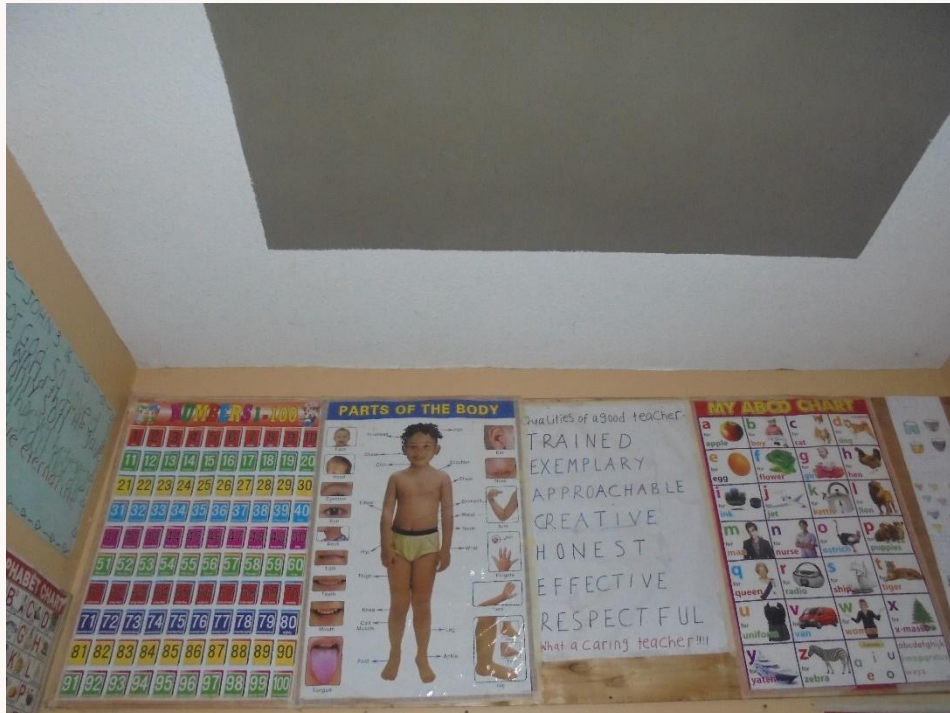


Figure 16:

An image of a participant's bed which she used for her personal study.

Source:
Participant at
Retrak, 2019.



A selection of photographs taken by participants at UYDEL are illustrated below.

Figure 17:

An image of neatly trimmed grass in the sports field.

Source:
Participant at
UYDEL, 2019.



Figure 18:

An image of a participant's bed.

Source:
Participant at
UYDEL, 2019.



Figure 19:

An image of a brick-laying demonstration area.

Source:
Participant at
UYDEL, 2019



Figure 20:

An image of friends spending time together in the dining hall.

Source:
Participant at
UYDEL, 2019



Observations

The centres currently operate from either retrofitted residential homes or bespoke buildings. The buildings typically reflect a modern architectural style due to their proximity to urban centres.

Clay bricks (considered a traditional material), were a prevalent construction material for walling. The walls themselves would either be rendered in cement plaster, painted or left untreated with the bricks exposed.

The residential homes are typically located in low-density neighbourhoods, comprising bungalows and maisonette building typologies of up to 2 stories high. Bespoke buildings also exist in a similar area, or within peri-urban zones where land costs relatively less. The most prevalent roof typology used in the centres is a simple galvanised iron sheet pitched roof. The iron sheets are widely available, durable and of a relatively low cost.

Standard-sized door openings and windows were mainly used. The windows were typically either open-out and side-hung with glazing housed in steel and timber casements.

More urban neighbourhoods featured relatively smaller open spaces, while peri-urban zones saw relatively larger public spaces. Perimeter walls in both areas emerged as distinctive security features, most of which used Solid masonry and highly controlled vehicular and pedestrian access points.

Key Lessons from Data Collection

Attachment to Place (memory)

The data collection revealed how survivors' multi-layered perception of space was intrinsically linked and determined by their individual experiences within those spaces. The qualities of the spaces, however, did not play a major role when it came to the survivor's attachment to spaces. The affinity towards space would often be associated with a person or an activity that supported the fulfilment of the survivors' basic needs, such as eating, or social support needs, pride in activities and self-direction and autonomy.

Impact of Research Process on Participants

The research process fostered relationships between the research team and the participants. The presence of research personnel was valued at the centres and ultimately made saying goodbye at the end of the study difficult for both the participants and research team.

The research process in itself served as a reminder to survivors that their thoughts, voices and opinions were highly valued. This effect was clearly illustrated in the daily journals, which highlighted the positive impact that the research process had on participants.

The trust between the research team and participants went from strength to strength as time progressed, essentially creating an open environment where participants felt comfortable sharing their stories and opening up. The daily journals, especially, served as a platform for participants to express their day's joys and frustrations and open up about

experiences they weren't as comfortable sharing in more formal data collection methods like interviews. The audio journal additionally, not only collected data but provided psychological relief to survivors.

Trauma Healing

The data revealed that healing from trauma is a multi-layered process with significant complexities. As designers, our role is, therefore, to curtail triggers of trauma and employ stress-relieving interventions through the physical and built environment. However, given the highly subjective and personalised nature regarding triggers of trauma, they cannot be eliminated entirely in the context of a centre. Despite music class serving as a calming and therapeutic activity for some, it was described as a trigger, as evidenced in a participant's daily journal who was ultimately unable to stay in the class.

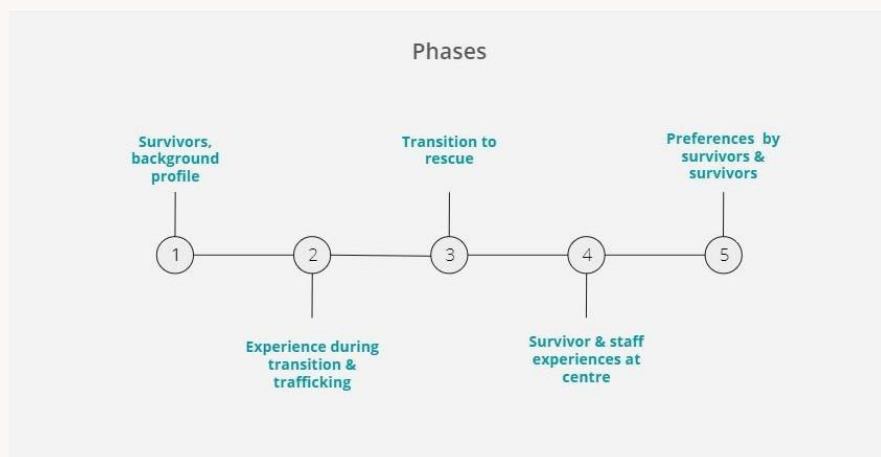
4.1 Emerging Themes

From the collection of data, a sequence of typical phases emerged that outline a survivor's typical journey both into and out of trafficking.

Figure 21:

Trafficking and transition sequence.

Source: Author generated, ,2020.



4.1.1 Survivor's Profile Demographics

Despite sample groups consisting of both male and female survivors of trafficking, the majority of participants were girls, thus, evidencing previous reports on women and girls being the most vulnerable to trafficking.

Participant ages ranged from 10 to 20 years old with male participants significantly older in their mid to late teens. With females making up the majority of younger participants, this suggests that girls are more vulnerable at a younger age compared to boys.

Figure 22:

Capture of the sample group's baseline information.

Source: Author generated, 2020.

Code Name	Sex	Age	Preferred Language	Status	Children	Occupation	Time spent trafficked	Time since liberation (mo)	Nature of trafficking	Country of origin	Religion	Institute
NJ_	Female	15	Luganda	single	0	student	10 months	November 2018	labor	Uganda	Christian	UYDEL
AB_	Female	13	Luganda	single	0	student	Multiple trafficking	January 2019	labor	Uganda	Christian	UYDEL
TA_	Female	16	Luganda	single	0	student	2 years	October 2019	labor	Uganda	Christian	UYDEL
LR_	Male	20	Luganda	single	0	student	1 year	December 2018	labor	Uganda	Christian	UYDEL
NE_	Male	16	Luganda	single	0	student	10 months	February 2019	labor	Uganda	Christian	UYDEL
NG_	Female	15	English	single	0	student	5 days	8 months	labor	Uganda	Christian	UYDEL
NB_	Female	15	Luganda	single	0	student	1 month	March 2019	labor	Uganda	Christian	UYDEL
MS_	Female	16	Luganda	single	0	student	2 years	December 2018	labor	Uganda	Christian	UYDEL
MI_	Male	15	Luganda	single	0	student	1 year	January 2019	labor	Uganda	Moslem	UYDEL
ZN_	Female	16	Luganda	single	0	student	over 3 months	07/01/19	child labor	Uganda	Christian	Retrak
NS_	Female	13	Luganda	single	0	student	3 days on street	July 2019	child labor	Uganda	Christian	Retrak
KE_	Female	16	Ruyankole	single	0	student	3 days on street	08/01/19	child labor	Uganda	Christian	Retrak
NM_	Female	11	Luganda	single	0	student	3 days exploited, 2 on street	08/01/19	sexual exploitation	Uganda	Moslem	Retrak
NH_	Female	11	Luganda	single	0	student	3 days on street	August 2019	child labor	Uganda	Moslem	Retrak
WR_	Female	14	Luganda	single	0	student	2 days on street	07/01/19	child labor	Uganda	Christian	Retrak
NGA_	Female	10	Luganda	single	0	student	1 day on street	17/07/19	child labor	Uganda	Christian	Retrak
NG_	Female	14	Luganda	single	0	student	2 days on street	July 2019	child labor	Uganda	Christian	Retrak
NM_	Female	14	Luganda	single	0	student	1 day on street	05/01/19	child labor	Uganda	Christian	Retrak

Participants originated from rural areas and small towns within Central, Eastern and Western Uganda with a small minority from Northern Uganda. This map of participants highlights the internal trafficking of local citizens within the country as the most prevalent form of trafficking in Uganda.

Mbarara (a city in South Western Uganda)”

Codes from File No. NE_IN01
Interview with a participant at UYDEL, 2019.

“born in Ntungamo (town in Western Uganda)
16 years of age”

Codes from File No. TA_IN01
Interview with participant at UYDEL, 2019.

“20 years of age
born in Masaka district (district in central Uganda, west of Lake Victoria)”

Codes from File No. LR_IN01
Interview with participant at UYDEL, 2019.

“14years of age
born in Fort Portal (a city in Western Uganda)”

Codes from File No. KA_IN01
Interview with participant at UYDEL, 2019.

“17 years of age
born in Lyantonde district (district in the southern part of Central Uganda)”

Codes from File No. PN_IN01
Interview with participant at UYDEL, 2019.

“11 years of age
born in Busujju (region located to the west of Kampala)”

Codes from File No. NH_IN01
Interview with participant at Retrak, 2019.

“14 years of age
born in Ishaka (town in western Uganda)”

Codes from File No. NM_IN01
Interview with participant at Retrak, 2019.

“14 years of age
born in Rakai district (district in Central Uganda)”

Codes from File No. NG_IN01

“born in Mbale district (an urban district in Eastern Uganda)
14 years of age”

Codes from File No. WR_IN01
Interview with participant at Retrak, 2019.

“18 years of age
From Rusozi village (village in Kyankwanzi District in Central Uganda region)”

Codes from File No. KE_IN01
Interview with a participant at Retrak, 2019.

“10 years of age
from a village called Namuganga
(in Mubende district, Central Uganda region)”

Codes from File No. NGA_IN01
Interview with participant at Retrak, 2019.

“from Nkoko(an urban centre in Kakumiro District, Western Uganda)
13 years old”

Codes from File No. NS_IN01
Interview with participant at Retrak, 2019.

“11 years of age
born in Soroti District (a district in Eastern Uganda)”

Codes from File No. AV_IN01
Interview with participant at Retrak, 2019.

“16 years of age
born In Kyamusoke,Kalungu district”

Codes from File No. NA_IN01
Interview with participant at Retrak, 2019.

“16 years
born in Northern Uganda”

Codes from File No. TG_IN01
Interview with participant at Retrak, 2019.

“Most of the girls who come to the lighthouse are Ugandans, but sometimes we get Rwandese and

recently we got the Congolese.”

Excerpt from File No. TB_IN01
Interview with teaching staff at Retrak, 2019.

Despite Ugandan citizens making up the majority survivors at the centres, reviewed data highlighted the occasional survivor from neighbouring East African countries like the Democratic Republic of Congo, Rwanda and Burundi.

Baseline data revealed a diversity in religious beliefs, the majority of which aligned to Christians and Muslims. Data also unveiled that it wasn't uncommon for some survivors to already have or be expecting children.

“We do receive cases here whereby we may not have the services to work on that particular case. When we know any of our stakeholders with the ability to continue working with the case we make referrals. For example, some of the girls have children, they are teen mothers and have children as young as 2 years old”

“When they are pregnant, we can't stay with them here but we can refer them to an agency where they can get support as they are making follow-up”

Excerpt from File No. MK_IN01
Interview with a social worker at UYDEL, 2019.

4.1.2 Home Environment

A significant number of responses revealed that survivors frequently came from challenging socio-economic conditions, namely: neglect by caregivers; frequent migration between relatives' homes; violence against women, girls and children; child marriage; labour exploitation in the house; sexual abuse and emotional abuse.

“mistreated by my father” “used to beat me up so bad”
“didn't allow me to play with friends”

Codes from File No: NE_IN01
Interview with a participant at UYDEL, 2019.

“life back home was really bad”

Codes from File No: KE_IN01
Interview with a participant at Retrak, 2019.

stepmother
ill-treated me
uncle tried to rescue me
took me to step-sister's
was treated so bad
my mother was told of the situation
decided to take me
lived with her and her husband
step-father started mistreating me
battering my mother because of me

Codes from File No: KA_IN01
Interview with participant at UYDEL, 2019.

mother left us at our grandmothers when we were very young
 grandmother used to chase us from her house
 decided to go to our fathers home
 when he got drunk
 would beat us up
 chase us away
 Whenever father would chase us away
 would sleep out in the cold

Codes from File No: LR_IN01
 Interview with participant at UYDEL, 2019.

“back home
 situation was not so good
 dad used to over work me
 emotionally abused me
 finished primary seven
 dad suggested that I start digging or get married
 did not want to do any of these”

Codes from File No: PN_IN01
 Interview with participant at UYDEL, 2019.

“used to live with my aunty before I got lost
 she used to emotionally torture me
 harsh words
 reminding me my father passed away”

Codes from File No: NGA_IN01
 Interview with participant at Retrak, 2019.

“living with my stepmother”
 “would spend some nights outside in the cold as punishment”

Codes from File No: NS_IN01
 Interview with participant at Retrak, 2019.

The majority of survivors came from home environments with severely limited space, resources and utility services like energy and water. Due to space limitations, overcrowding was common, alongside limited maintenance and a lack of privacy and surface finishes.

“house was made of bricks
 no ceiling
 house felt too crowded and hot
 Grandma slept on the bed
 me and my uncle slept on the chairs
 one toilet and 2 bathrooms located outside the room
 shared these with other tenants
 were dirty
 so many people used them”

Codes from File No: NH_IN01
 Interview with participant at Retrak, 2019.

“with my parents lived in mud house
no electricity or water
lived as 9 people in the small mudhouse”

Codes from File No: KE_IN01
Interview with participant at Retrak, 2019.

“felt like the house was crowded
stayed as 8 siblings and 2 parents in the same house
house felt so hot as well
walls of the house were rough
we would easily get hurt
toilet and bathroom were also made of mud
located outside the house
I liked the view from our house
different plantations and water bodies”

Codes from File No: PN_IN01
Interview with participant at Retrak, 2019.

“house was neither plastered nor cemented prone to wild animals like snakes
door of the house was also quite weak strong winds would easily blow it away”

Codes from File No: NG_IN01
Interview with a participant at Retrak, 2019.

“child we took there, far in the hills cook within the house
house is just [made up of] the sitting room and the bedroom that’s where the kitchen is, store is,
animals sleep there - hens, everything”

Codes from File No: ON_IN01
Interview with a caregiver at Retrak, 2019

Responses highlighted the prevalence of earth (adobe) construction and clay bricks in several of the victim’s homes.

“with my parents
lived in a mud house
had 3 bedrooms
seating room
had no ceiling or cement”

Codes from File No: PN_IN01
Interview with participant at UYDEL, 2019.

“When staying with my grandmother
lived in a one roomed house
Had one window and one door
house was made of bricks”

Codes from File No: NH_IN01
Interview with participant at Retrak, 2019.

4.1.3 Transition & Trafficking

The search for a better life, away from challenging economic and social conditions is a primary cause of trafficking due to the desperation that often develops when one attempts to escape the harsh conditions. In instances where the social environment was not a significant source of distress, survivors would opt to leave their homes in search of employment in Kampala.

“leave home because of poverty are out of school
have lost their parents
resort to going to work for people as house girls”

Codes from File No: IM_IN01
Interview with a caregiver at Retrak, 2019.

“situation was not so good
resorted to running away from home family friend brought me to Kampala”

Codes from File No: PN_IN01
Interview with participant at UYDEL, 2019.

“grandmother chased me away from home”

Codes from File No: NH_IN01
Interview with participant at Retrak, 2019.

Traffickers in the community take advantage of their victim's economic vulnerability, using coercive and deceitful tactics to lure their victims. In some cases, traffickers are trusted and prominent members of the community, one example being teachers. Parents also play a role in trafficking (knowingly or unknowingly) by sending their children to places of ‘opportunity’ to fend for themselves and the rest of the family.

“One of the teachers told my parents bringing me to a tailoring school in Kampala”

Codes from File No: TG_IN01
Interview with participant at UYDEL, 2019.

“mother sent me to Kampala”

Codes from File No: NA_IN01
Interview with participant at UYDEL, 2019

The responses revealed that trafficking and its numerous associated stages expose victims to physical strain, injury and abuse, physical violence, sexual assault, extreme forms of punishment, restricted movement, long periods of hunger and exposure to harsh weather conditions and homelessness among other conditions.

“housemaid
worked for a period of 9 months
being tortured
She used to beat me every day of my life
make me fetch water while carrying her child on my back
did not pay me a single penny

used to sleep after midnight
heavy workload
had to be up by 5 a.m.”

Codes from File No: NA_IN01
Interview with participant at Retrak, 2019.

“boss always asked me to cook food
would ask that I wait to eat the food until she was back home
always came back home late after I had eaten
beat me up so bad
I still have scars
A year later decided to leave
Boss heard about it
battered me so bad
refused to pay my years’ salary
asked her sister to drop me off in the middle of nowhere”

Codes from File No: KE_IN01
Interview with participant at Retrak, 2019.

Baseline information also revealed that the majority of labour trafficking survivors were highly likely to face homelessness during the transition, typically after leaving their homes. Living on the streets was characterised by exposure to cold, dirty and insecure environments with limited access to sanitary facilities. These conditions resulted in poor personal hygiene and a higher risk of developing illnesses.

“on the streets
used to sleep on the floor or compounds of different homes/places cover myself with a sack
because I could not afford beddings
floor was always cold
always up before the sun came out For 2 years never had a bath or shower only showered when it
rained heavily”

Codes from File No: NE_IN01
Interview with a participant at UYDEL, 2019.

Trafficking within domestic environments, like domestic servitude, are synonymous with victims sleeping in lobbies, laundry areas, storage spaces or kitchen floors. Within these spaces, survivors are often kept confined in cold environments with poor lighting, ventilation and a lack of privacy. Confinement is typically reinforced through security detailing on windows like burglar-proof bars or a lack of windows entirely with views to the outside.

“room she lived in was very hot all the time
wasn’t allowed to use air conditioning.
room was congested
due to captivity
underwent enormous trauma
windows were so high
could not easily be reached”
“prefers places that are not isolated
fence was too long
could hardly look beyond the fence

made her feel
imprisoned.
had no privacy in her room
everyone walked in and out at their own will”

Codes from File No: IN_002

Joint interview with former survivors who experienced trafficking to the UAE, 2019.

“burglar-proof bars on the windows
Trigger
feeling of being constricted
happens during trafficking
People trafficked for domestic work
middle class or wealthy homes
sleep in stores
washing areas/lobbies”

Codes from File No: SD_001

Stakeholder dialogue conducted at UYDEL Masooli centre, 2019.

Physical elements within these spaces could serve as triggers of trauma if traumatic events took place within the spaces themselves. Given that trauma is highly subjective, individual responses to physical features and qualities of space will vary significantly.

4.1.4 Rescue

Survivor responses revealed some of the following ways that they escaped trafficking:

- Abandonment by traffickers whereby victims are left in an unfamiliar place or territory as a form of punishment.
- Rescue from rehabilitation organisations through outreach programs, or through Interventions by community members or well-wishers that take or refer survivors to law-enforcement facilities.
- Escape with or without violence. A survivor may use force to fight off their trafficker or secretly leave without the trafficker’s knowledge. The survivor may, at this point, experience homelessness. In cases where violence was involved during the escape, they may sustain serious injuries.

“one of her children he tried to rape me
escaped from the house that day While walking
found a good Samaritan
took me to the police station spent one week”

Codes from File No: NG_IN01

Interview with participant at Retrak, 2019.

“asked her sister to drop me off in the middle of nowhere good Samaritan came to my aid
took me to the police station (spent 3 days)”

Codes from File No: KE_IN01

Interview with participant at Retrak, 2019.

“One day had been sent to fetch water people in the community came to my aid my arms and
hands were swollen
took me to the police station”

Codes from File No: NA_IN01
Interview with participant at Retrak, 2019.

“We have outreach programs we go on the streets”

Codes from File No: IN_IN01
Interview with a caregiver at Retrak, 2019.

“If they got strangled while they tried to fight and run-away”

Codes from File No: MK_IN01
Interview with a social worker at UYDEL, 2019.

Police stations emerged as a critical space for survivors transitioning from trafficking to rehabilitation centres. Police stations are, however, not equipped to accommodate vulnerable groups like human trafficking victims who are consequentially housed in police cells. Spaces like police cells often expose survivors to conditions that have negative impacts on their physical and psychological well-being.

“no national centre for survivors
accommodated in police cells
not fit and adequate
Interacting with police
negatively impact survivors
police victimise survivors
don't identify them correctly”

Codes from File No: SD_001
Stakeholder dialogue held at UYDEL Masooli Centre, 2019.

Within these spaces, survivors can be confronted with overcrowding, limited privacy, a lack of designated sleep areas & bedding provisions, as well as victimisation, which can collectively aggravate any pre-existing psychological conditions.

“at the police station
shared a room with two other women that had been arrested”

Codes from File No: TG_IN01
Interview with participant at Retrak, 2019.

“at the police station
used to sleep on the floor(cement) made me feel terrible
used to share a room with one old man another child about my age
old man scared me never slept at night”

Codes from File No: NS_IN01
Interview with participant at Retrak, 2019.

“at the police station
used to sleep on the couch
located at the reception of the police station never used to have any covers
it was always cold whenever I slept”

Codes from File No: AV_IN01

Interview with participant at Retrak, 2019.

In some cases, however, survivors receive basic levels of care at police stations in the form of food and beverages or a mattress to sleep on at night. Survivors typically spend between a few days to a month at a police station before being referred to a centre. Survivors are then usually escorted to centres and by their respective social workers alongside law enforcement officers for security.

“While I was walking
found a good Samaritan
took me to the police station
spent one week at the police station
referred to retrak”

Codes from File No: NG_IN01
Interview with participant at Retrak, 2019.

4.1.5 Centre Experiences

Upon arrival at a centre, the patient’s social worker takes down the survivor’s necessary information. A health check-up is then conducted to understand the patient’s medical history and identify any underlying conditions before establishing their respective health needs. Where required, the survivor may be referred to neighbouring health centres to treat severe conditions. This review process precedes admittance into centre residency.

“They call us and we can send a vehicle with a social worker and some of them are even able to transport the survivor to this institution”

Excerpts from File No: MK_IN01
Interview with a social worker at UYDEL, 2019

Participant’s positive and negative emotional responses to various stimuli in their environments were taken into consideration to better understand their perception of space. More than three-quarters of the participants registered positive experiences:

Figure 23:

Pie chart representation of positive responses vis a vis negative responses.

Source: Author’s own, 2020.



To frame the needs of survivors, their journal responses and weekly reflections have been analysed in reference to Tay and Dienier’s 2011 research on Needs and Subjective Well-being (SWB).

The fundamental needs identified from the study were: basic needs (food, shelter, clothing), safety & security, social support, respect and pride in activities, mastery and

finally self-direction and autonomy. The fulfilment of the needs, however, does not need to occur in any particular order to achieve well-being.

The survivor's responses are divided into positive and negative categories and according to the six needs identified from the model.

Figure 24:

Maslow's hierarchy of human needs with examples for every level for negative responses and positive responses.

	negative	positive
self-actualisation	"Will I ever go back to school?"	"Want to improve my skills"
esteem	"Nothing seems to work today"	"The teacher was proud of my work"
love / belonging	"Had a fight with my friend"	"I had a lovely time with my mom"
safety	"My shoes were stolen"	"The classroom was very orderly"
physiological	"The dormitory was cold"	"I enjoyed the food today"

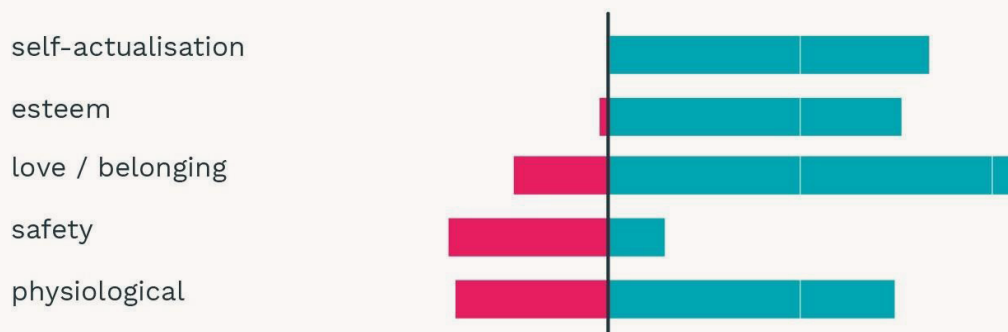
Source: Author's own, 2020.

On average, the rescue centres do well to promote the fulfilment of self-direction & autonomy needs, respect and pride in activities and social support requirements. The survivor's need for safety, however, is not often being met. The data also suggests that most responses on basic needs concern food, with comments on either end of the spectrum.

Figure 25:

Maslow's divide for Retrak's and Uydel's survivors' journals and weekly reflections.

Source: Author's own, 2020.

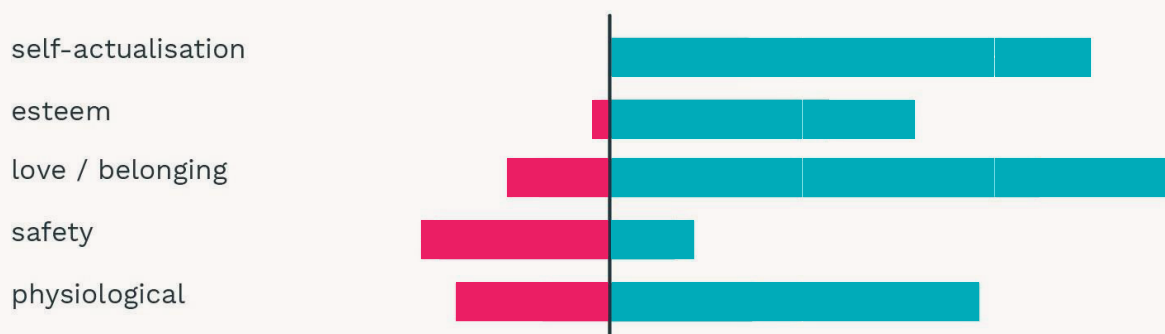


There is a clear difference in the weekly reflections and journal responses. The weekly reflections see a strong increase in pride in activities as well as self-direction. We also see a decrease in positive social support and positive basic needs responses. At the same time, the negative basic needs response increases. While the rise of mastery, self-direction and pride in activities is predictable when engaging in a longer perspective, the increase in negative basic needs responses is not coherent with this idea. This increase requires more in-depth data analysis.

Figure 26:

Maslow's divide
for journals vs.
weekly reflections

Source: Author's
own, 2020.

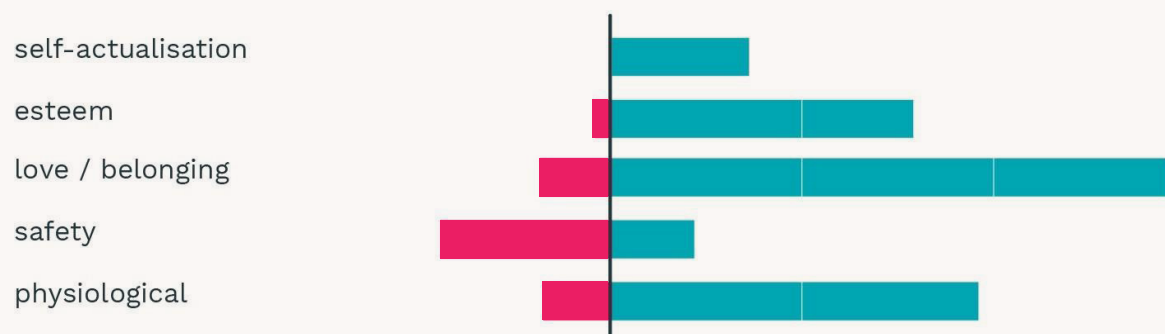


Retrak's journals show a large number of positive responses for both social support and basic needs responses. From the journal entries, we can conclude a strong relationship between the caregivers and the survivors and a kitchen that fulfils the wishes of the survivors. A lot of entries make mention of tensions with peers, invasion of privacy, or theft.

Figure 27:

Maslow's divide
of positive
versus negative
responses for
Retrak's journals.

Source: Author's
own, 2020.

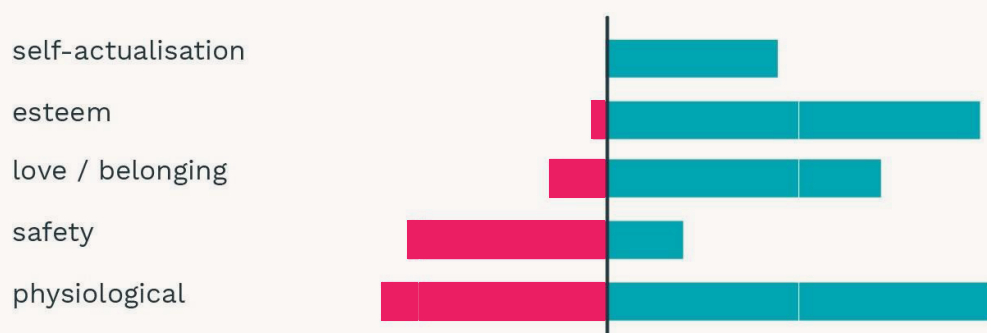


Uydel's journals show a different emphasis. Pride in activities and mastery is strongly represented, and the survivors seem to be less co-dependent on the caregivers. This seems coherent with the slightly older age of the group. Negative safety and basic needs responses are strongly represented. These are due to lack of cleanliness, inadequate food and tensions with peers.

Figure 28:

Maslow's divide
of positive
versus negative
responses for
Uydel's journals

Source: Author's
own, 2020.



The survivors' experiences within the centres revolved around the following core facets;

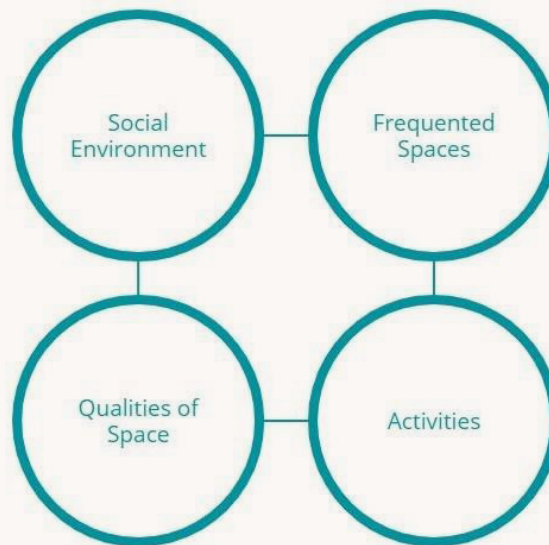
It was noted that survivor's perceptions of space were informed as much by their social environment as they were by physical attributes of spaces. When asked about how the environment has impacted them, they would associate that impact to certain people and activities at the centre.

Survivor's social environments revolved primarily around the following core groups:

Figure 29:

Graphic summary of the main influences of survivors' responses at the centres.

Source: Author, 2020



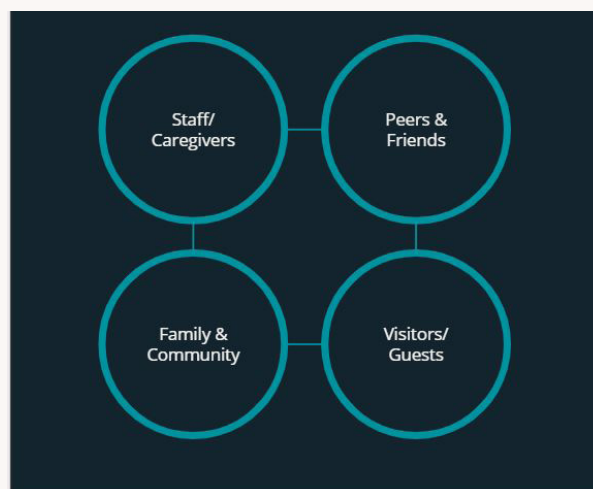
It was noted that survivor's perceptions of space were informed as much by their social environment as they were by physical attributes of spaces. When asked about how the environment has impacted them, they would associate that impact to certain people and activities at the centre.

Survivor's social environments revolved primarily around the following core groups:

Figure 30:

Graphic summary of the survivor's social environment at the centre.

Source: Author, 2020



4.2 People

Social workers, Staff & Caregivers:

Patient relationships towards staff members and caregivers were based on care provision and included the following interactions:

Receiving Provisions: Survivors valued provisions like food, clothing and bedding that staff gave them. These provisions were interpreted as a gesture of care and good-will and collectively strengthened the bond and trust between survivors and participants.

“Grateful for aunties that take care of us give us everything that we need
good food, somewhere to sleep blankets, bedsheets”

Codes from File No: NH_01-21
Journal entry from a participant at Retrak, 2019.

Psychological Care: The Psychological care received at the centre played a significant role in establishing relationships between survivors and staff members.

“aunties love us so much when we have problems they counsel us”

Codes from File No: NM_01-24
Journal entry from a participant at Retrak, 2019

Physical Healthcare: The provision of physical healthcare at the centre’s involved psychological care as well. Healthcare providers demonstrated gestures of kindness and care towards survivors while providing them with a private space for respite within healthcare facilities.

“Positive moment I was sick
Taken to hospital
Thereafter juice prepared for me Felt loved and cared for”

Codes from File No: NM_01/09
Weekly reflection survey entry from a participant at Retrak, 2019.

“provide counselling
usually provide more counselling services than I do treatment I talk to them
give them the bed to rest
they will leave when they feel better”

Codes from File No: NJ_IN01
Interview with a health worker at UYDEL, 2019.

Education: Survivor responses revealed that the overall learning experience significantly influenced their attitudes towards learning.

“master Robert teaches wiring so well treats us all well
uses his own motorbike as a study guide”

Codes from File No: MI_01-14
Journal entry from a participant at UYDEL, 2019.

Socialisation: Non-formal interactions between staff and residents at centres promoted

the formation and strengthening of bonds between them. These interactions, which included games and sports, dance sessions and banter, were highly valued by the survivors.

“Most relaxed
Centre manager’s office
Felt great socializing with her”

Codes from File No: NM_01/09
Weekly reflection survey entry from a participant at Retrak, 2019.

“We played ball with our teacher all week”

Codes from File No: NM_01/09
Weekly reflection survey entry from a participant at Retrak,

Gestures of Care and Affirmation: The staff would, on occasion, go out of their way to offer gestures of kindness and attention to the survivors, which would, in turn, foster feelings of affirmation.

“positive moment
I was rewarded with some new clothes”

Codes from File No: NH_01/08
Weekly reflection survey entry from a participant at Retrak,

“positive moment past week
Madam Deborah called me
gave me a certificate for being the best actor”

Codes from File No: LR_01/07
Weekly reflection survey entry from a participant at UYDEL, 2019.

“Happy
they bought for us new dolls”

Codes from File No: NGA_01-26
Journal entry from a participant at Retrak, 2019.

The interactions above registered positive emotional responses from the survivors. Staff responses collectively revealed that there was a need to create an open and receptive social environment to ensure survivors feel valued and affirmed with a strong support network for their psychological well-being.

Peers & Friends:

Relationships with peers and friends constituted of the following:

Formation of Peer Groups: The development of relationships between peers was enabled through socialisation and promoted through a variety of group activities. Constructive social interactions between peers played a significant role in generating positive emotional responses in survivors. These relationships are crucial to promote survivor’s psychological well-being.

“Today I was happy
played and enjoyed with my friends”

Codes from File No: NMT_01-15
Journal entry from a participant at Retrak, 2019.

“Shared with my fellow friends I don't like to eat alone”
Codes from File No: MI_01-14
Journal entry from a participant at UYDEL 2019

Emotional Support: Peer relationships provided an alternative avenue for emotional support and helped reinforce the psychological care that was already being provided.

“friend made me happy
she helped me calm my temper distracted me
played with me”

Codes from File No: NG_01-21
Journal entry from a participant at Retrak, 2019

Affirmation from Peers: Kind and caring gestures between peers had a significant impact on the psychological well-being of participants. Spaces designed to create and promote positive interactions between survivors are paramount in maintaining the health of their social networks and their overall mental and emotional well-being.

“My friend Erisa made me happy
helped me rub some medicine on my foot helped ease the pain
other friend also helped me get posho to eat”

Codes from File No: MI_01-14
Journal entry from a participant at UYDEL, 2019.

Family & Community:

Despite coming from often challenging socioeconomic conditions, having contact and a connection with their families and friends promoted the psychological well-being of survivors.

These relationships would be maintained through continuous contact while survivors stayed at their respective centres.

Survivors would also sometimes be visited by their family members at the centre or contact them through the phone. Visits from family members would often be accompanied by gifts and provisions that consequently significantly improved the psychological well-being of survivors.

“positive moment I called my uncle
he promised to send me some money”

Codes from File No: LR_01/07
Weekly reflection survey entry from a participant at UYDEL, 2019.

“happy my father came to visit me brought me some clothes”

Codes from File No: NM_01-24

Weekly reflection survey entry from a participant at Retrak, 2019.

Survivor’s prevalent desire to reunite with their families upon leaving the centre is a testament to the importance of their connection with family and community. There were also shared joys when peers reunited with their respective families despite the goodbyes to friends that accompanied it.

“Positive moment On my bed
Thinking about my family”

Codes from File No: WR_01/09

Weekly reflection survey entry from a participant at Retrak, 2019.

“happy for my friend Juliet her father picked her
took her back home”

Codes from File No: NS_01-21

Journal entry from a participant at Retrak, 2019

Visitors & Guests:

The presence of visitors and guests (including the research team) at centres registered positive responses for survivors because of the gestures of care extended towards them.

“happy because we had guests, guests encouraged and inspired us”

Codes from File No: NGA_01-26

Journal entry from a participant at Retrak, 2019.

“gave us this tablet
she can know what makes me happy or sad so happy because of our aunty Sheeba”

Codes from File No: NH_01-21

Journal entry from a participant at Retrak, 2019.

“Aunty Sheeba, I love you so much thank you for coming to see us”

Codes from File No: NGA_01-26

Journal entry from a participant at Retrak, 2019.

The survivor’s involvement in the research process fostered a sense of attachment towards the research team for a significant number of participants. Having their thoughts and opinions validated through the research process provided them with feelings of affirmation.

“grateful to the aunt
gave us this tablet
she can know what makes me happy or sad
so happy because of our aunty Sheeba”

Codes from File No: NH_01-21
Journal entry from a participant at Retrak, 2019.

Figure 31:

Summary of positive influencing factors in the survivors' social environment.

Source: Author's own, 2020



4.3 Spaces

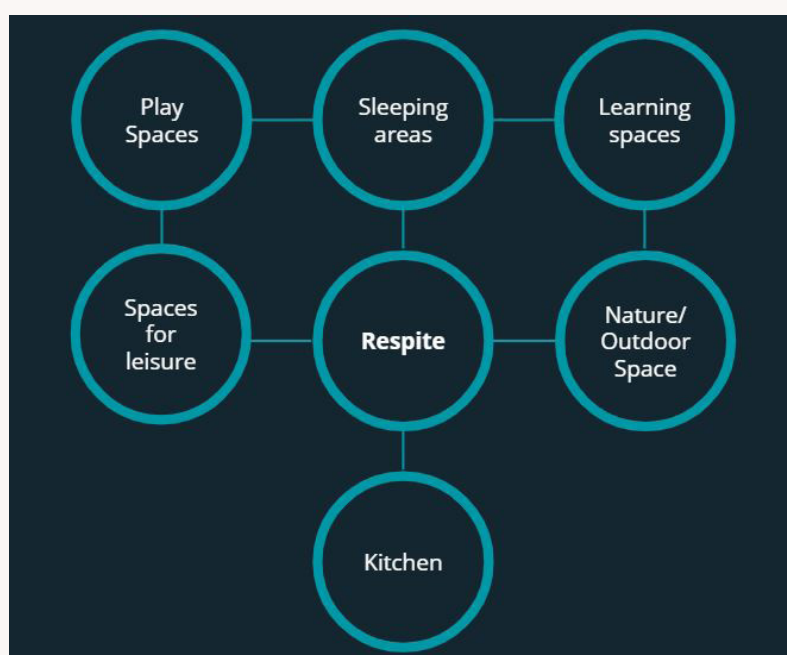
Survivor's perceptions of physical space highlighted a selection of spaces at the various centres for further analysis and provided some insight into their desired qualities.

The spaces that registered the most positive emotional responses were as follows:

Figure 32:

Graphic summary of the key spaces identified from survivors' responses.

Source: Author's own, 2020

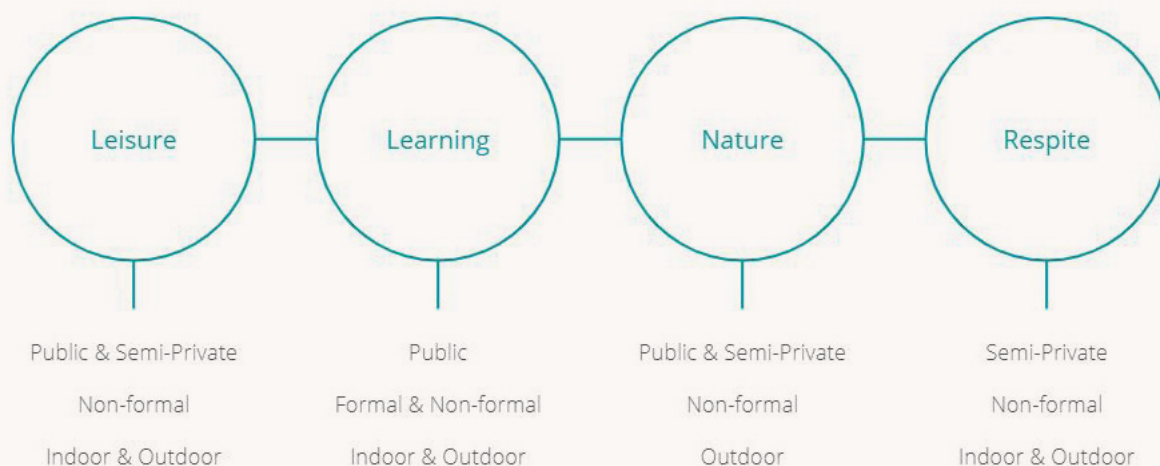


The spaces were categorised under leisure, learning, nature and spaces for respite, each of which offered various levels of privacy depending on the space itself

Figure 33:

Key spaces and spatial factors highlighted in the survivors' responses.

Source: Author's own, 2020



Play Spaces:

Both indoor and outdoor spaces for play emerged as key spaces associated with positive emotional responses. The responses highlighted these spaces as key in facilitating peer socialisation, as well as socialisation with staff. The act of playing in itself was a positive distraction when survivors experienced psychological distress, and was a mood-lifter.

It was also revealed that sporting activities were used as part of psychological therapy treatment, where survivors would be engaged in social skills sessions during sports activities. Playspaces are therefore associated with the creation of a sense of community among the survivors and staff.

“social workers and sports instructors
trained to use sports to teach life skills to the young people”

Codes from File No: MK_IN01

Sleeping Areas:

Sleeping areas offered both a sense of community and a sense of privacy. While they provided space for play and socialisation among groups of friends, they also provided a level of privacy to some survivors. These spaces provided seclusion for personal study, prayer, self-reflection and respite when going through moments of emotional distress. Sleeping areas should, therefore, create a sense of community while maintaining privacy.

going to take a picture of my bed
this is what made me happy”

Codes from File No: NH_IN01
Interview with a participant at Retrak, 2

“most relaxed
My bed
that is where I would sit and cry”

Codes from File No: NH_01/08
Weekly reflection survey entry from a participant at Retrak, 2019.

“Most relaxed
Sleeping area
Me and my friends play and talk”

Codes from File No: ZN_01/05
Weekly reflection survey entry from a participant at Retrak, 2019.

“Spending time in the aunt's room
Made me feel good
Did not want the other kids to disturb me”

Codes from File No: ZN_01/05
Weekly reflection survey entry from a participant at Retrak, 2019.

“Spending time in the aunt's room
Made me feel good
Did not want the other kids to disturb me”

Codes from File No: ZN_01/05
Weekly reflection survey entry from a participant at Retrak, 2019.

“Spending time in the aunt's room
Made me feel good
Did not want the other kids to disturb me”

Codes from File No: ZN_01/05
Weekly reflection survey entry from a participant at Retrak, 2019

“most relaxed
The dormitory
I get to socialise with my friends”

Codes from File No: NMA_01/08
Weekly reflection survey entry from a participant at Retrak, 2019.

“Positive moment
On my bed
Thinking about my family”

Codes from File No: WR_01/09
Weekly reflection survey entry from a participant at Retrak, 2019.

Learning Spaces:

Learning activities at the centres focused on non-formal education which involved basic literacy and numeracy learning in addition to vocational skill training. These activities were highlighted as generators of positive emotional responses due to their therapeutic nature and documented successful implementation.

The learning activities also involved group activities which helped peers socialise and brought them closer together.

Spaces for leisure:

Spaces for leisure were vital in providing positive distractions for survivors. Their main functions were to encourage socialising between peers and provide respite and comfort from psychological distress. Collectively, these spaces enhanced a sense of community among the survivors.

“felt most relaxed the main hall I got to watch television there”

Codes from File No: NE_01/09

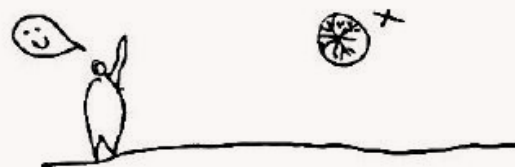
Weekly reflection survey entry from a participant at UYDEL, 2019.

Nature/Outdoor Space:

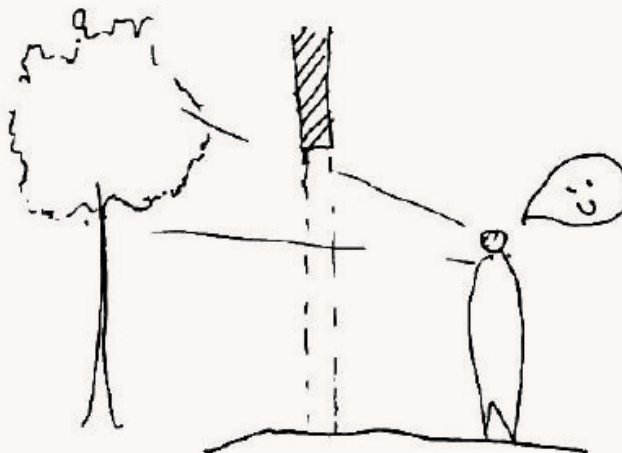
Natural outdoor spaces provided essential psychological relief through their inherent therapeutic and calming properties. Therapeutic activities like gardening also offered mental and emotional comfort and were of great significance. Natural outdoor spaces were valued for their ability to engage with smell, touch and audio-visual senses.

Figure 34:

A survivor's perception of nature at UYDEL.
Source: Author's own, 2019



Participant – AV_CL: The participant enjoys views out the door towards the trees.



Several responses highlighted positive associations with rain. Design details that take advantage of rain's sensory qualities can enhance the therapeutic qualities of both indoor and outdoor spaces.

Natural outdoor environments were used both for group activities like sports in addition to more semi-private ones like self-reflection.

“Positive moment Place you were in In the compound
Flowers made me happy
Smell good and look beautiful”

Codes from File No: WR_01/09
Weekly reflection survey entry from a participant at Retrak, 2019.

“most relaxed
Sitting under the trees in the field made me feel so relaxed
calming environment
non-disturbances from people”

Codes from File No: LR_01/07
Weekly reflection survey entry from a participant at UYDEL, 2019.
Kitchen

Figure 35:

Photo of rain
taken by survivor
at Retrak.

Source: Survivors'
photo library, 2019



Figure 36:

Planted kitchen garden at Retrak.

Source: Survivors' photo library, 2019



Kitchen:

Kitchens were highlighted as a vocational learning space for cookery, a space for respite through the ritual of cooking and finally a space for socialising where staff and survivors prepare meals alongside each other.

“picture of the kitchen and cook they make me happy”

Codes from File No: NM_01-24

Journal entry from a participant at Retrak, 2019.

“positive moment

Helping aunty cook was something positive”

Codes from File No: WR_01/09

Weekly reflection survey entry from a participant at Retrak, 2019.

Spaces for Respite:

Responses revealed that survivors would actively seek out private or semi-private spaces areas that offered some respite within the centres like their beds or the rooms and offices of caregivers.

“young people may come here
tell me that they always have a headache When you assess them
may not be due to disease/illness but it is due to stress
I talk to them
give them the bed to rest

they will leave when they feel better”

Codes from File No: NJ_IN01
Interview with a health worker at UYDEL, 2019.

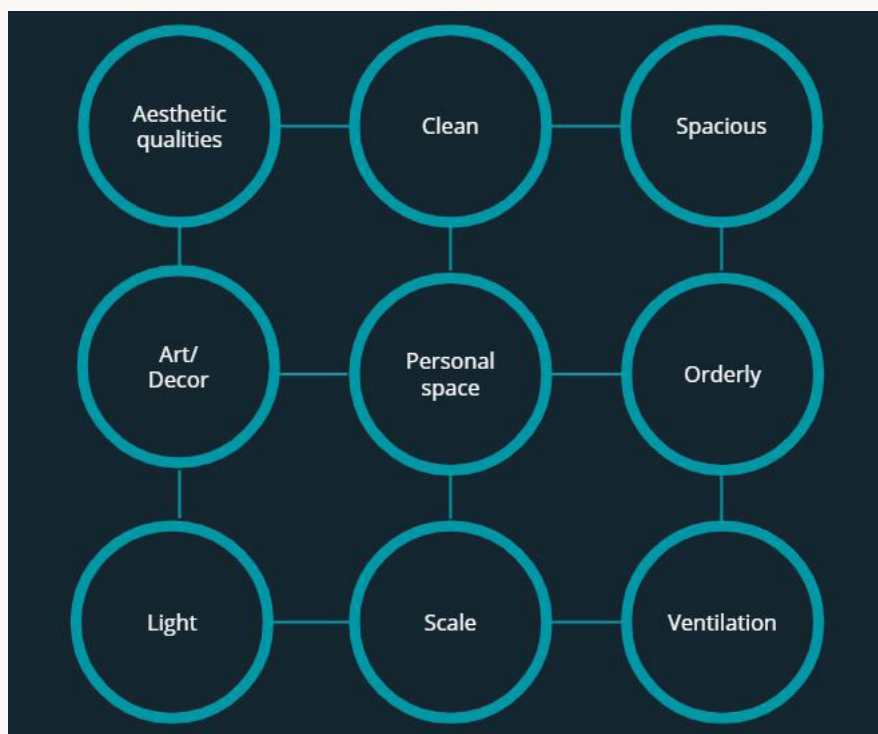
4.4 Qualities of Space

The following keywords are associated with survivors’ positive responses regarding qualities of space:

Figure 37:

Qualities of space highlighted in the survivors’ responses.

Source: Author’s own, 2019



The keywords were broadly interpreted and categorised under the following architectural themes:

Occupant Health

Lighting, ventilation, indoor air temperature and the cleanliness of spaces emerged from survivor’s responses as the main factors that directly affect health. Interior and exterior spaces described as having ‘adequate’ lighting levels and ‘fresh air’ respectively, both registered positive psychological impacts on survivors.

The cleanliness of particular spaces emerged as a critical factor that directly affected the survivor’s psychological well-being. Responses also revealed that survivors gravitated towards and would spend more time in areas that they described as clean, like dormitories and classrooms. This fact was interpreted as a direct response to the victim’s exposure to dirty spaces during trafficking and transition. Alternatively, a clean space was

often associated with how orderly it was.

“bedroom is also clean
I will be staying in the room all day sleeping”

Codes from file No: NMT_01-15
Journal entry from a participant at Retrak, 2019.

“will be taking a picture of our dormitory it looks beautiful and organised”

Codes from file No: ZN_01-21
Journal entry from a participant at Retrak, 2019.

“Today am happy main hall looked good
the chairs were organised so well”

Codes from file No: TA_01-40
Journal from a participant at UYDEL 2019.

Scale & Proportion:

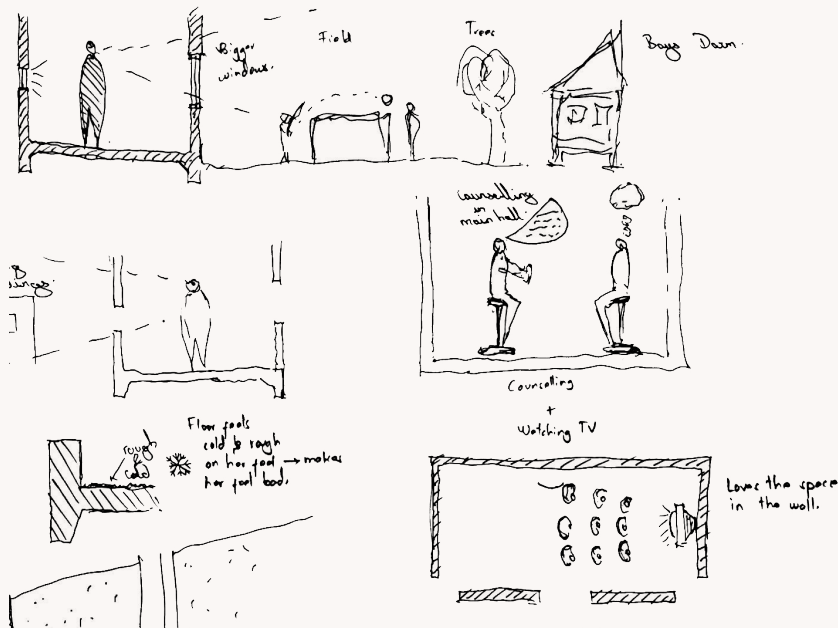
Survivor's responses highlighted the highly varied interpretations of scale and proportion regarding common spaces. Responses also highlighted the need to define personal space using various means available while taking advantage of any spaces available for private/solitary activities like studying and self-reflection. These private spaces (often the bed areas) served as respite spaces to seek refuge from moments of emotional distress.

Figure 38:

Survivor's perception of space in relation to its visual qualities.

Source: Author, 2019

Participant TA_HA:
The space is often used as a counselling room and a sociable TV space. The participant likes the paintings on the wall.



Regarding sound, there was a preference for spaces with minimal amounts of noise like sports fields, dormitories and hospital wards in the daytime.

“picture of the portraits in the sitting room”

Codes from file No: NM_01-24
Journal entry from a participant at Retrak, 2019.

“school premises made me happy its happy and quiet here”

“happy with Madam Deborah’s garden the cassava really looks nice”

File No: NE_01-25
Journal entry from a participant at Retrak, 2019.

“Flowers made me happy Smell good and look beautiful”

File No: WR_01/09
Weekly reflection survey entry from a participant at Retrak, 2019.

“most relaxed in the hospital
there was less noise at the premises”

File No: LR_01/07
Weekly reflection survey entry from a participant at UYDEL, 2019.

“Felt most relaxed in The field because of the shade under the trees fresh air”

File No: NE_01/09
Weekly reflection survey entry from a participant at UYDEL, 2019.

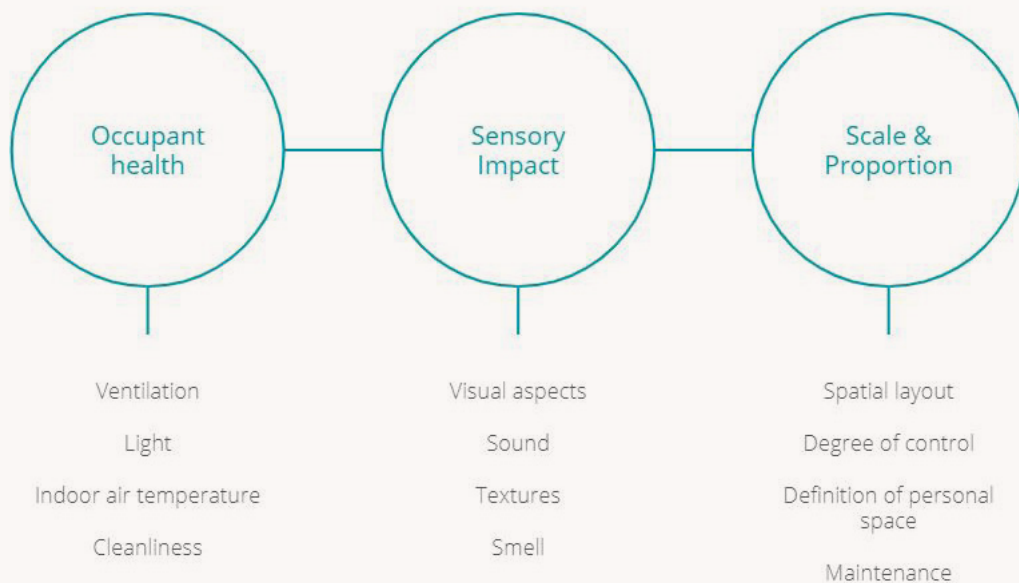
“most relaxed my bed
there was no noise”

File No: NH_01/08
Weekly reflection survey entry from a participant at Retrak, 2019.

Figure 39:

Graphic summary of the qualities of space highlighted by the survivors' responses.

Source: Author's own, 2019



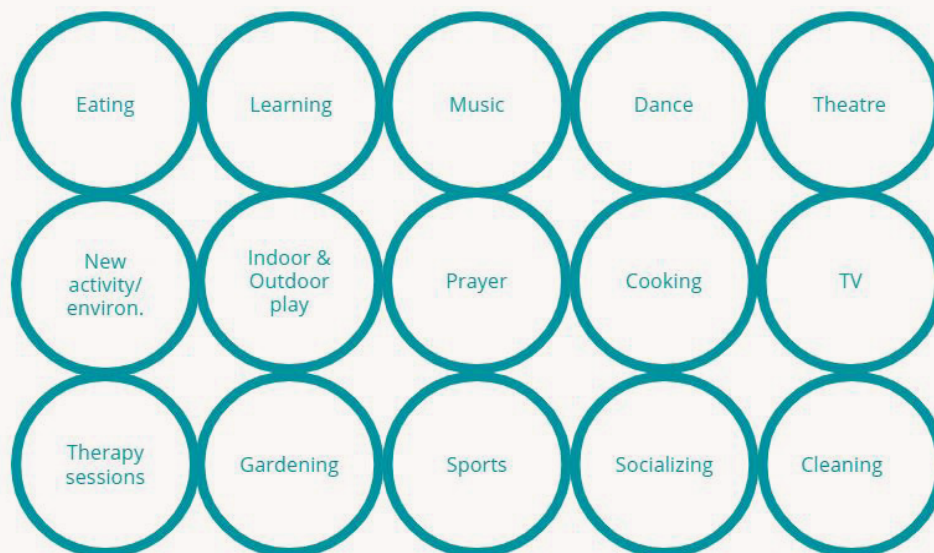
4.5 Activities

The following keywords illustrate the main activities that registered positive responses

Figure 40:

Graphic summary of the activities highlighted in the survivors' responses.

Source: Author's own, 2019

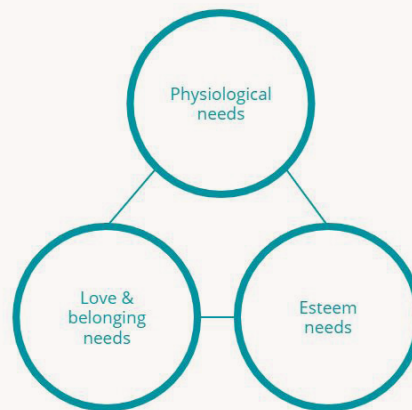


The activities above fulfilled the survivor's basic needs for food and social support in addition to instilling pride and confidence within them through activities and mastery. Activities like music, dance and prayer were carried out in either group settings that foster social relationships or solitary ones that provide psychological relief (both interactions of which are needed in survivor's day to day lives.)

Figure 41:

Activities' role
in the fulfilment
of the survivor's
needs

Source: Author's
own, 2019



The meeting of basic needs is a fundamental requirement for general well-being and arguably significantly more essential for survivors who were denied those needs during trafficking and transition periods. This point is evidenced by the participant's recurring references to eating good food or sufficient portions of food. The essential provisions of food, shelter, clothing, education and healthcare, therefore, remain critical functions of healing centres.

"happy because
auntys prepared delicious rice and meat stew"

Codes from File No: NH_01-21
Journal entry from a participant at Retrak, 2019.

"posho made me happy I ate and felt happy
headache I had disappeared"

Codes from File No: MI_01-14
Journal from a participant at UYDEL, 2019.

"I was happy
I ate enough food that left me satisfied"

Codes from File No: MS_01-16
Weekly reflection survey entry from a participant at UYDEL, 2019.

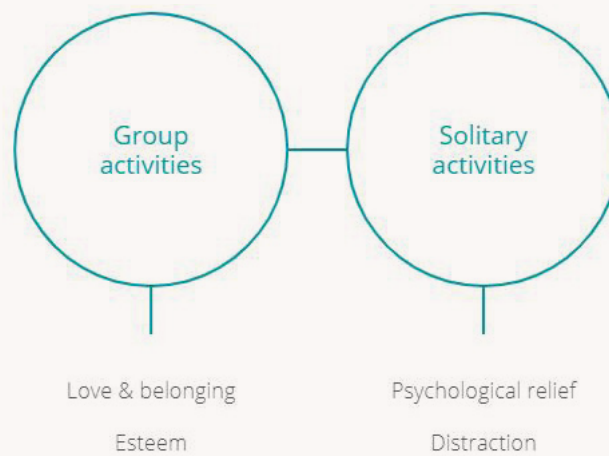
Activities that fulfil social support needs are centred around group activities like learning, leisure, spiritual and artistic expression activities, all of which foster social relationships and promote survivor's psychological well-being.

Additionally, activities like music and dance, both of which command respect for their craft, take place in individual and group settings like performances

Figure 42:

Activity type and
its role in the
fulfilment of the
survivor's needs

Source: Author's
own, 2019



“Happy
I played ludo so happy
was winning all the games
I played today because I was so stressed”

Codes from File No: NMT_01-15
Journal entry from a participant at Retrak, 2019.

“was happy
we went to class and studied learnt tailoring too
will also be playing ball later on today”

Codes from File No: WR_01-13
Journal entry from a participant at Retrak, 2019.

“most happy Netball
interacting with friends”

Codes from File No: NB_01/02
Weekly reflection survey entry from a participant at UYDEL, 2019.

“I was happy
we went to church
praised, worshipped, prayed enjoyed the preaching”

Codes from File No: NJ_01-13
Journal entry from a participant at UYDEL, 2019.

“I was happy
we went to church
praised, worshipped, prayed enjoyed the preaching”

Codes from File No: NJ_01-13
Journal entry from a participant at UYDEL, 2019.

“happy because I prayed”

Codes from File No: NMT_01-15
Journal entry from a participant at Retrak, 2019.

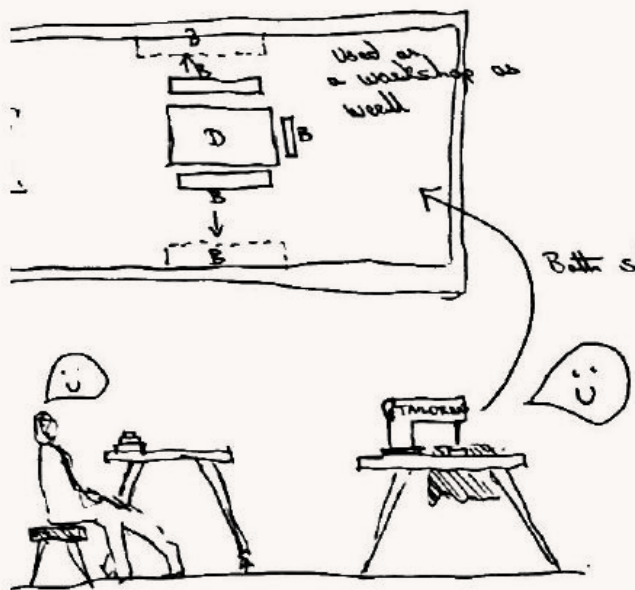
“Today has been a good day we played music
had a meeting with aunty Jovia she counselled us”

Codes from File No: NG_01-21
Journal entry from a participant at Retrak, 2019

Figure 43:

Survivor's perception of space in relation to the activity they enjoy Source: Author, 2019

Participant: NM_CL: The participant enjoys the tailoring workshops as well as studying in the classrooms and finds the furniture comfortable.



4.6 Negative Responses

The negative responses received by participants were centred around the following factors:

- The Social Environment
- Space
- Activities
- Personal Triggers

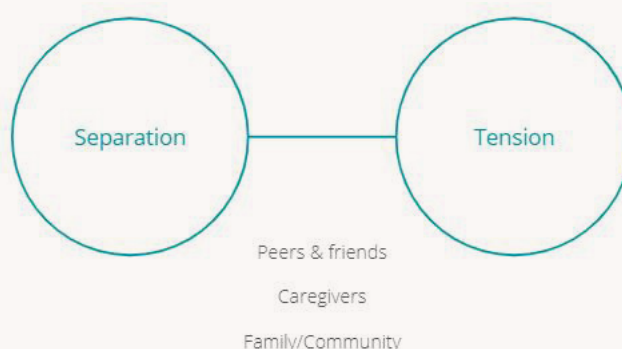
4.6.1 Social Environment

Negative responses related to the survivors' social environment were directly linked to

Figure 44:

Negative actors in the survivor's social environment

Source: Author, 2019



separation and tensions between members of their respective social environments.

4.6.2 Separation

Physical separation from peers, friends and caregivers at the centre caused survivors significant emotional distress and more so when caregivers left.

“these days I’m so stressed some of my friends have left missing my mother”

Codes from file No: NMT_01-15 Journal entry from a participant at Retrak, 2019.

This fact alludes to the level of attachment that the survivors had towards their caregivers and the level of safety they felt when united. Caregivers periodic absences would be necessary for their respite or to attend other official duties.

“Feel hurt
person taking care of me gone back home”

Codes from file No: NH_01-21
Journal entry from a participant at Retrak, 2019.

A significant number of responses highlighted the separation from family and community as another significant source of emotional distress. This distress manifested itself through homesickness and instances where survivors were worried about their family’s well-being. It was observed, however, that contact with family members through phone calls and visitations significantly reduced the negative psychological impacts that manifested from extended periods of separation.

“Thinking a lot about going home
Wondering when I could see family and friends”

Codes from file No: NG_01/05
Weekly reflection survey entry from a participant at Retrak, 2019.

“first thought
woke up wishing I could go back home”

Codes from file No: KA_01/07

Weekly reflection survey entry from a participant at UYDEL, 2019.

The responses also revealed that during the research process, a relationship was built between the participants and the research team personnel. The survivors developed an attachment which became evident through their responses. The ending of the data collection process became a cause of emotional distress among some survivors due to the ending of this relationship.

4.6.3 Tension

The tension between peers was aggravated in instances that involved verbal aggression between residents at the centres; with the potential to turn physical. Personal conflict, invasions of private space and theft of personal belongings were primary causes of conflict. Documented scenarios illustrated survivor's bed spaces being invaded and private property getting moved around. There is, therefore, a need to define personal space to minimise these invasions and any potential conflict that can arise.

“some people touch things this annoys me
Since I came
do not have peace because of that

Codes from file No: NMT_01-15

Journal entry from a participant at Retrak, 2019.

“was unhappy today after laying my bed
someone came and disorganised it”

Codes from file No: WR_01-13

Weekly reflection survey entry from a participant at Retrak, 2019.

“today I was sad
friend abused me and slapped me had not offended her”

Codes from file No: NH_01-21

Journal entry from a participant at Retrak, 2019.

The tension between caregivers and survivors, although rare, may occasionally arise. This tension significantly impacts a survivor's well-being due to the pivotal role that caregivers play as primary caregivers. This tension would occur in instances where disciplinary interventions were necessary to ensure the safety of other residents.

“was not happy
aunty Angella talking about me things I hate and dislike”

Codes from file No: NMT_01-15

Journal entry from a participant at Retrak, 2019.

Lingering tension between survivors and their family also created significant levels of anxiety and stress in instances like imminent reunification with their family. In some cases, survivor's would go to extra lengths to avoid contact with their family members

entirely.

4.6.4 Space

Tensions around space occurred in instances where a survivor's bed space was invaded, or their personal belongings were either tampered with or stolen. These invasions had direct implications on the survivor's sense of security and would be a primary cause of tension among

the residents at the centre. It is recommended, therefore, that design decisions should be taken to emphasise the definition of personal space such as steps or grouping residents in small groups to maintain a sense of privacy.

The triggers relating to qualities of space that involved the senses of vision and touch were mainly dirt, disorder and rough surfaces. Dirt would develop as a result of the poor maintenance of facilities at the centre.

“the room was dirty, and this made me sad”

Codes from file No: MS_01-16
Journal entry from a participant at UYDEL, 2019.

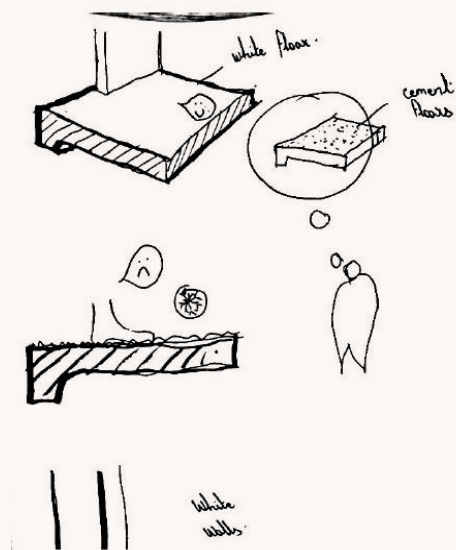
“I was not happy
dining hall was dirty today”

Codes from File No: AB_01-10
Weekly reflection survey entry from a participant at UYDEL, 2019.

Figure 45:

Survivor's perception of surface texture in an indoor space
Source: Author's own, 2019.

Participant: KA_DI: The floor in the room is white, which is appreciated by the participant. However, the floor is rough and cold which is unpleasant.



Through their sketch interview responses, survivors highlighted that rough surfaces made them uncomfortable.

4.6.5 Activities

Triggers that arose from activities mainly involved;

I. Difficulties experienced during learning: The inability to quickly grasp elementary learning or vocational skill training activities would hurt their self-esteem.

II. Having limited access to recreational activities: Recreational activities were spaces for socialising and psychological respite, without them, survivor's health and social support was negatively affected.

4.6.6 Personal Triggers

A significant number of responses revealed that personal triggers involved instances whereby survivor's physiological needs were unmet, namely:

I. Physical illness, Pain & Injury: Experiences of both mild and severe health conditions were a source of emotional distress.

II. Inadequate Sleep & Rest: Survivors often chose to stay up late to play or found it difficult to sleep when confronted with intrusive negative thoughts. There may be a need, therefore, to include visual or auditory distractions within dormitories to provide psychological relief for survivors during such moments.

III. Hunger: Receiving food in small portions, of mediocre quality or late meals, were all significant sources of psychological distress. This distress can be tracked to previous experiences during trafficking; whereby there was a lack of food. Adequate food provisions are, therefore, a priority consideration. Measures like supplementing food supply with kitchen gardens at centres can help.

IV. Traumatic memories: Responses from survivors highlighted the recollection of traumatic memories and intrusive thoughts from time to time. Physical distractions, like design elements in the physical environment, can be used to alleviate distress.

4.6.7 Suggested Preferences

Through various focus group discussions and interviews, the participants recommended the following aspects for consideration:

I. More access and views to outdoor spaces from the internal environments.

. More recreation and leisure activities.

. Dedicated prayer spaces for the different faiths represented at the centres. Their inherent social nature contributes to inclusion and esteem.

Separating sanitary facilities for older and younger residents to increase the privacy for older residents with monthly cycles. The sanitary facilities available should also be adequate for the centre residents.

- V. The need for adequate ventilation in spaces was emphasised due to the warm weather.
- VI. The use of durable surface finishes was suggested.
- VII. Wall and floor surfaces should be smooth and easy to clean.
- VIII. Bright colours for both interior and exterior wall finishes were preferred.

When asked about how the environment impacts them, the survivor's responses were linked to their perceptions around the centre's impact on their well-being. This impact was attributed to the care and provisions they received, their personal development and growth, psychological relief, newly acquired skills, new relationships formed and their new-found hope for the future. The feeling of safety at the centres and protection from threatening external conditions faced during the transition was valued significantly.

“environments can contribute to our healing
can help one reform and become a better person”

Codes from file No: NE_IN01
Interview with a participant at UYDEL, 2019.

“environments can contribute to our healing
a space has the ability to calm one's mind”

Codes from file No: TA_IN01
Interview with a participant at UYDEL, 2019.

environments can contribute to our healing
staying on the streets can ruin ones life

Codes from file No: LR_IN01
Interview with a participant at UYDEL, 2019.

“environments contribute to our healing
a place like UYDEL
teaches one different skills”

Codes from file No: KA_IN01
Interview with a participant at UYDEL, 2019.

“our environment has the ability to make us feel better
they can make one feel more secure or rather safe”

File No: NM_IN01
Interview with a participant at Retrak, 2019.

“environments can make us feel better
They change our attitude towards life
make us more positive and well behaved”

File No: NG_IN01
Interview with a participant at Retrak, 2019.

“environment has the ability to make us feel better
place like retrak helps you forget past trauma
Socializing with other children helps forget about one's problems”

File No: WR_IN01
Interview with a participant at Retrak, 2019

“some of these environments
give us all the necessities that we require”

File No: TG_IN01
Interview with a participant at Retrak, 2019.

The survivors also expressed the numerous ways in which the centres impacted them since they became residents. Vocational skills, the provisions for their basic needs and the feeling of safety at the centres were the most valued.

“Centre has helped me learn how to fix motorbikes
learnt how to be a good listener
be clean”

Codes from file No: NE_IN01
Interview with a participant at UYDEL, 2019.

“centre has improved my wellbeing
has helped me learn different hand skills like tailoring and cooking/catering”

Codes from file No: TA_IN01
Interview with a participant at UYDEL, 2019.

“centre has improved my wellbeing
helped me have hope for a brighter future”

Codes from file No: PN_IN01
Interview with a participant at UYDEL, 2019.

“If I was not at this centre, I would be dead/helpless
given everything I need
very grateful for this centre”

Codes from file No: KE_IN01
Interview with a participant at Retrak, 2019.

“Being at the center
offered me a place to sleep
clothes, food, shoes
basic necessities”

Codes from file No: TG_IN01
Interview with a participant at Retrak, 2019.

“center has made me feel safe”

Codes from file No: ZN_IN01
Interview with a participant at Retrak, 2019.

The survivor’s primary desire after they left the centre was to be reunited with their families and communities, apply the skills they learned for self-sustenance and finally, the ambition to advance their formal education or vocational skills training.

“hope to continue learning how to tailor”

Codes from file No: WR_IN01
Interview with a participant at Retrak, 2019.

“look forward to going back to school
once I leave the centre”

Codes from file No: NGA_IN01
Interview with a participant at Retrak, 2019

4.6.8 Caregivers

Caregivers constituted a significant component of the survivor’s social environment at the centres. Considerations surrounding the spatial needs of staff and caregivers, therefore, are paramount in ensuring that they are supported in their role to provide care. The centre’s care models employ a variety of programs and tools that work collectively to promote the survivor’s healing and rehabilitation.

Caregivers highlighted survivor’s initial fear when they first arrived at the centre, arising from the unfamiliarity of new environments. Some symptoms displayed by survivor’s that often emerged upon arrival were crying, attempts to escape, anxiety, depression, social withdrawal and aggression towards peers.

“first one is social withdrawal don't want to be among others
someone picking a cup of porridge from the dining hall

Someone does a small mistake, [demonstrates punching motion] they are thinking a lot of negative thoughts
go and shift this anger to others Others complain of sickness
it's not there
What they have is depression”

Codes from file No: MK_IN01
Interview with a social worker at UYDEL, 2019

Survivor's physical health was often accompanied by poor hygiene like dental caries. In some instances, there was evidence of severe wounds and injuries sustained during trafficking alongside infections like UTI's and STI's.

"many of them have acquired a number of diseases UTIs (Urinary Tract Infections)
Sexually Transmitted Diseases dental diseases
dental hygiene is not proper"

Codes from file No: IM_IN01
Interview with a caregiver at Retrak, 2019.

Due to the often-limited access to food during trafficking, survivor's often suffered malnourishment; however, their physical and psychological health improved over time as they got involved in the centre's various activities and therapies. Survivors typically stay at centres between 3 and 9 months depending on their individual needs.

"Impact and progress in the survivors during the 9 months
6th, 7th and 8th month
can already see the progress
girl who whenever she had an issue she would run away knows how to solve that problem
you see an impact even before they graduate now she knows how to communicate"

Codes from file No: MK_IN01
Interview with a social worker at UYDEL, 2019.

Responses from caregivers highlighted the use of Cognitive Behavioral Therapy (CBT) treatments in both individual and group counselling sessions to support the psychological healing of survivors. Given the challenging socio-economic backgrounds that survivors often come from, resilience-building therapies like social skills training are employed. Elementary education and vocational skills training are also implemented to build economic resilience and substantially reduce the chances of patients falling victim to traffickers after they leave the centres.

Caregivers highlighted activities like music, dance, theatre, play and sports as critical tools that support these therapies and provide psychological relief to patients. Voluntary spiritual counselling sessions and treatments were also incorporated as a tool. These therapy tools collectively encouraged interactions between staff and survivors and reinforced their relationships.

"one who has been expressing the symptoms of depression going to drama
they are steaming off, recovering, they feel better they will drum 'Puh! Puh! Puh! Puh!'
they feel fine"

Codes from File No: MK_IN01
Interview with a social worker at Retrak, 2019.

The key staff members and caregivers likely to be involved in the operations at centres are:

I. Centre Managers: As administrative heads, they lead the centre's team of staff. Despite their role being primarily organisational, they also manage the supplies required for the centre's operation and the provisions for residents. The requirements for residents typically include beddings, clothing and learning materials, all of which can demand significant storage.

From the data collected, it was observed that centre managers also play the role of social workers, counsellors and even residential staff. Their workspace often serves as a counselling room or space within which survivors can seek refuge and respite.

II. Social Workers: Social workers play a vital role in the centre's operations and command a large percentage of its workforce. Compared to other staff members, social workers have the most contact hours with the survivors. Residential social workers reside in centres and are the first to receive and welcome survivors when they arrive. Survivor's information and details are also taken, which points to a significant amount of record-keeping. Social workers provide counselling to new and already residing survivors under the support and guidance of a psychological health practitioner at the centre. Residential social workers also conduct group counselling sessions with survivors as part of their Cognitive Behavioral Therapy (CBT) and remain responsible for meeting their day-to-day needs. Apart from residential social workers, however, visiting social workers, staff, interns, and volunteers frequent the centres as well.

Alongside social workers are field social workers who also play a crucial role in centres. Field social workers are involved in community work and play a key role in resettling and reintroducing survivors back into their respective homes and communities. Social wardens also maintain contact with survivors after they leave the centres to ensure their safety and well-being while in their home environments.

The data collected revealed that the average ratio of social workers to survivors is 1:10. Caregivers, however, suggested that a ratio of 1:7 would allow them to better serve and directly address the needs of survivors.

III. Health Workers: Physical health workers play a central role in survivor well-being. From the responses, it was highlighted that a registered nurse is the centre's primary resident health worker. The nurse, however, does benefit from the assistance of visiting doctors who give consultations to patients that require treatment. Health workers will also often provide psychological care in the form of counselling to a centre's residents. Due to the often rapid onset of illnesses, it is recommended that the health worker is a resident at the centre.

IV. Psychological Health Staff: A centre's psychological healthcare is mainly delivered by trained social workers with occasional support from a psychologist when possible. Specialised staff members like these are not often residents at centres.

V. Elementary Educators and Teachers: Non-formal education like basic numeracy and literacy skills are delivered to residents to make up for the interruptions to their formal education during trafficking and transition. The research revealed that teachers often

group residents according to their respective levels of education, the group sizes of which fluctuate as residents leave and new ones join. There is a need, therefore, to design classrooms that can accommodate varying numbers of students. Elementary educators and teachers at centres are typically non-residents.

VI. Vocational Training Staff: These are artisans (typical non-resident staff) who train a centre's residents in a variety of vocational skills such as welding, tailoring, hairdressing, catering, jewellery-making, plumbing, motorbike mechanics and electronics. The functional requirements of these training courses require both adequate demonstration and storage space. Class sizes for vocational learning may also vary due to the fluctuating number of survivors at the centre, which is furthered by their ability to change classes based on their interests.

VII. Security Staff: Security staff play an essential part in centres and sometimes work hand-in-hand with local law enforcement officials. Security staff also play a crucial role in keeping records of the survivors that come into the centre.

VIII. Kitchen Staff: Kitchen staff can also deliver vocational training by involving residents in the preparation of meals while contributing to the centre's day-to-day operations.

Despite there being dedicated administrative spaces, staff members identified the need for private respite spaces which remained inaccessible to survivors. This space was essentially a designated area where staff could take breaks throughout the day.

“As the caregiver gets hectic
you need time to go off and be alone
don't need to listen to the young people's problems usually get that burnout as social workers
problems that the young people present are quite complex we would need a place where we could
at least relax”

Codes from file No: CN_IN01
Interview with a caregiver at UYDEL, 2019.

4.6.9 Social Environment

Caregivers recommended that survivors should be accommodated in affirming, accepting and non-restrictive environments. While rules are in place to maintain a sense of peace and order at the centres; survivor's are never forced to partake in activities against their will.

There was also a need to promote bonding, trust and understanding between human trafficking survivors and counsellors at the centres because the relationship was fundamental to the survivor's recovery process.

Responses also highlighted the need, to some extent, to connect survivors to the community as opposed to withdrawing them entirely as it could promote stigmatisation within the community.

4.6.10 Physical Environment

The caregivers highlighted the centre's key spaces and the following considerations:

I. The Landscape: Responses highlighted the crucial role that the landscape plays in a survivor's healing process. For the centre's various therapies, survivors required private spaces for reflection and meditation, which would usually occur outdoors. Large external areas are, therefore, necessary to maximise the benefits of such therapies alongside any other related activities.

Positive distractions like vegetable and flower gardening, for instance, were recommended as therapeutic activities for their aesthetic value and ability to reduce stress.

II. Sleeping Areas: Staff members recommended the use of single beds for survivors to avoid any potential conflicts that can arise around space. Splitting up centres into male and females ones was also labelled as best practice; however, in instances where this is not possible, it was recommended that accommodation areas should be separated by sex.

It was suggested that residents be grouped by age, with children that are 5 to 10 years old, in their pre-teens, early teens and mid to late teens clustered together. For rooms with young children, bright pictorial walls were recommended, while pastel colours were suggested for rooms with pre-teens and early teens; however, older teens had a preference towards more 'calming colours.'

Separate storage for individual residents was recommended as a design intervention to minimise conflicts that could potentially arise from theft and loss of personal belongings.

III. Classrooms: Should have adequate space to display visual learning aids because of the pivotal role they play in resident's learning and education. Visually stimulating colours were further recommended to promote alertness and positive attitudes in classrooms alongside the use of ergonomic and comfortable furniture.

Given the warm weather and high humidity conditions, ventilation was emphasised as another primary consideration.

IV. Kitchen: Considered as learning spaces; kitchens allow residents to take part in the preparation of food while learning skills they can later apply to achieve economic stability. Sufficient worktops and space to accommodate participating groups with enough utensil and supplies storage were described as paramount.

Given the prevalent use of charcoal and firewood to cook, design interventions to facilitate their use were recommended, alongside sufficient ventilation within the cooking spaces themselves.

V. Playgrounds: Spaces in which a variety of sports and games can be played were recommended, in addition to designated play areas like swings for younger children.

VI. Leisure and Entertainment Rooms: The ability for survivors to choose from a variety of activities is essential and, therefore, needs to be resolved and negotiated spatially.

Examples of leisure activities include music and dance, playing cards and indoor games, while more therapeutic activities include painting and drawing. Additionally, play areas for young children with toys and dolls should also be provided.

VII. Sanitary Facilities: Caregivers recommended the use of squatting toilets for their ease of use and low maintenance requirements. For privacy purposes, separating sanitary facilities for older and younger residents was also recommended.

Recommendations concerning qualities of space are illustrated below:

I. Security: The level of security required is, to some extent, determined by a centre's context. Physical security interventions like perimeter walls, smart security systems and adequate night lighting were recommended.

II. Design Details: Design elements that create a sense of confinement like burglar-proof bars on windows should be avoided entirely. Instead, spaces should foster and promote free movement.

III. Adaptable Spaces: Survivors are sensitive to their physical environments. Spaces should, therefore, encompass a sense of adaptability to allow survivors to meet their comfort needs.

IV. Centre Location: Centres should be located in safe and secure neighbourhoods with sufficient access to health centres (social services) and police posts (law enforcement.) Where possible, centres should also own the premises they operate from to enable them to design, modify and renovate the site according to their specific needs.

V. Material Choice & Finishes: Smooth finishes that are easy to clean like tiles and glossy paint finishes were preferred.

4.6.11 Activities

A wide variety of leisure and therapeutic activities were recommended for survivors because of their inherent ability to serve as positive distractions.

X CONCLUSION

Summary

The following conclusions and recommendations address the fundamental factors that influence the psychological well-being of human trafficking survivors:

Social Environment:

- I. The survivor's social environment includes caregivers, peers, friends and family. These members should reinforce and foster positive relationships with survivors by providing physical and emotional availability, contact and care. Caregiver's relationships with survivors should also go above and beyond basic provisions and, instead, be personal and based on trust, emotional safety and security.
- II. Positive social connections with peers should be reinforced through a variety of social activities like music, dance and theatrical performances. Spaces for socialisation promote positive peer relationships while creating a space that encompasses emotional safety, love, belonging and self-esteem growth.
- III. Visiting family members at centres are a familiar presence for survivors in an unfamiliar context, thus, providing them with a sense of safety and belonging while also promoting their psychological well-being. In instances where this is not possible, centre visits can be substituted with phone calls. Consequently, there is a need to create private spaces at the centre where survivors can interact with visiting family members.
- IV. Centres should maintain healthy relationships with nearby communities in order to foster mutual feelings of inclusion. These bonds can be strengthened by engaging in community activities or by providing services that benefit both parties. These links, however, should not jeopardise the safety of the residents within the community or the survivors at the centre.

Space & The Physical Environment:

- I. Centres should be located in safe neighbourhoods and away from urban environments when possible.
- II. Direct access and close proximities to law enforcement facilities, health centres and other social services are paramount due to the important roles they each play in a centre's operation.
- III. Where possible, the site should not restrict any expansion, modification or renovation to structures on site. This is to promote the adaptability of design and ensure it meets the changing needs of the centre.
- IV. Separate centres for male and female survivors should be implemented to increase the safety and privacy of their social environments. In instances where this is not possible, however, then accommodation areas should be separated by sex.
- V. The main spaces for consideration are:

Classrooms: Learning spaces should be visually stimulating through considered selections of colour and materials to increase concentration while also being adaptable to accommodate various class sizes. Sufficient provisions for lighting and ventilation need to be made alongside adequate space for the display of visual learning aids within classroom environments (a critical element of elementary learning.)

Sleeping Areas: Defining personal space and creating a sense of privacy should both be considered when designing sleeping areas. Clustered according to their respective age groups, residents should have single beds with private storage facilities.

Separate sanitary facilities should be provided for young and old users with special precautions taken to combat the spread of infectious diseases and reduce the consumption of energy and water (which may be in short supply.)

Spaces should be visually calming and employ a range of materials, colours, textures and auditory elements to make them appropriate for the different age groups that they house. With survivors often using these spaces for respite, calming environments will go a long way in reducing psychological stress..

Sleeping areas are used for socialisation and will, therefore, benefit from the incorporation of recreational spaces. These recreational spaces may be used for respite; however, they should not compromise the privacy of the sleeping areas themselves.

Health Facilities: Primary healthcare facilities should foster a sense of privacy and security among survivors and be a space where they can comfortably visit. Often delivered hand in hand with primary health care, psychological care services such as counselling require a designated respite area within healthcare facilities. As a minimum requirement, the healthcare facility should also provide an examination, storage and testing room with a sickbay/ward for more severe illnesses. Special precautions must also be taken to contain and minimise the spread of infections.

Green Space and Landscape: The landscape plays a vital role in the healing of survivors. Large amounts of green space are, therefore, highly recommended due to the psychological benefits they provide and the supporting role they play in a variety of healing and therapeutic activities.

Private spaces for reflection and meditation should also be incorporated within the landscape. Selectively chosen landscape elements with engaging visual and olfactory characteristics will further promote the already existing psychological benefits of green spaces.

Recreation and Leisure: A variety of both indoor and outdoor recreational activities like music, dance, play, and sports should be easily accessible to the different age groups within centres to supplement their healing. Areas that facilitate music, dance and theatre/drama performances are also key due to the therapeutic nature of the activities.

Spiritual/Prayer Spaces: Prayer spaces that are representative of the various religious groups represented at the centre should be implemented to accommodate for both individual and congregational prayer.

Kitchen: Given that kitchen spaces are used as learning spaces, spatial negotiations should be made to ensure that they can accommodate group participation. Appropriate measures should also be taken to adapt to the different forms of fuel used like charcoal, firewood, gas and electric cooking, all of which require varying levels of ventilation and spatial considerations.

Administrative Spaces: Sufficient storage space to accommodate the centre's various record keeping requirements alongside a dedicated staff area for respite should be incorporated.

VI. Durable materials that can be easily cleaned will reduce maintenance costs, promote cleanliness and should, therefore, be widely used. Smooth-surfaced finishes are easy to clean and should be considered alongside other design qualities like engaging visual and textural effects.

VII. Spaces for respite should offer private tranquility with minimal noise disturbances. This kind of environment can be achieved through careful spatial distribution in the plan alongside considered material and structural interrogations.

VIII. Irrespective of the fact that different spaces will have different lighting and ventilation requirements, they should all promote the survivor's good health, comfort and well-being.

Further Investigation:

With female participants and their perceptions constituting a significant portion of this research, further studies can be done with male participants to identify potential similarities or differences surrounding experiences and attitudes towards spaces.

Considering that the sample group chosen for this study were at early to intermediate stages of their healing process, survivors at more advanced stages should also be examined to identify potential similarities and differences.

The resulting designs produced as outcomes of this research can be analysed and interrogated on their ability to promote the healing and rehabilitation of human trafficking survivors. Learning lessons from such an exercise will only further the impacts that this research document seeks to achieve.

Further studies should also be conducted at centres that are located within other East African and African countries to establish similarities and differences surrounding perceptions of space and survivor needs.

× APPENDIX

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APPENDICES

The approach used to obtain relevant information from this research is outlined below with the guides used in the process:

Appendix 01: interview guide for Survivors

1. Brief Introduction (age, place of origin, names).
2. How did you come to the centre?
3. What kind of environment were you in before you came to the centre? How did these spaces and environments make you feel?
4. Do you think that our environment has the ability to contribute to our healing or
5. Well-being/ make us feel better?
6. What activities do you love to take part in at the centre?
7. Which space in the centre do you most like?
8. What do you like about this space?
9. Which space do you not like at the Centre? Why?
10. How do you feel that being at the centre has improved your well-being?
11. What do you look forward to when you leave the centre?

Appendix 02: interview guide for Caregivers

The caregivers' interview questions were tailored to their specific roles in the organization. While the general format and content were similar, follow-up questions from their responses were included.

UYDEL

Centre Manager

1. What is your name and what roles do you play at this organization?
2. How long have you worked here?
3. What are some of the different roles you play here [at this centre]?
4. Do you work with government partners such as Ministries or the police?
5. What do you think is the importance of centres such as UYDEL to the survivors and the community as a whole?
6. Where do most of the residents at this centre come from? Do most of them come from Uganda or do they come from neighbouring countries as well?
7. For those that come from other countries, are you able to settle them back into their communities or do you settle them here in Uganda?
8. Please list for us the vocational training skills programs that you have here at UYDEL.
9. Coming back to spaces - do you believe that the space that you're in can impact your well-being? For example, making you feel better or worse.
10. From the journals, it has been observed that quite a number of children love your office. Why do the children love coming to your office?
11. What impact and progress do you see in the survivors after they complete their

- 8-9-month program? What makes you think that they have achieved something at the end of their program?
12. What is the selection process for the vocational skills training program?
 13. Currently, are you accommodating your full capacity, or do you accommodate less?
 14. What is the capacity at UYDEL?
 15. How many social workers do you have here? How many social workers and support staff do you have?
 16. What is the outward behaviour of the survivors once they come to the centre? Do you find that some want to be left alone, or are afraid of being left alone?
 17. Do they also have something like prayer time?
 18. How many staff stay here(reside) within the compound?
 19. Is that number the maximum or would you want to have more staying here?
 20. What do you do to relax after a hectic day?

Social Worker

1. Please tell us your name and role at this organization.
2. How long have you worked here at UYDEL?
3. What does your work as a social worker and monitoring and evaluation officer involve?
4. Do you represent a government body or are you affiliated to a private institution?
5. What are some of the experiences the survivors go through, and how do they express it when they come here?
6. For those who as you've mentioned who have drug and alcohol problems, do you have a program here at the centre to treat that or do you partner with other institutions for this treatment?
7. Please explain the treatment program (for psycho-social support) that you have here at the centre.
8. Regarding the activities you've mentioned - for some of the activities that you do here like sports, is it the first time that they are participating in those activities?
9. Is this model of care specific only to UYDEL or do other centres around Uganda also use this model?
10. How do the social workers follow up with the groups of 10 survivors that they are each assigned?
11. What are the core values informing your treatment program and life skills training?
12. Are there specific facilities that would be needed to teach any of these core skills that you mentioned?
13. Is the grouping of 10 social workers adequate for them to receive all the services they need? Would you want a smaller or a bigger group?
14. What would you say a manageable size would be?
15. You have mentioned that sometimes the social workers are overwhelmed. According to you, how best could the work environment support the social workers in such cases? Would you want for example a place to go and sit alone, relax and listen to music?
16. I've picked up that the young people can come to your house at any time and any day. While this has implications on your privacy, would you prefer to have some privacy or is it important that the young people can access you at any time?
17. If you had an option to choose, in a hypothetical new design for a dorm, as a social worker would you recommend that young people sleep together in one room as they do now, or is it better for them to be divided into smaller groups of say 4 or 6, considering some of the mental health issues that some of them have?
18. Do you sometimes get visiting support from other partners, such as visiting social workers from other institutions?

19. Question: What are some of the challenges you face when coping with the mental health of the young people?
20. When you have cases of young people who are suicidal, are there special precautions you need to take with them in terms of monitoring their movement and the like?
21. What do you think are some important spaces/environment/activities that the young people have to be in/do every day that will significantly help improve their mental health?
22. Do you feel that centres in Uganda generally adequately cater to the needs of survivors?
23. For you as a social worker, what are some indicators of progress and positive impact in the survivors as they go through the program?
24. Where would you say a centre like this would be best located?
25. Where do you relax and unwind after a hectic day?
26. Is there any other spot other than your house where you can go take a walk and relax?

Health Worker

1. Please tell us your name and role at this organization.
2. How long have you worked at UYDEL?
3. What does your role entail as a registered nurse here at UYDEL?
4. For the young people that come to the centre, they have been through different difficult circumstances. For you as a nurse, have you seen that there are certain illnesses or conditions that come specifically from the difficult circumstances that they've been through?
5. In terms of physical illnesses or ailments, are there some that come specifically from certain experiences?
6. For some of them who have gone through something like trafficking, are they people who may come in with some certain injuries, or they come in when they are malnourished, or any other specific illnesses like that?
7. Would you say that malaria is the most common illness that they get when they come in?
8. Do you get cases where they sometimes have a more serious illness, and what kind of care do they need in those cases (more serious than the flu or cough)?
9. Are there any key facilities you would add to this sick bay as it is?
10. Would you need a separate room for your testing machines?
11. What are some of the day-to-day challenges you face as a healthcare provider?
12. As the only healthcare provider at this centre, are you obligated to live within the premises or do you have the option of living outside the facility?
13. What else do you do apart from healthcare provision at this centre? Do you offer additional services such as counselling?
14. MK_ mentioned that you provide support spiritual activities at this centre such as prayers, and which are helpful to the young people.
15. Would you say that evening prayer is one of the most enjoyable parts of your day?
16. Indeed! That's one of them, and I love doing it. I have seen it helping them so much.
17. What gives you the motivation to cater to these young people every day?
18. How far do you have to travel to the nearest health centre?

Retrak

Centre Manager

1. Please tell us your name and role at Retrak.
2. How long have you worked here at Retrak?
3. As the centre manager, what does your role entail?
4. You mentioned that you take care of girls who are between the ages of 7 and 17 years. For the girls that come here, what are some of the challenges they have been through to lead them to come and seek shelter here?
5. When the girls come here to the centre, how is their emotional state the very first time they are brought here?
6. Do the challenges that they go through previously, for example when they were working, or on the street, does it sometimes cause some emotional burden on them which they carry when they come here?
7. Once they arrive here at the centre, what process are they taken through from the very first time they arrive, and how are they welcomed and integrated into the centre?
8. Because of their health needs, does that mean that there has to be a resident nurse here in the light house?
9. You have mentioned the hospitals which you partner with and the police who refer the girls to the centre. Are there any other institutions that you partner with in the work you do?
10. For their care, you have mentioned these programs that they take part in - the spiritual care, the music, physical health care all contribute towards their healing. In your opinion, do you also think that the spaces they are in their environment can contribute to making them feel positive and happy as they go through their rehabilitation?
11. In your opinion, what would you add to these facilities, as a social worker, knowing their mental health challenges that they have - what would you add that would benefit them, for example taking a walk in a garden or a forest, or where there are some trees and flowers would help them, or do you think it's mostly about the activities that they do?
12. Here at Retrak, what are some of the steps you take to give all-round psychosocial support to the girls when they are here?
13. Please give us a brief description of the extracurricular activities and the vocational skills training skills that you take them through.
14. Are the trainers people who come and go at the end of the day or the lesson?
15. How many girls can stay here at the lighthouse at any given time?
16. How many staff do you have here at the lighthouse?
17. When the girls come in, are they assigned to a particular social worker? How do the social workers follow up with the girls?
18. As the centre manager, how does the space here support the work that you do?
19. What makes you feel proud as the centre manager or social worker, once the girl goes through the program, that indicates that you've had an impact on the girl's life?
20. Are you aware of some of the journals that the girls have been taking as part of the research?
21. I read some of the translations of the journals, and what was coming out was that for some of them, they love the staffroom and it's because they love their aunties so much. They take care of them, listen to them. Of what importance is it for the caregiver to always be open and welcoming to the girl?
22. Does that mean that whenever one of the girls feels she has an issue, she is free to even go to the staff room and look for someone to talk to?

23. What spaces do you have here at the lighthouse?

24. What about the spaces on the outside?

Several girls also said in their journals that they enjoyed watering their vegetables.

Teaching Staff

1. Please tell us your name and role at Retrak.
2. How long have you worked here at the lighthouse?
3. You've told us a bit about your role as the safeguarding officer. What are some of the things that you teach them as a teacher?
4. How do you interact with the girls once they come into the centre and even in the class?
5. Madam Immaculate mentioned some of the challenges that the girls face when they first come into the light house. What are some of the challenges that you see them face when they first come into the lighthouse and when they first start attending your class?
6. As you teach your class, how many students can you have at a time? Do they have to take turns to come or can accommodate them all at once and learn at the same time?
7. As you teach the girls, what are some of the challenges that you face as you teach them?
8. Interestingly, you mentioned the two Congolese girls. Where do most of the girls at the lighthouse come from? Do they come from neighbouring countries or do they come from within Uganda?
9. Is aggression common when they first come in? Do they manage to deal with it over time?
10. For you as a teacher at the lighthouse, are you able to get support in this role, such that once you finish teaching, what are some of the things you're able to do around the centre?
11. Does that mean that all your time is spent teaching, from the time you are here to the time you leave?
12. At the end of the day, where do you go to relax after a day of activities and teaching?
13. Part of this research that we are doing is to find out whether the environment or the space that we are in contributes towards us feeling better and feeling positive. For the girls who come in and may have some aggression, being in a place that is nice and where you are accepted can help one have a positive feeling. I'd like to find out from you whether you believe that the environment can have that impact on us, or is it more about the activities that we do?
14. When the girls are in class, are they usually uncomfortable because of the ventilation, or does it happen sometimes only when it gets hot?
15. Is the lighting enough when they have the lessons?
16. Is the capacity of the classroom as it is enough for the girls at the centre, or would you want a bigger classroom?
17. As they come in, do they all manage to fit at the table?

Residential staff

1. Please tell us your name and role at Retrak.
2. How long have you worked here at the Lighthouse?
3. As a resident social worker, what does your role entail, and what are your duties?
4. You have mentioned that the girls tell you about the different push factors that

led them to leave wherever they came from. I'm sure they all come in with various challenges. Do some of them come in due to human trafficking issues?

5. When the girls come in, do you find that the girls who have gone through human trafficking will have special needs that are different from other girls who have not gone through trafficking?
6. When they come in, for the other girls who may not have gone through trafficking, are they able to support them or do they find it difficult to interact with those who have gone through human trafficking?
7. Does this mean that when they are by themselves, they usually don't share these things or do you discourage them from sharing that information?
8. From the time you have worked here at the lighthouse, what are some of the challenges that you see the girls have when they first arrive here? Do you find that some are scared or some want to go back to where they have come from? What are some of the challenges you see even as they are adapting to the new environment?
9. How long do they usually stay here?
10. Another thing is that when the first come in, do you sometimes find that the girl is afraid of sleeping in a new place? Maybe she just wants to sleep in the same room with the auntie, or even in the same bed - do you find that they may have that fear which makes them not want to move around so much or they want to stay in a specific place until later?
11. Have there ever been cases where the girl completely refuses and says "No! I have to sleep with auntie in the same bed", or do you have a strict rule that you can't?
12. What are some of the challenges the girls have staying together?
13. For you as the caregiver, what are some of the challenges that you sometimes face as you're caring for the children?
14. You have mentioned that some of the stories that the girls have can sometimes put you down. On a day that you have listened to such a story, is there a place that you can go or someone you can talk to just remove the stress that has come from listening to that story?
15. For the girls, as they go through the program for 3 months, do you feel that certain things in the environment could contribute to the feeling better, for example being able to go out to the garden, or sitting a place that they like, or a room which they like - do you think things like those also help them to feel better?
16. For some of them when they come here, they may never have stayed in a place that looks like this. What are some of the places that they come from? How would you describe how these places are?
17. There's something interesting you've said...that is about the people there and not the place.
18. In terms of the challenges that you've mentioned, both for the girls and for you, what are some of the ways you would deal with these challenges if you had the opportunity to?
19. When you are here at the lighthouse, what are some of the places that you like being in, and what are some of the activities that you enjoy doing when you're here?
20. Who usually conducts the prayer meetings?
21. What are some of the things that make you feel happy about the girls' progress as you see them going through the program over the 3 months that they are here?

Note: The respondent was asked the questions below because the nurse was not available on this day.

22. Are there some physical illnesses that are a challenge to treat here within the light house?
23. If you had the opportunity, what are some of the facilities you would add to your treatment room to reduce the number of trips to the hospital?

Appendix 03: Daily journal guide

How to: Journaling
Once per day:

1. Describe your day and how you're feeling.

Include places you have been to and who you have met with. Explain how the places and people made you feel. Describe why you took the photo and how it affected your mood. Use the tablet to record your voice for 1-2 minutes only. Be specific.

[tablet diagram]

2. Take a photo of something in your day that affects your mood.

It could be anything: a place you visited, someone you saw, something you did.

[camera diagram]

Guide in Luganda

Enkuuma yobuwandiike
(Omulundi gumu buli lunaku)

1. Nyonyola olunaku lwo engeri gye lwatambudemu n'engeri gyowuliramu kati. Kozesa essimu okwate edoboozi lyo okumala edakiika 1-2 zokka. Beers mulambulukuffu.

..[ekifananyi kye simu]..

1. Kubayo ekifananyi kye kintu ekisusiiza embeera zo mu lunaku.
Kiyinza obokubeera: ekifo kyewagenzeko, omuntu gwe walabye, ekintu kyewakoze

.....[ekifananyi].....

Appendix 04: Weekly reflections guide

Due to the iterative nature of Grounded Theory methodology questions will be continuously revisited and revised.

How to: Reflection
Once per week:

1. Fill the survey
[Tablet diagram]

- What was the first thing you thought of when you woke up this morning?
- Describe how your physical health has been this week?
- Describe how your psychological health has been this week?
- Describe your social life over the past week.
- What sort of activities have made you most happy this week?
- Think of a positive moment from the past week. What happened? Describe the place you were in.
- Think of a negative moment from the past week. What happened? Describe the place you were in.
- Where did you feel the most relaxed this week and why?
- What are your plans for next week? Describe how you feel about these.
- Where do you see yourself in a year?

Guide in Luganda

Engeri yokwezuulamu

Omulundi gumu buli wiiki

1. Juzza ebibuuzo

- Kintu ki kye wasoose okulowoozaako nga wakazukuka.
- Ku bitundu kimu Ku buli kumi(1/10), we wulira maanyi genkana ki? Kinyonyole mu bulambulukufu.
- Wewulira otya mu nyiingo ne mu binwa.
- Nyonyola enkolagana / entabagana yo nabantu abalala wiiki eno.
- Bintu ki byotela okukola ebikuwa esanyu.
- Lowooza Ku kaseera akakuwade essanyu wiiki ewedde. Kiki ekyaliwo? Wali mu kiffo ki?
- Lowooza ku kaseera akokunyolwa kofunye wiiki ewedde. Kiki ekyaliwo? wali mu kiffo ki.
- Wa/ ddi wo singa okuwulira obukakamu oba obuwewevu.
- Weraba wa mu mwaka gumu mumaaso.

Appendix 05: Sketch interview guide

Questions for architectural sketches

Aim:

1. To understand how the participants think about space and how aware they are;
2. To analyze the sketches and understand the space and user preferences

Approach:

1. Done through skype calls due to limited access for Nairobi team to Uganda
2. Specific spaces referred to by sketch artist for the survivors to comment on

Questions:

Which space is this?

What activities occur here?

Who usually uses the kitchen?

How often do you spend time in this space?

1. How big is the room?
2. Is it narrow and long or is it wide?
3. When you're coming from outside, is the door at the corner of the room/centre/left or right?
4. How big is the door?
5. What about the Ceiling? Does it feel low or high?
6. Does the room make you feel small or tall?
7. Are there any windows?
 - viii. How big are they?
 - ix. How high are they from the ground?
 - x. How many are they?
 - xi. Do you like the size of the windows?
8. When you enter the room, where are the windows located?
 - i. Are they next to the door?
 - ii. Are they across the room?
9. What do you see when you look outside the window (s)?
10. Do the windows bring in enough fresh air and light?
11. When in the room, do you have to switch on the lights during the day to see well?
12. When you're in the room, do you need to use a sweater because of the cold? Or is it hot?

13. What colour is on the floor?
14. Do you like the colour of the floor?
15. How does it feel when you walk on it without shoes on?
16. What would you change about the floor?
17. What colour are the walls? If white, are they clean?
18. What does the wall feel like when you touch it?
19. What does the texture make you feel?
20. Is there anything she would change about the walls?
21. Are there any decorations on the walls?
 - i. What are they?
 - ii. If yes, what are the decorations of?
 - iii. Do you like the decorations?
 - iv. If not, would you want to add in some decorations?
 - v. What sort of decorations would you add?
22. What furniture do you have in the room?
 - i. Does it make the room feel crowded?
 - ii. Is it comfortable?
 - iii. What is it made of?
 - iv. What do you use it for?
 - v. What do you like about this room?
 - vi. Is there anything that you don't like about this room?
 - vii. Do you sometimes use this space on your own or with just your friends?

Specific questions for Dorm to add to the above;

1. How many of you sleep there?
2. Does it feel crowded?
3. Does it get cold/hot at night or are you comfortable?
4. Is there enough lighting if you need to get up at night?

Specific questions for common space to add to the above;

1. What activities do you do in this space
2. Is there an area to pray?
3. Would you want a separate area to pray? Indoors or outdoors?
4. Do other kids get in the way when you are dancing or acting?
5. Is the space enough to do all the activities?

Appendix 06: Sketch interview analysis

01: UYDEL

Boys' Dorm

Participants Description:

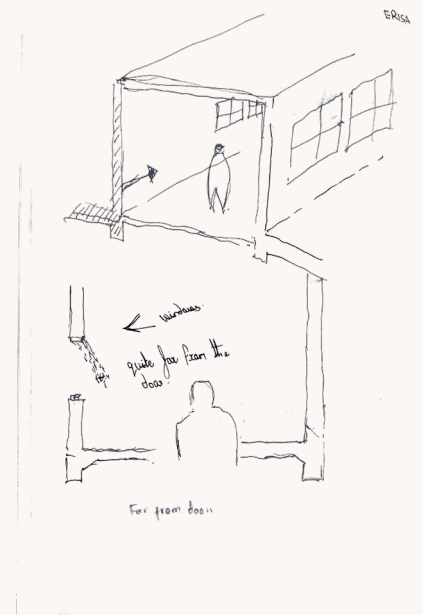
Participant- NE_
DO:

The room is perceived to be a square space, that is adequately acoustically insulated from noises outside.

Ceiling is perceived to be quite high.

Participant- NE_
DO:

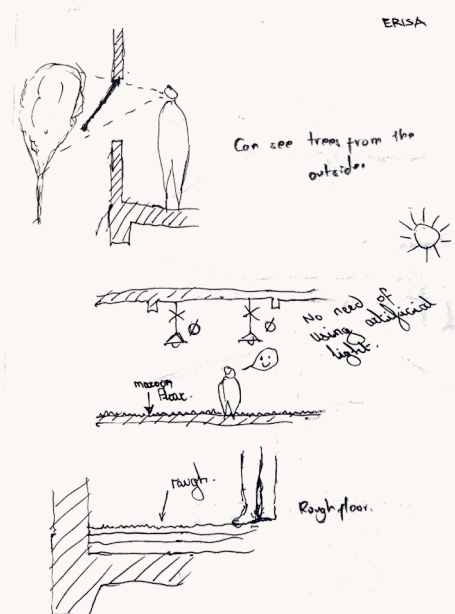
The windows are located at a distance away from the entrance door.

Participant- NE_
DO:

There are views to the trees outside from the dorm windows.

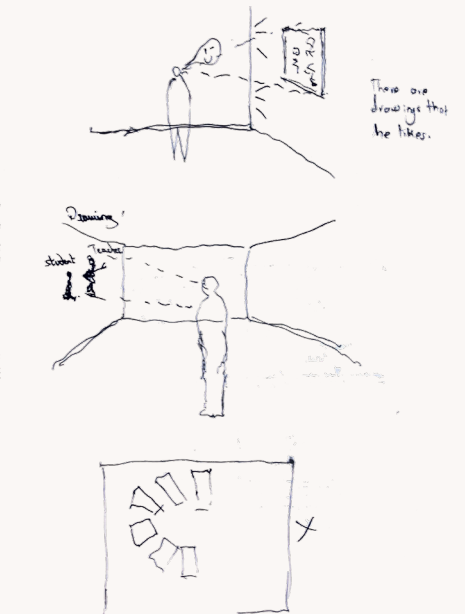
The room is generally well lit with no need of artificial lighting.

The floor is maroon and feels rough in texture.

Participant- NE_
DO:

There are drawings on the wall that the participant likes.

The drawings depict a student and a teacher in discussion.

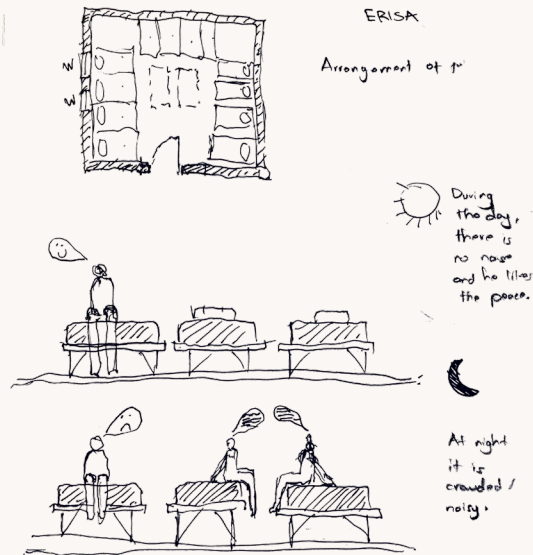


Participants Description:

Participant- NE_
DO:

Due to the size and profile of the room, the beds are arranged along the walls around the room.

The participant likes the peace and quiet in during the day, as opposed to the crowded night time when other people are back in the room.



Dining Area

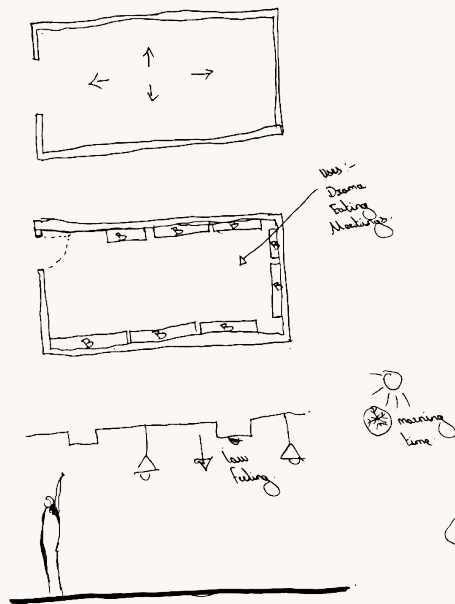
Spatial Layout:

Participant KA_DI:

The room is wide and long with a perceived low ceiling.

The room can get quite cold during the morning hours.

Other than eating, the room can be used for meetings and drama performances.

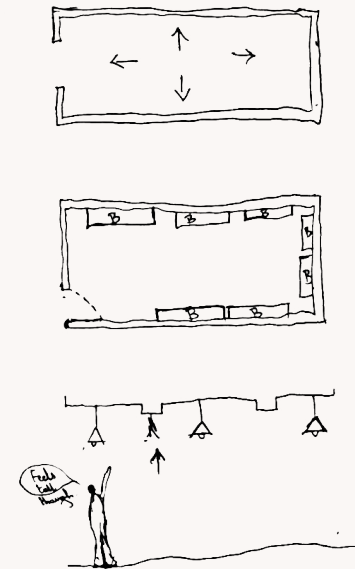


Participant NE_DI:

The room is perceived to be long and wide, with the entrance at one corner of the room.

Benches are arranged all around the room.

The ceiling is perceived as being quite high.

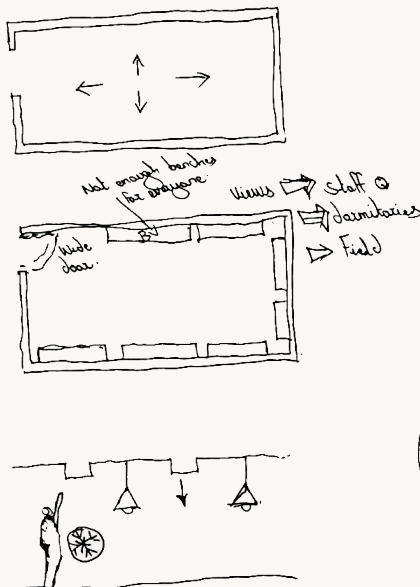


Participant PN_DI:

The room is perceived to be long and wide with benches all around; although they are not sufficient.

The ceiling is perceived to be low and the room feels cold.

From the windows there are views to the staff offices, dormitories and the playing field.



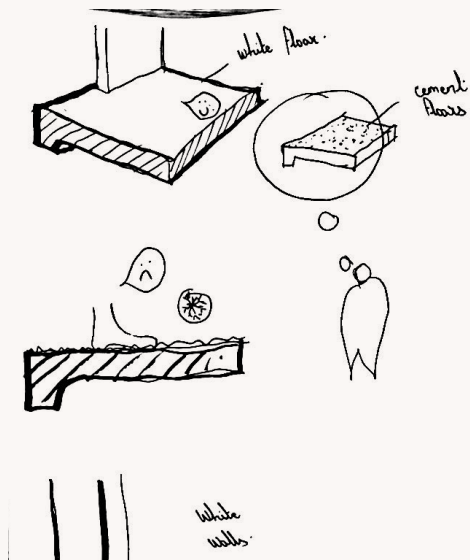
Flooring Conditions:

Participant KA_DI:

The floor in the room is white in colour, which the participant appreciates.

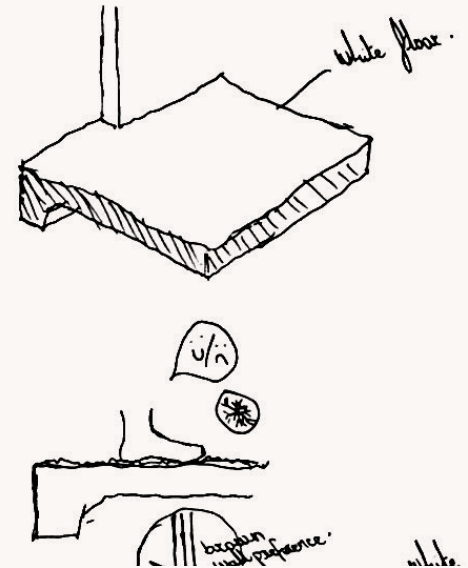
However, the floor is rough & cold which upsets the participant.

Cement floors would be preferred.



Participant NE_DI:

The floor is white, rough and cold. The participant neither likes this nor dislikes this.

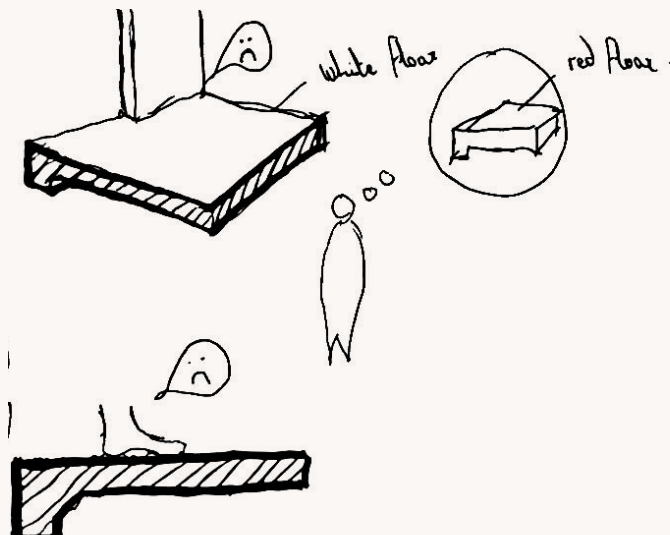


Participant PN_DI:

The floor is white, which the participant dislikes.

The participant dislikes the feeling of floor while walking.

They would also prefer a red floor.

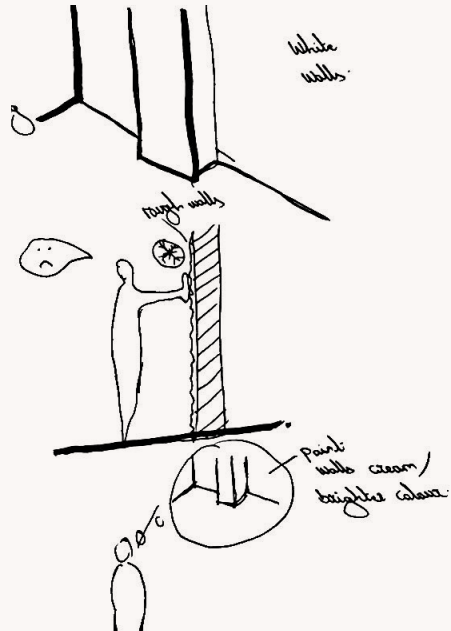


Wall Conditions:

Participant KA_DI:

The walls are white according to the participant. The surface is rough & cold to the touch, which is disliked.

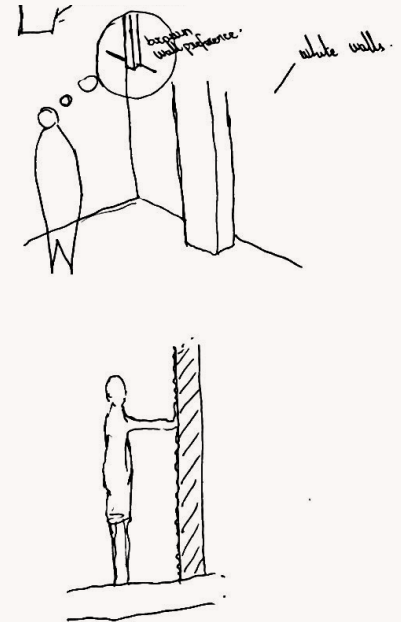
They would prefer the walls be painted a cream or brighter colour.



Participant NE_DI:

The walls are white and quite rough to the touch.

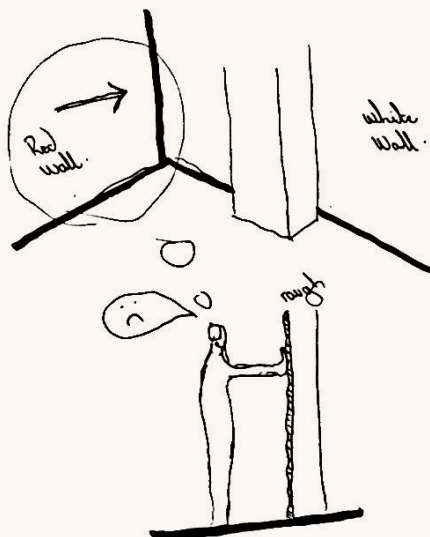
The participant would prefer having brown walls.



Participant PN_DI:

The walls are white and quite rough to the touch, which the participant dislikes.

They would prefer a red wall.



Main Hall

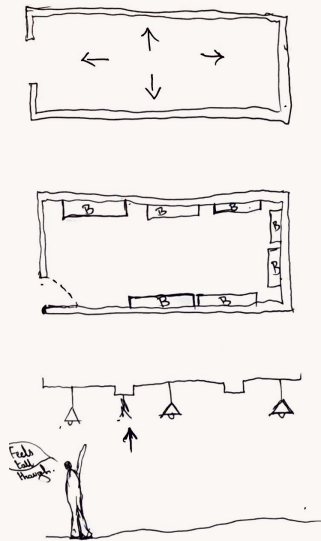
Spatial Layout:

Participant NE_HA:

The room is long and wide with benches all around the room.

The entrance door is located to one corner of the room.

The ceiling is perceived to be quite high.



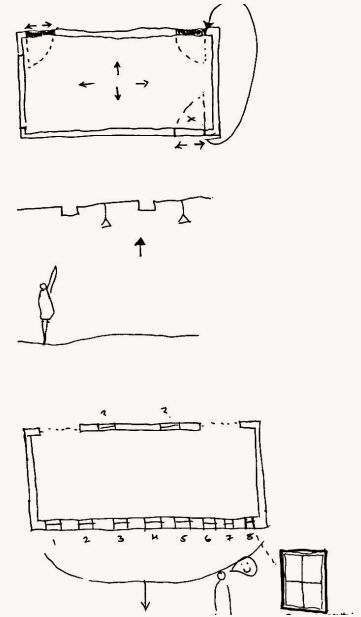
Participant KA_HA:

The room is long and wide, with two wide entrance doors on the same wall to one side.

There are a number of window openings, a majority of which open to one view.

The participant is comfortable with this arrangement.

The ceiling is perceived to be quite high.



Participant TA_HA:

The room is perceived as being long and wide, with a ceiling that feels low to the ground. There are 3 entrances along one of the longer walls.

There's a wooden table at the centre of the room with stools.

There are paintings above the doors.

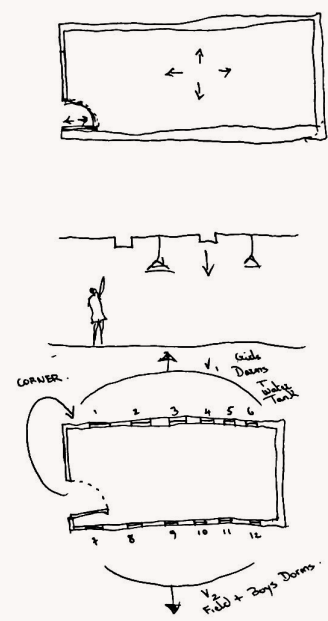


Participant PN_HA:

The room feels long and wide, with a ceiling that is quite low to the ground.

There are about 12 window openings with 1 wide door found at the corner of the room.

Views to the dorms and water tank can be seen through one, while views to the field and the boys dorms can be seen through the other.

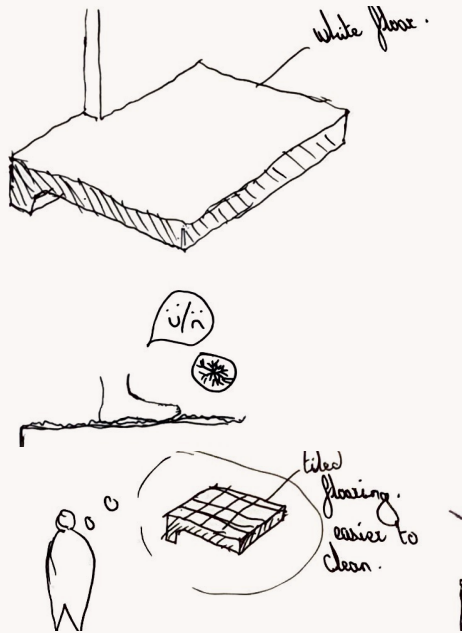


Flooring Conditions:

Participant NE_HA:

The floor is white, which is rough and cold. The participant is impartial to how this feels.

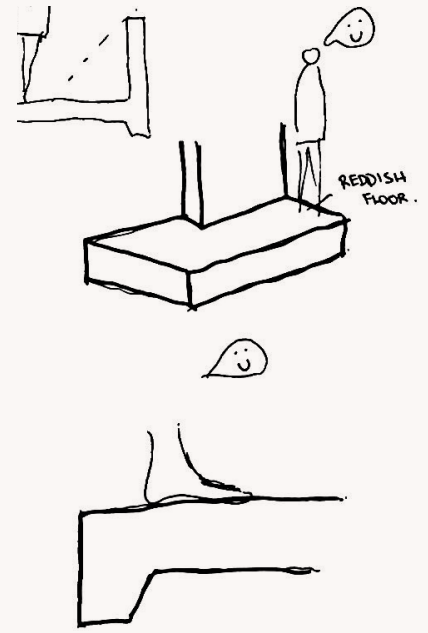
However they would prefer tiled flooring, which may be easier to clean.



Participant KA_HA:

The floor has a reddish tone, which the participant likes.

The floor feels smooth and the participant likes this.



Participant TA_HA:

The floor feels rough and cold, which the participant does not like.

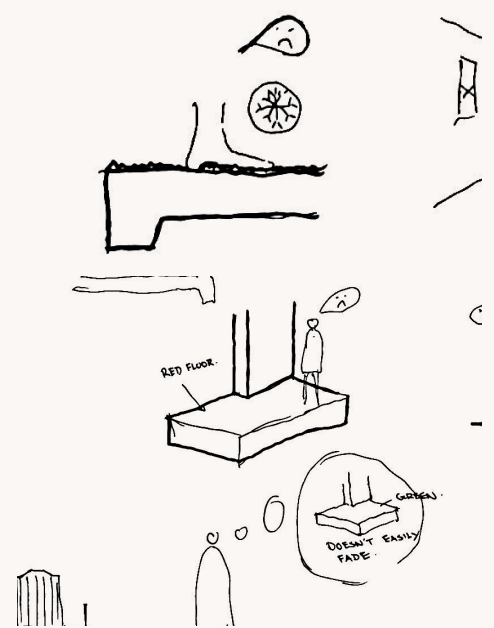


Participant PN_HA:

The floor is red in colour, but the participant does not feel comfortable.

The floor is rough and cold, which is disliked.

The participant would prefer a green floor that does not easily fade.

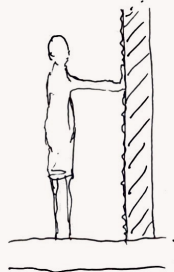
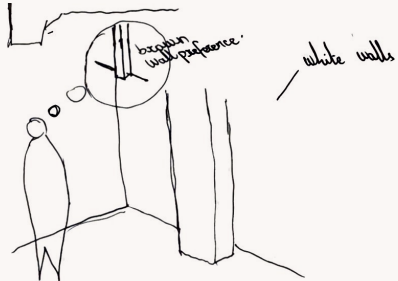


Wall Conditions:

Participant NE_HA:

The walls are white and quite rough to the touch.

The participant would prefer a brown wall.

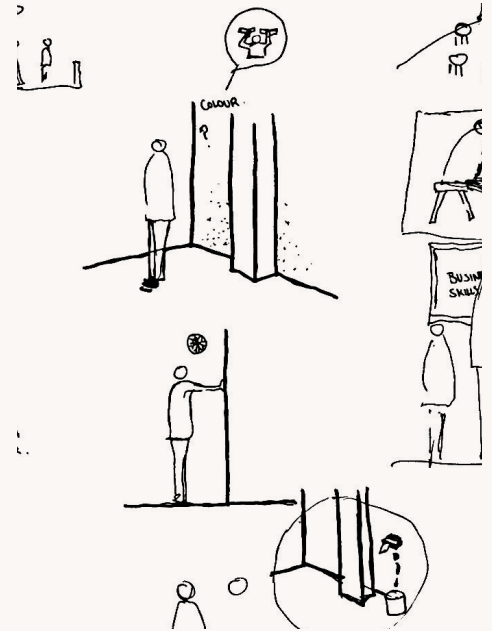


Participant KA_HA:

The participant is unsure as to the colour of the wall.

The wall is smooth to the touch and cold.

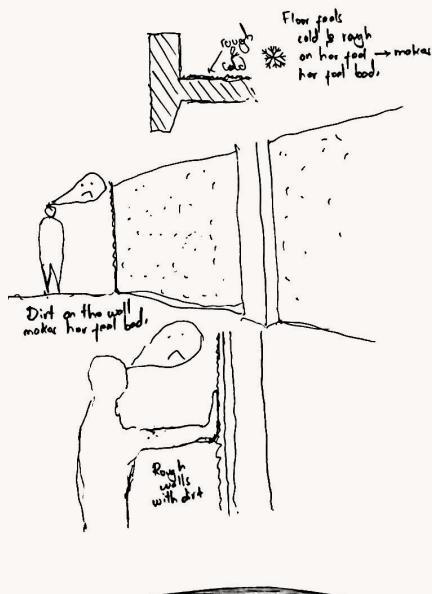
The participant would prefer the walls be painted regularly.



Participant TA_HA:

The walls are dirty, which the participant dislikes.

The walls also feel quite rough to the touch with dirt on them, much to the dislike of the participant.

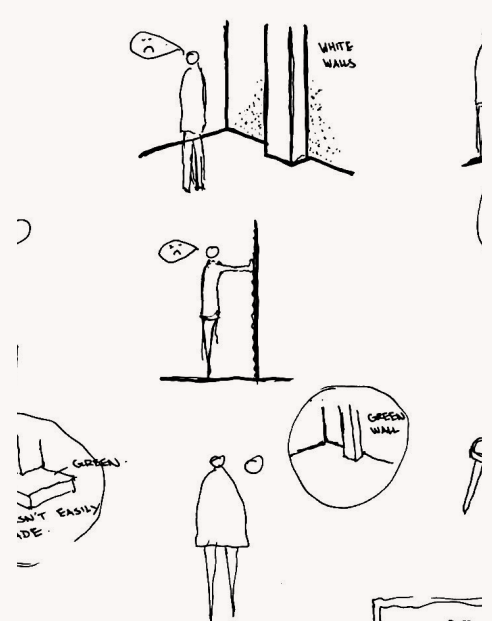


Participant PN_HA:

The walls are white with some dirty patches, which the participant dislikes.

The walls are quite rough, which upsets the participant.

They would prefer a green painted wall.

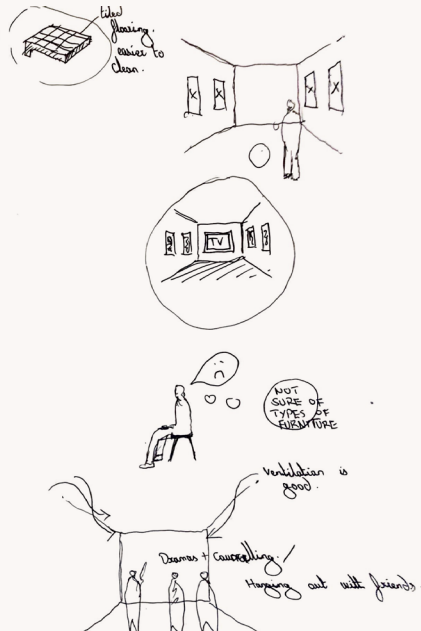


Spatial Uses:

Participant NE_HA:

The main hall is mainly used as a social space for dramas, counseling and spending time with friends. It can also be used as a TV room.

The participant is not comfortable with the existing furniture and is not sure how to improve this.

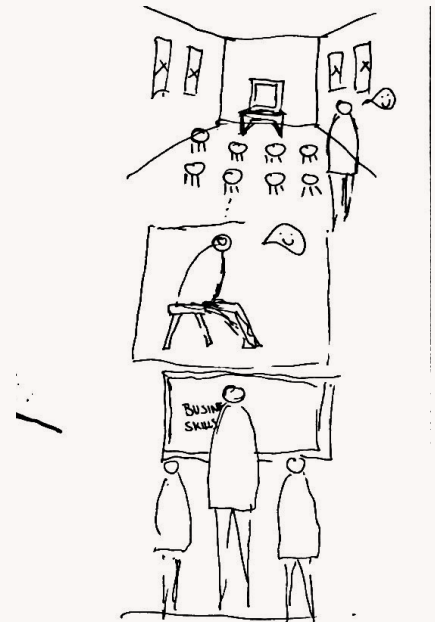


Participant KA_HA:

The space is used as a TV room and gathering space.

The participant is comfortable with this room and the furniture available.

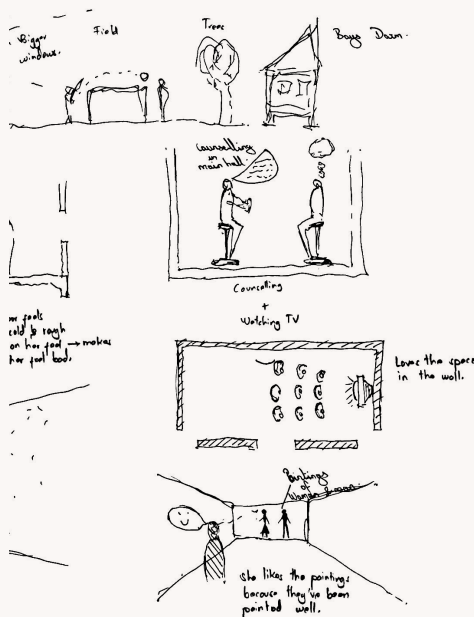
The space is also used for workshops where they get to learn various business skills.



Participant TA_HA:

The space is often used as a counseling room and a sociable TV space.

The participant likes the paintings on the wall, because they have been painted well.

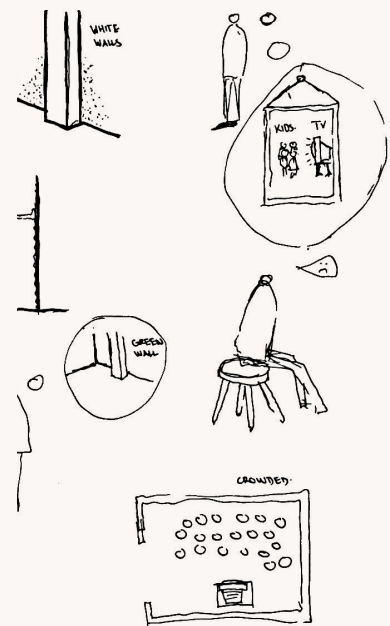


Participant PN_HA:

The room is used as a TV room, however it can get relatively crowded.

The participant finds the furniture quite uncomfortable.

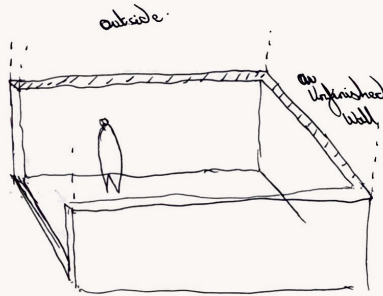
They would prefer having pictures in the room of children watching TV.



Contextual Elements:

Participant NE_HA:

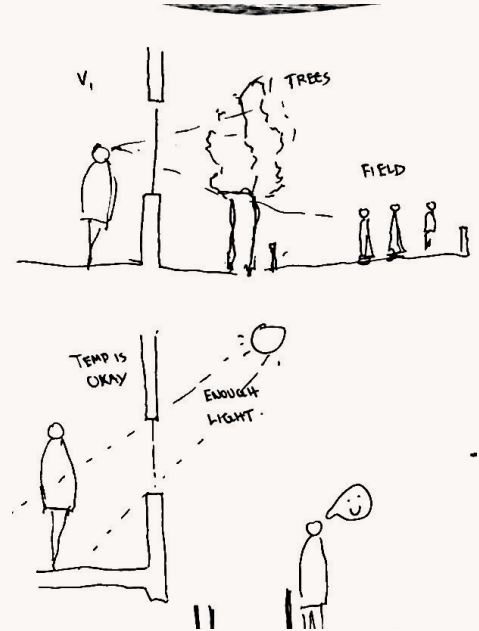
The participant notes that the walls around the room are unfinished, with a few gaps.



Participant KA_HA:

The participant has views to the trees and field from one of the windows.

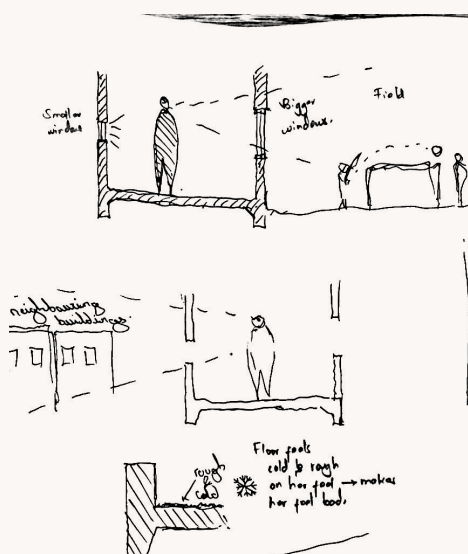
The temperature in the room is adequate. There is enough light that is received from the window openings.



Participant TA_HA:

There are two window openings within the room.

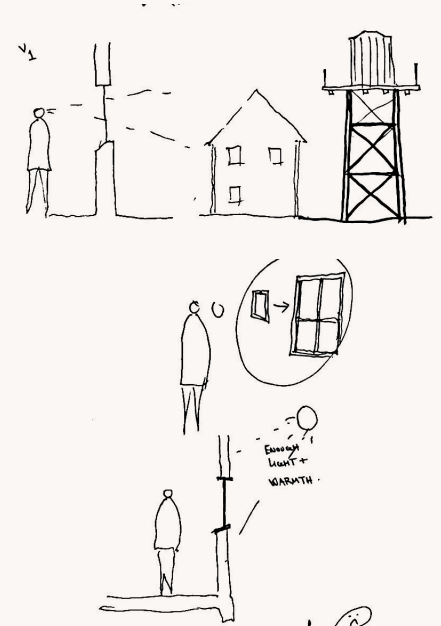
The bigger window has views out to the field and playing grounds, while there is a smaller building that has views to neighbouring buildings.



Participant PN_HA:

The participant notes that there are views out to the dorms and water tank.

The participant would prefer having larger windows, although there is enough light and adequate temperature.



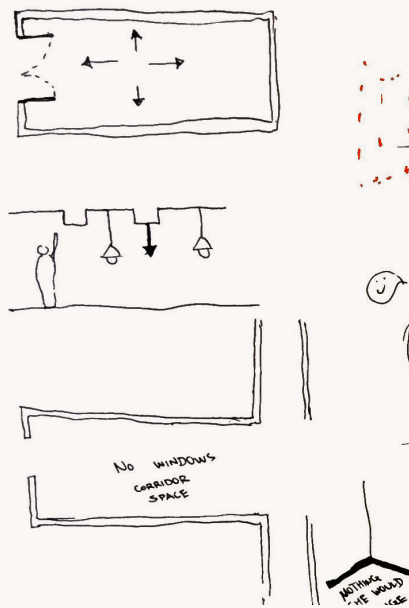
Prayer Room

Spatial Layout:

Participant KA_PR:

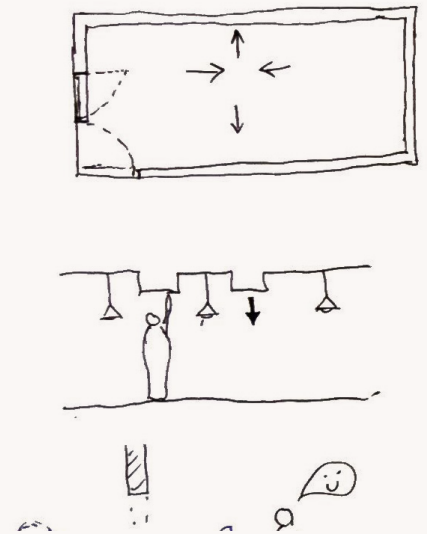
The space is long and wide, with a ceiling that is perceived to be quite low.

There are no windows within the corridor space.



Participant MA_PR:

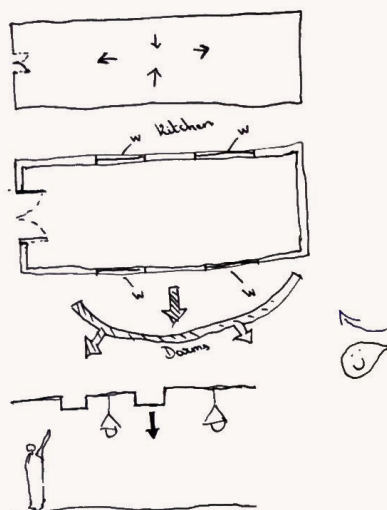
The space is short and wide, with a ceiling that is perceived to be low.



Participant PN_PR:

The space is long and narrow, with a ceiling that feels quite low.

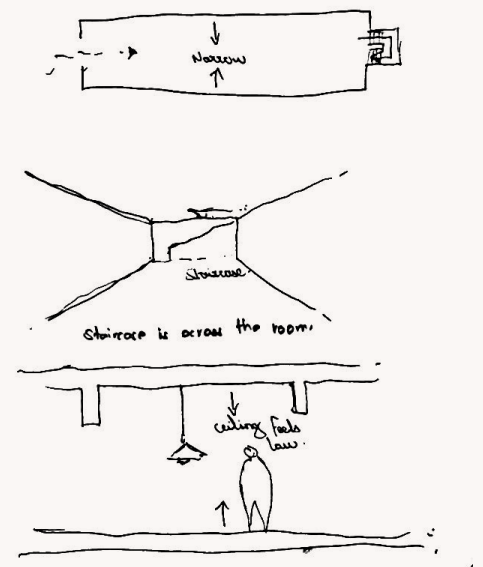
There are four windows within the room, two on each side.



Participant LR_PR:

The space is long and narrow, with a staircase located at the opposite end of the room.

The ceiling is perceived to be low.



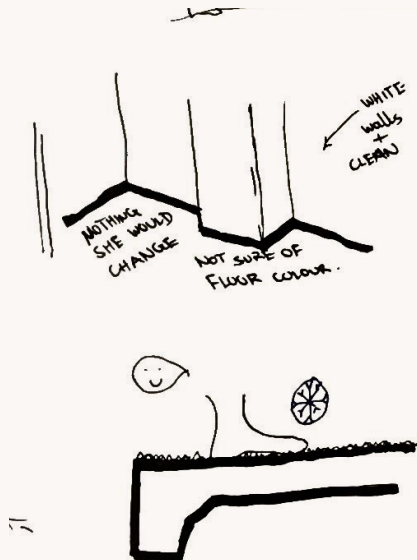
Wall & Flooring Conditions:

Participant KA_PR:

The walls are white and clean.

The floor is rough and cold, but the participant is comfortable with this.

There is nothing the participant would change about the floor.

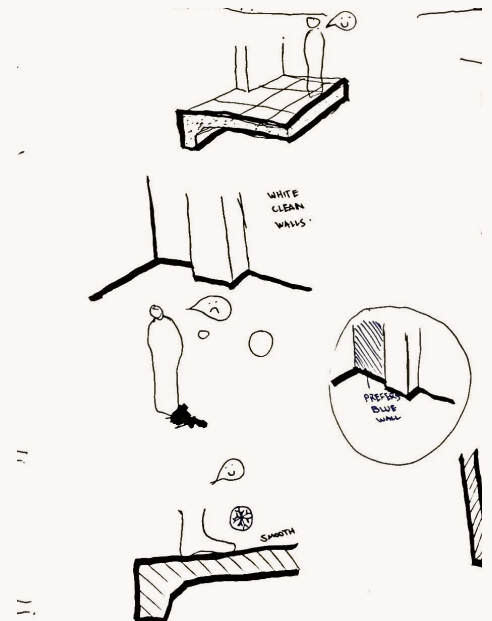


Participant MA_PR:

The walls are white and clean and the floor is tiled. The participant is content with the floor but not with the wall.

The floor is smooth and cold, which the participant appreciates.

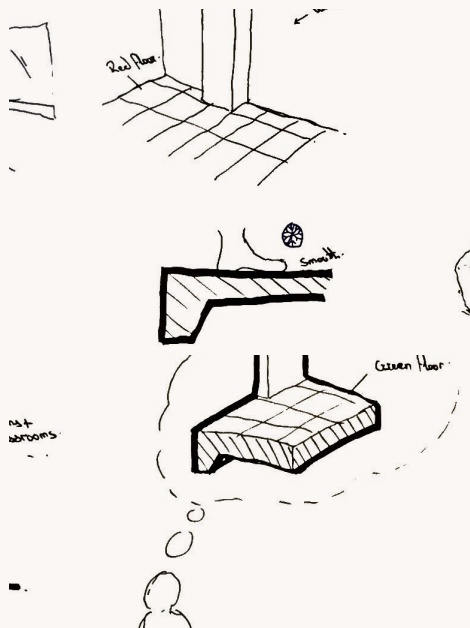
They would prefer having blue walls.



Participant PN_PR:

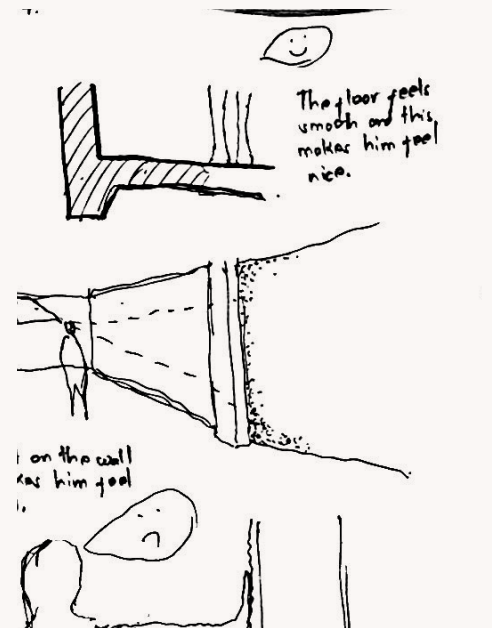
The walls are white, with a red tiled floor.

The floor is smooth and cold.



Participant LR_PR:

The floor is smooth, which the participant appreciates.

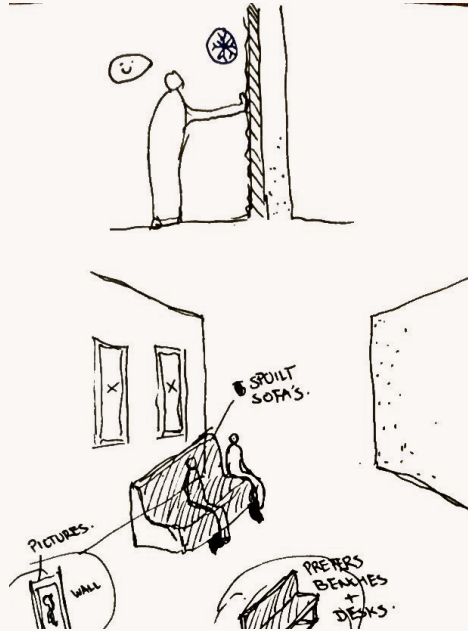


Haptics:

Participant KA_PR:

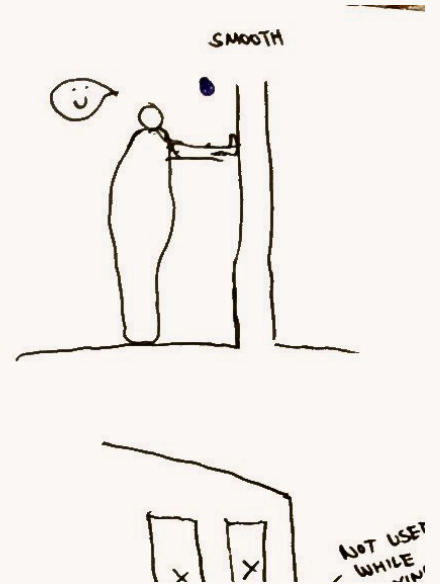
The wall feels rough and cold, which the participant appreciates.

The sofas in the room are not in the best conditions.



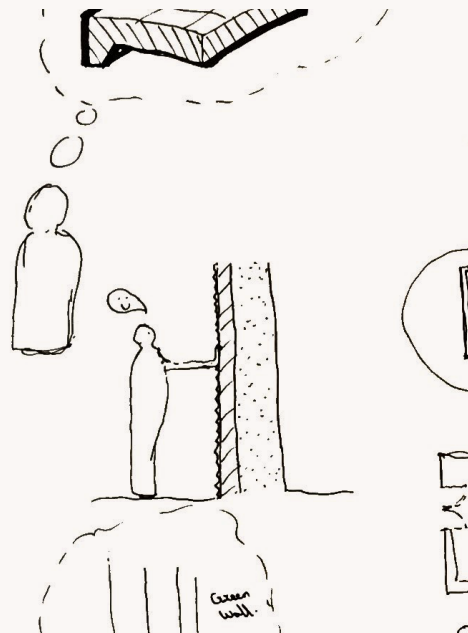
Participant MA_PR:

The wall feels smooth and cold, which the participant is happy with.



Participant PN_PR:

The wall feels rough, which the participant appreciates.



Participant LR_PR:

The wall feels rough to the touch, which the participant does not like.

The dirt on the wall is also very disconcerting.



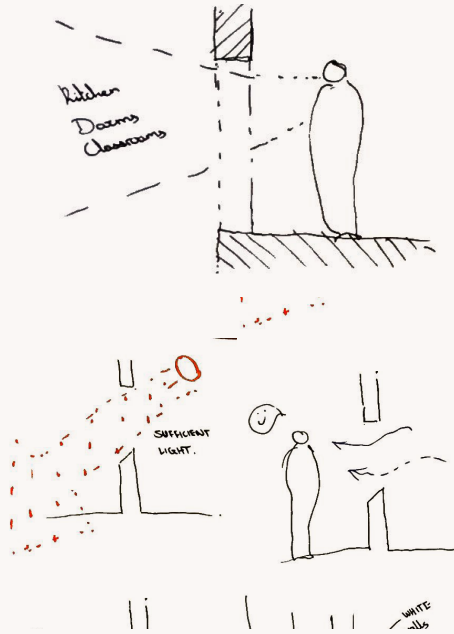
Openings:

Participant KA_PR:

There are views that look over to the kitchen, dorms and classrooms.

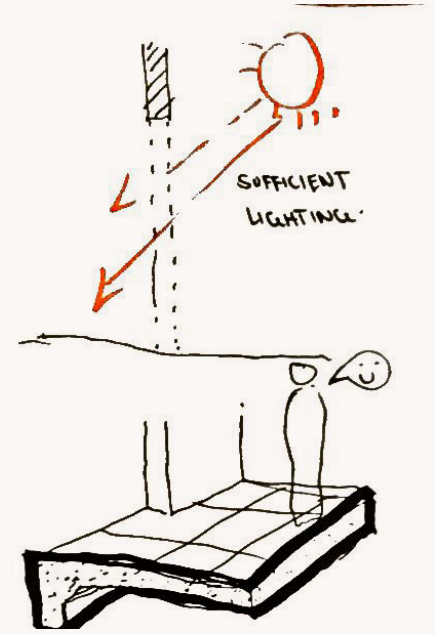
There is adequate sunlight that enters the room.

The participant feels that there is enough ventilation that comes into the room.



Participant MA_PR:

There is sufficient lighting that gets into the room through the door opening.

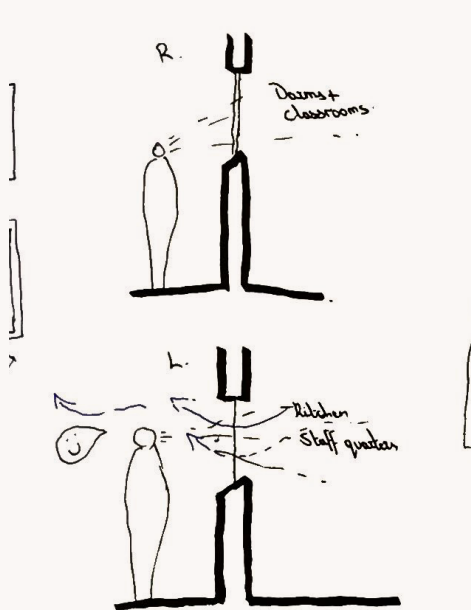


Participant PN_PR:

There are views to the dorms and classrooms from the window on the right.

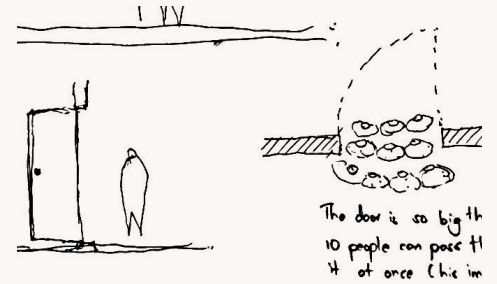
There are views to the kitchen and staff quarters from the windows on the left.

The ventilation is adequate.



Participant LR_PR:

The entrance door feels quite big, which makes it very easy for groups of people to enter at once.



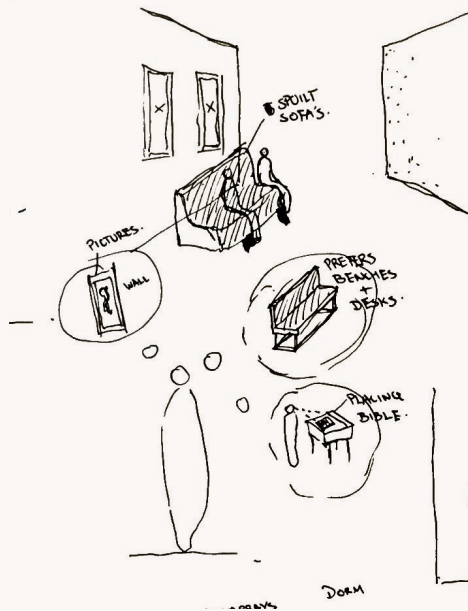
Spatial Uses:

Participant KA_PR:

The space is used as a prayer room.

The sofa is not in the best condition and the wall has no pictures.

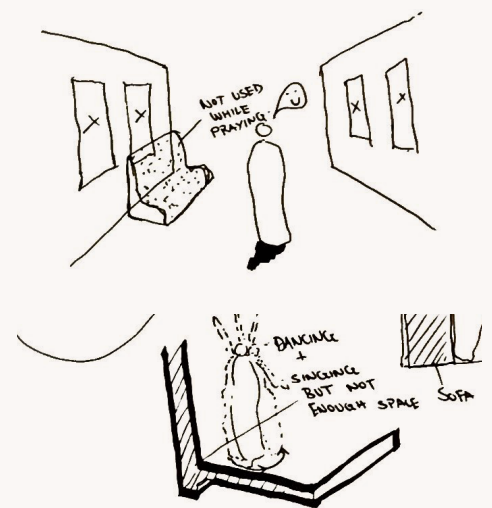
The participant would like more pictures on the wall, new benches for seating and desks to place bibles on.



Participant MA_
PR:

The space can be used for dancing and singing, however there is not enough space.

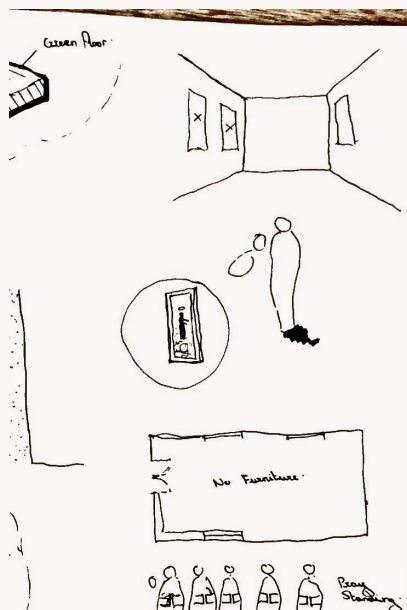
It is also used as a prayer room. They do not use the sofa while praying.



Participant PN_PR:

The room is used as a prayer room with a picture only on one wall in the room.

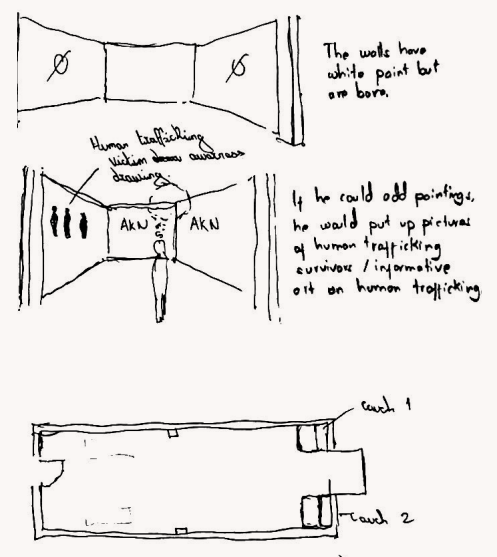
The room has no furniture and the participant wishes to have more pictures in the room.



Participant LR_PR:

The participant would use the space for awareness of human trafficking, by adding more paintings; since the walls are white and bare.

The participant would also prefer having couches at opposite ends of the room.

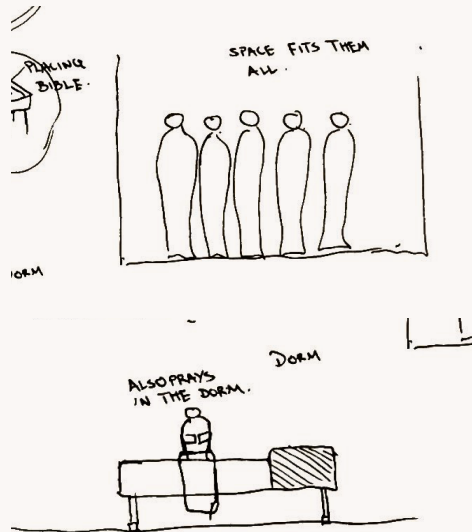


Observations:

Participant KA_PR:

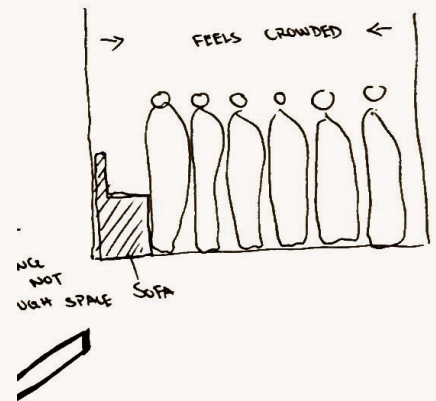
The space is adequate enough for all of them.

Since the room is used for prayer, the participant also prays in the dorm as a result.



Participant MA_PR:

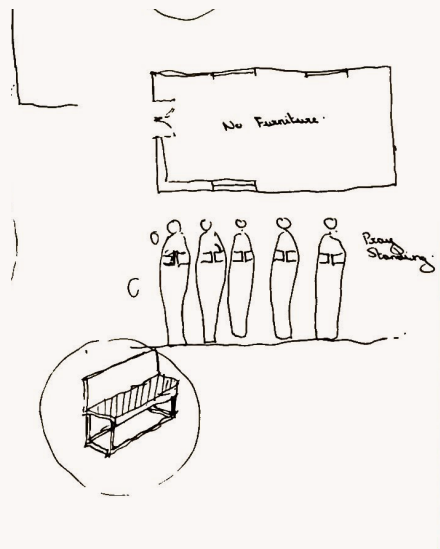
The room feels crowded when everyone is in the room.



Participant PN_PR:

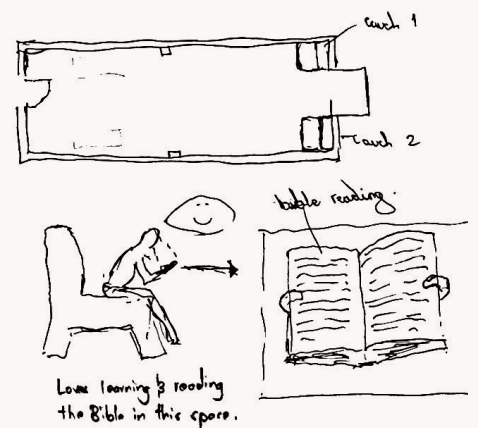
They usually pray while standing because the state of the available furniture is not conducive.

The participant would appreciate if this is improved.



Participant LR_PR:

The participant loves reading the bible in the space.



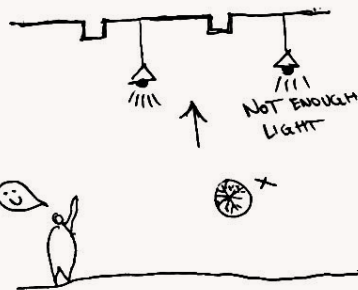
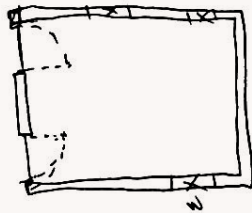
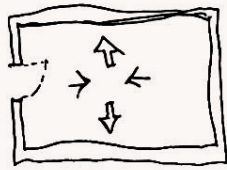
CLASSROOM

Spatial Layout:

Participant- AV_
CL:

Space is wide but narrow, with two entrances on either corners of the room.

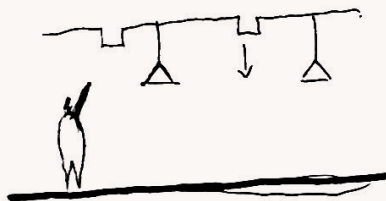
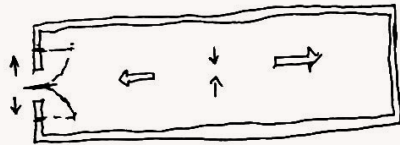
Contrary to this, the participant feels small as the ceiling is perceived to be high. There is not enough light in the room, but the temperature is satisfactory.



Participant- NM_
CL:

Space is long and narrow, with one large entrance located at the centre of the room.

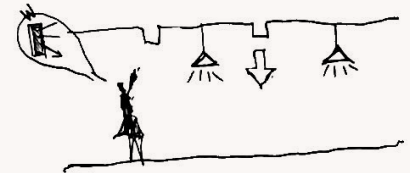
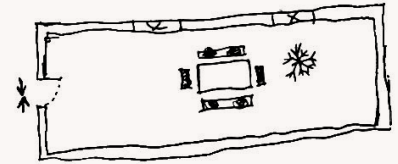
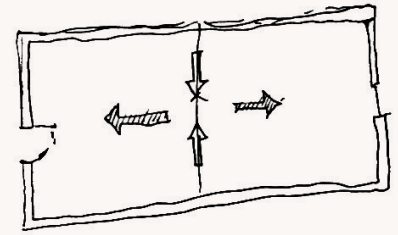
The participant feels much bigger in the space, as the ceiling is perceived to be low.



Participant- NS_
CL:

Space is long but narrow, with only one small entrance at the centre of the room.

The participant feels much bigger in the space, as the ceiling is perceived to be low. There is also the need for more windows due to insufficient light.



Connotations:

The sketches show 2 similarities between NS & NM, in terms of the spatial layout of the room.

The main discrepancy is the perception of the location of the door, together with its size.

The first participant also has a fairly varied perception of the space.

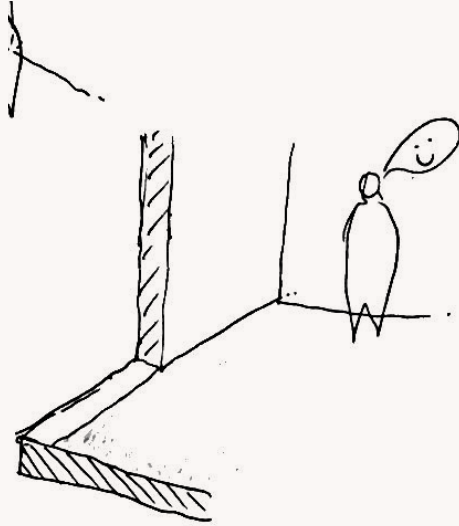
Evaluations:

Participant	Description	Architectural Interpretation
AV_CL	Two doors at both corners	The scale of the doors is too big for the participant to perceive as one door
AV_CL	Room is wide and narrow	Participant may have perceived the room in the reverse and has subjective orientation views
AV_CL	Ceiling is high	Scale & Proportion of the room is overwhelming
AV_CL	Lack of enough light	Lack of openings that provide the room with sufficient natural lighting
AV_CL	Room temperature is sufficient	Participant suggests comfort due to clothing and/ protection from the elements
NS_CL	Room is long and narrow	Participant has subjective orientation views, as this may be proportional to height
NS_CL	Ceiling is low	Scale and proportion of the room is slightly constrained
NS_CL	Lack of enough light	Lack of openings that provide the room with sufficient natural lighting
NM_CL	Room is long and narrow	Participant has subjective orientation views, as this may be proportional to height
NM_CL	Large entrance	The scale of the doors is too big for the participant
NM_CL	Ceiling is low	Scale and proportion of the room is slightly constrained

Flooring:

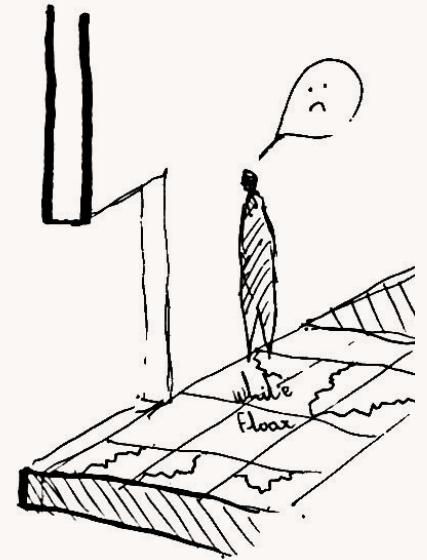
Participant- AV_
CL:

Participant is comfortable with the flooring situation.



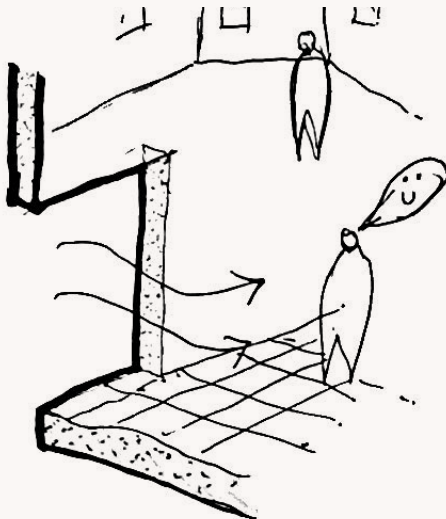
Participant- NS_
CL:

Participant is not comfortable with the cracking on the 'white' tiled floor.



Participant- NM_
CL:

The participant is comfortable with the flooring situation and is glad that natural ventilation can occur, despite the lack of windows.



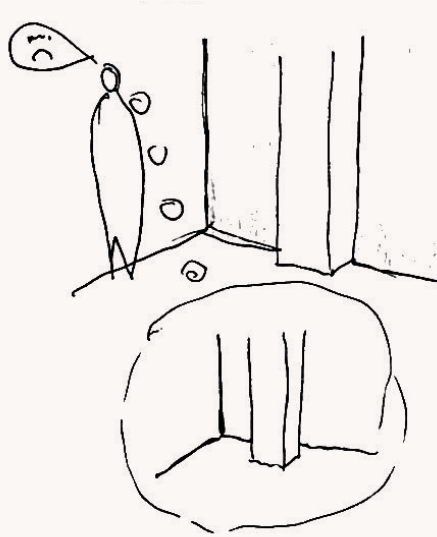
Connotations:

2 similarities in terms of comfortability of the floor area, however the descriptions of the floor vary with only one participant noticing the cracks.

Wall Conditions:

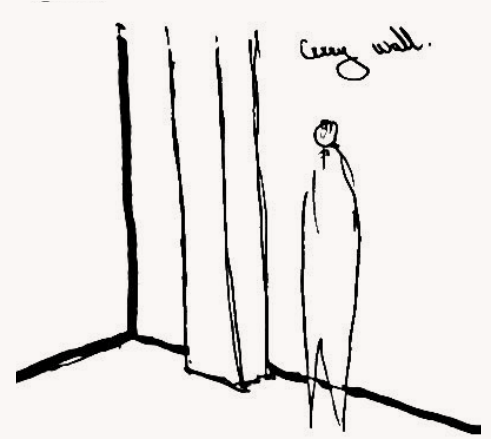
Participant- AV_
CL:

Participant feels the dirty walls has a negative effect on them and would prefer a cleaner wall.



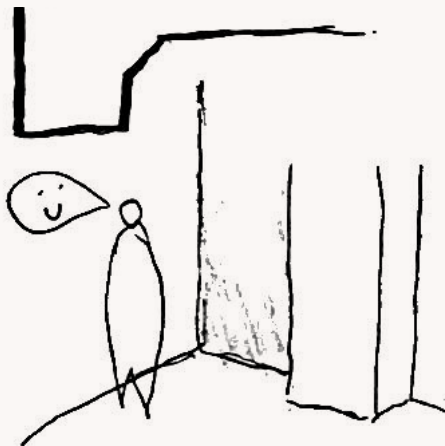
Participant- NS_
CL:

Participant perceives the wall to be a creamy colour and is comfortable.



Participant- NM_
CL:

Participant is comfortable with the appearance of the wall.



Connotations:

Two participants seem to be comfortable with the wall conditions, which may indicate a hesitation in the participants disclosing too much.

Only one participant gave a full description and preference, which may also indicate the trust they have at the centre.

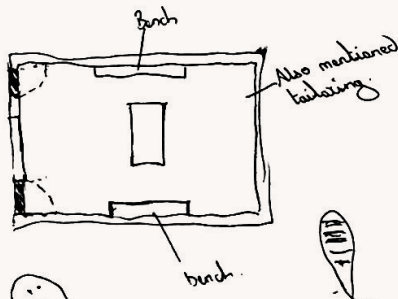
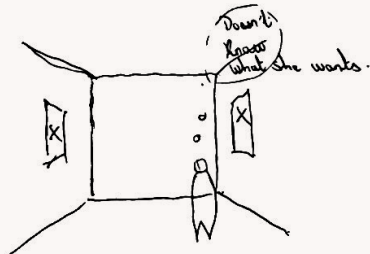
Evaluations:

Participant	Description	Architectural Interpretation
AV_CL	Floor is un-tiled	Perception of the floor might not be apparent as the participant probably does not inhabit the room too long
AV_CL	Dirty walls	Wall is probably uncoated with any protective layers , therefore dust and other particles easily fester
NS_CL	Cracking white tiled floor	Tiles might be of poor quality , thus succumbing to cracking
NS_CL	Wall is cream in colour	Wall might be a naturally coloured material, but accumulated dust and wear over the years
NM_CL	Tiled floor	Appreciation to the tiles because they can be easily cleaned
NM_CL	Wall is white	Wall might be a naturally coloured material, but accumulated dust and wear over the years. However due to the room being inhabited intermittently, this may be a trivial factor to the participant

Room Activities:

Participant- AV_ CL:

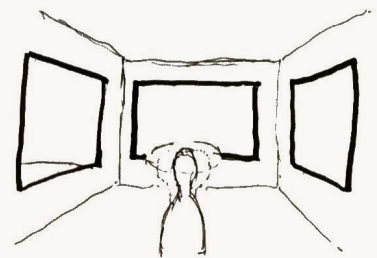
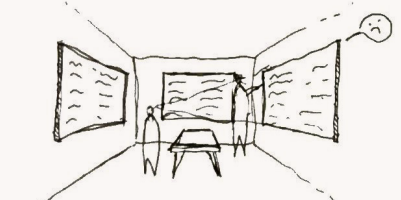
The classroom doesn't have any window openings. Some of the activities mentioned that take place in the classroom include tailoring apart from the usual classes. There are two benches on either side.



Participant- NS_ CL:

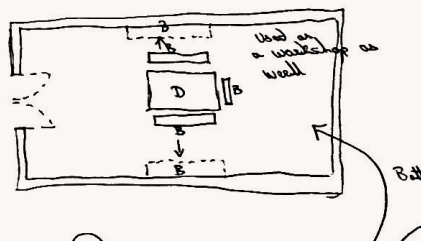
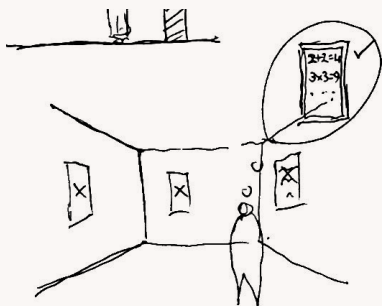
The classroom is mainly used for learning according to this participant, which is not very appealing.

The participant would wish to have window openings within the room.



Participant- NM_ CL:

The participant says that the classroom can be used as a workshop, by moving the benches towards the sides of the room.



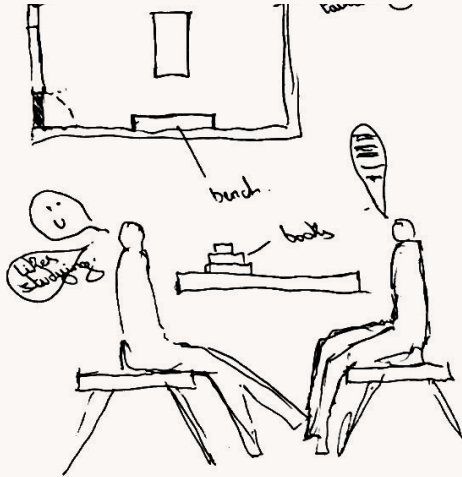
The participant would appreciate more learning material on the walls, as there are no windows.

Furniture:

Participant- AV_
CL:

The benches found in the classroom are usually used for studying and the tables are used to place the books.

The participant enjoys studying and finds the furniture comfortable.



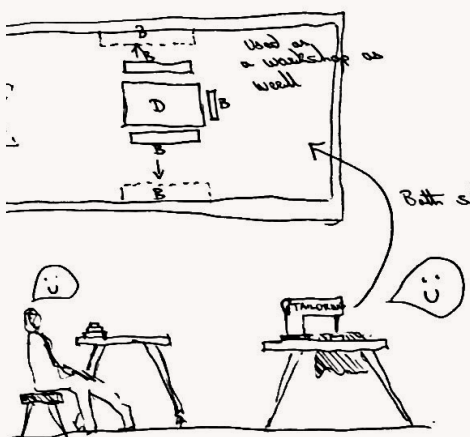
Participant- NS_
CL:

The participant does not find the furniture comfortable, but enjoys the studying.



Participant- NM_
CL:

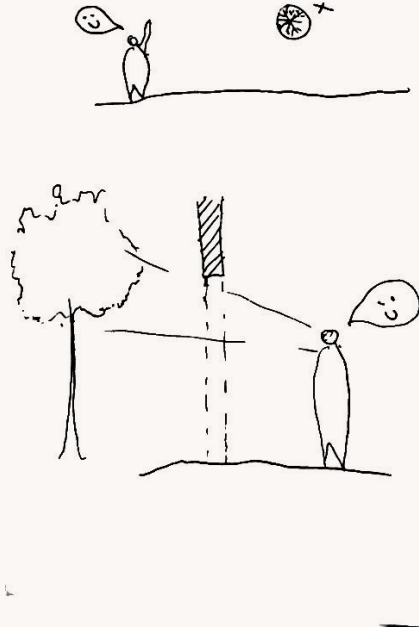
The participant enjoys the tailoring workshops as well as studying in the classrooms and finds the furniture comfortable.



Interior - exterior sight-lines:

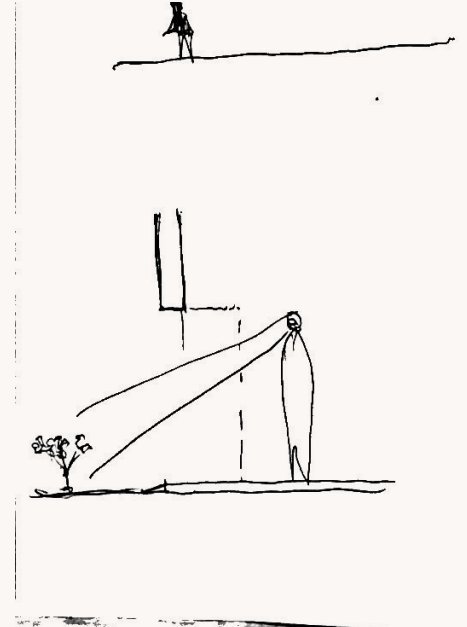
Participant- AV_
CL:

The participant enjoys the views out the door towards the trees.



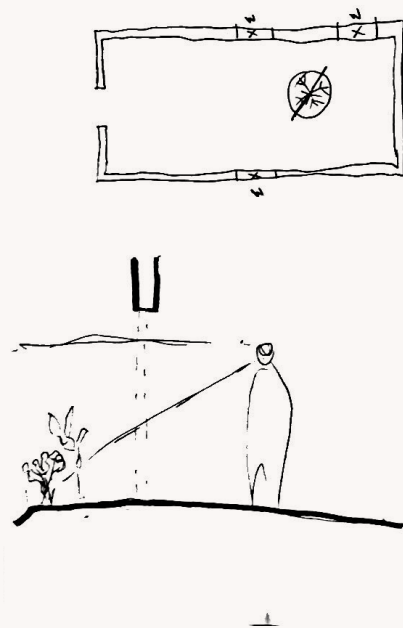
Participant- NS_
CL:

The participant enjoys the views out the door towards the plants.



Participant- NM_
CL:

The participant enjoys the views out the door towards the plants.

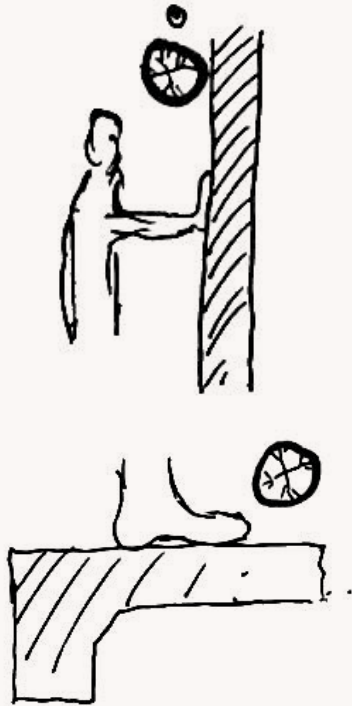


Haptics:

Participant- AV_
CL:

The wall is
perceived to be
smooth and cold.

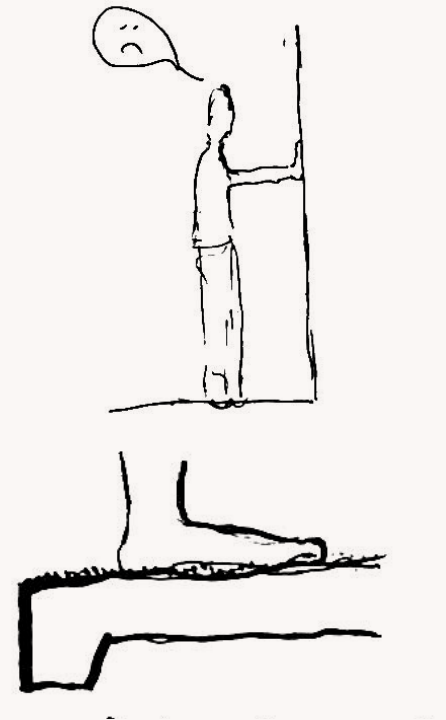
The floor is also
perceived to be
smooth cold.



Participant- NS_
CL:

The wall is
perceived to be
smooth and cold,
which is to the
dislike of the
participant.

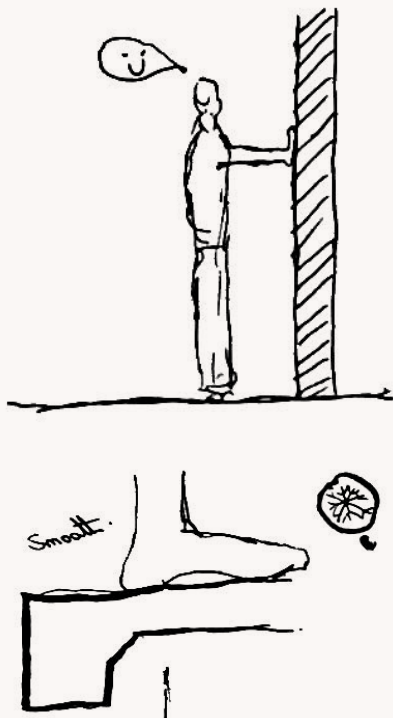
The floor feels
rough.



Participant- NM_
CL:

The wall is
perceived to
be smooth and
cold, but the
participant is
comfortable with
this.

The floor is also
perceived to be
smooth cold.

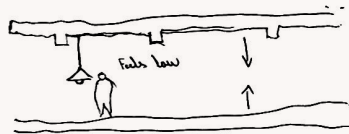
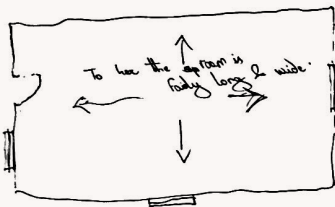
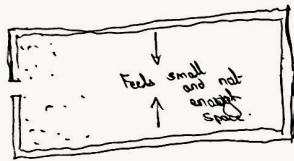


Lounge

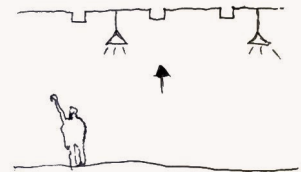
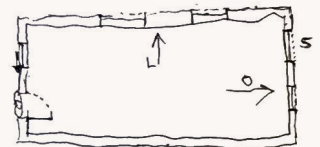
Spatial Layout:

Participant- NM_
LO:

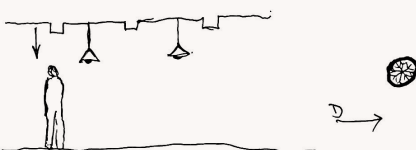
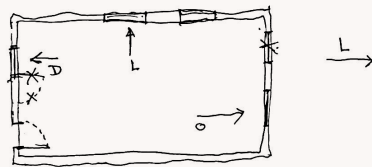
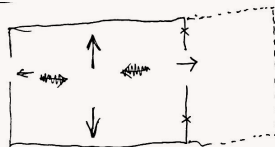
Room feels long and wide. However, the floor to ceiling height feels fairly constrained.

Participant- WR_
LO:

Room feels long & narrow, with window openings at the opposite and the left of the room. The floor to ceiling height is perceived to be quite high for the participant.

Participant- NS_
LO:

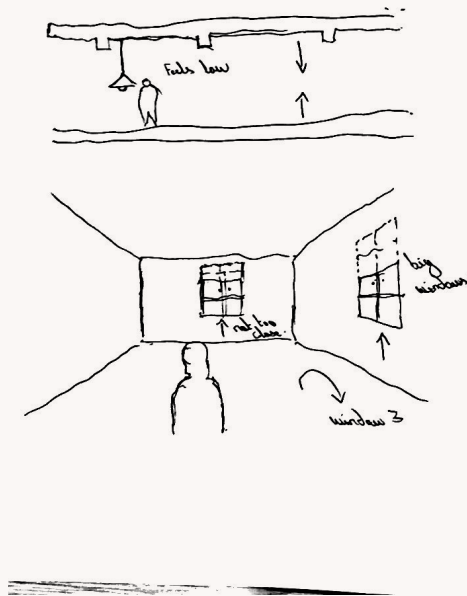
The room space is long and wide, with one window opening at the opposite end, 2 on the left hand side and one along the wall shared with the door. The floor to ceiling height is perceived to be quite low.



Window Configuration:

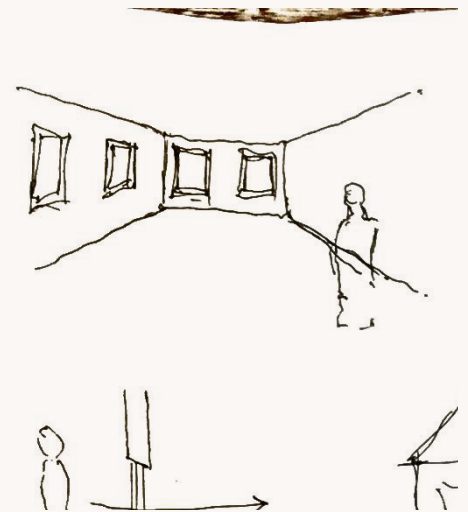
Participant- NM_
LO:

Large windows opposite the room, to the right of the room and along the same wall as the entrance door.



Participant- WR_
LO:

Double Large windows located at the opposite end of the room and on the left.



Participant- NS_
LO:

One window located at the opposite end of the room and two windows on the left hand side.



Interior- exterior sight-lines:

Participant- NM_
LO:

The views outside of the respective windows in the Lounge.

Participant enjoys looking out at the plants and trees.

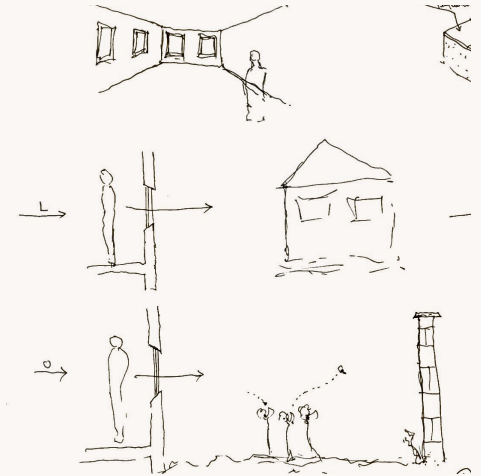
Participant is less enthusiastic about the view to the gate.



Participant- WR_
LO:

Participant can see the dorm rooms from the left window of the lounge.

Participant can see the plants and the security masonry wall.



Participant- NS_
LO:

During the day, the participant enjoys looking at the flowers outside from the window next to the door.

Would appreciate more flowers outside the opposite window, rather than just a wall.

At night, there is a dog that frightens the participant.



Connotations:

Its clear that the participants would prefer green areas, covered with plants.

Security measures (guard dog) might have to be reconsidered, as this is probably a factor that associates traumatic experiences for the rescued.

Evaluations:

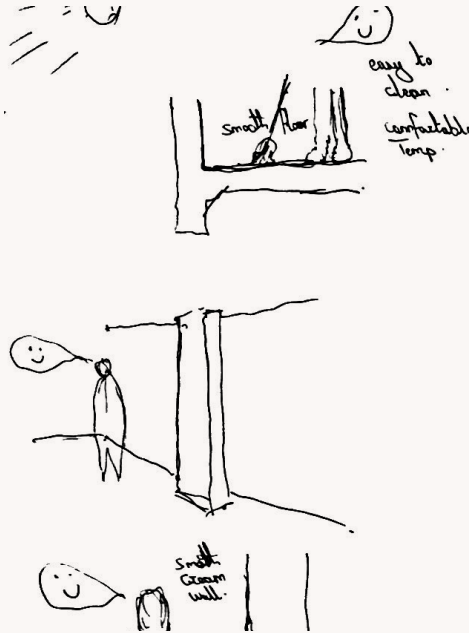
Participant	Description	Architectural Interpretation
NM_LO	(Left window) Enjoys looking at the plants outside	Having green spaces incorporated in the design of spaces would improve the moods of the inhabitants
NM_LO	(Opposite window) Gate is an obstructive view to observe	Implementing design ideas that offer views away from obstructive objects would create better atmospheres
WR_LO	(Left window) View to the dormitory's	Zoning of spaces into specified areas may be a creative way to avoid unwanted encounters between inhabitants and guard dogs within the centre
WR_LO	(Opposite window) View to plants and security wall	
NS_LO	(Window near door) Views to plants	
NS_LO	(Opposite window) View to masonry wall	
NS_LO	(Left window) Security dog is threatening at night	

Floor & Wall Conditions:

Participant- NM_
LO:

The floor is smooth and easy to clean, which is appreciated.

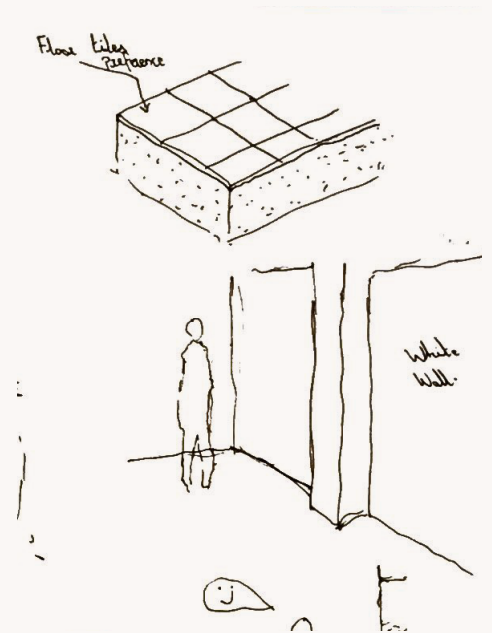
The participant is also content with the state of the walls.



Participant- WR_
LO:

The participant would prefer white floor tiles, as they perceive this to be easy to clean.

They are content with the state of the wall.



Participant- NS_
LO:

The floor is smooth and cold, and the participant dislikes this.

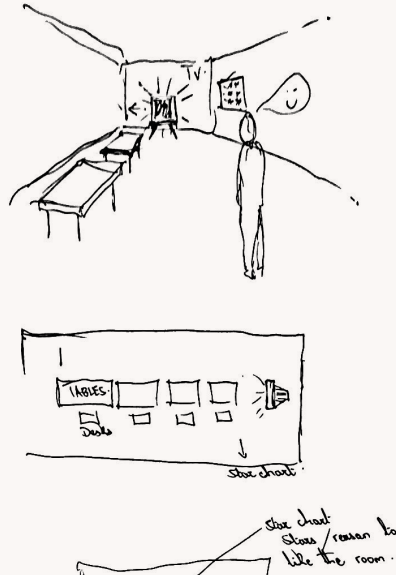
The participant finds the walls dirty and would prefer that the wall colour be changed.



Room Layout:

Participant- NM_ LO:

The participant notes that watching TV is quite common in the lounge. The tables and desks are arranged in a linear manner. The participant likes the room because of the star chart on the wall.



Participant- WR_ LO:

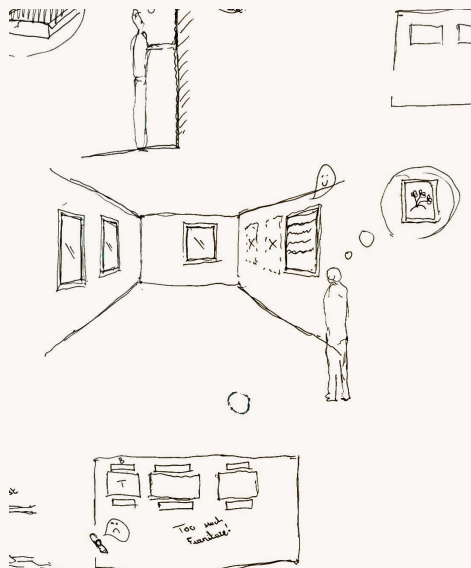
The participant noted the wall decorations with only writings, but they would prefer having pictures of angels/ Jesus on the wall.



Participant- NS_ LO:

The participant feels as if the lounge has too much furniture, hence crowding the room.

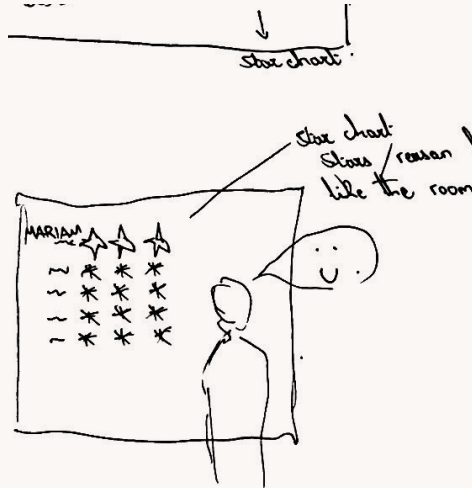
The decorations are okay, but the participant would prefer having pictures of plants.



Room Activities:

Participant- NM_
LO:

Loves the behaviour star chart, because they always get stars.



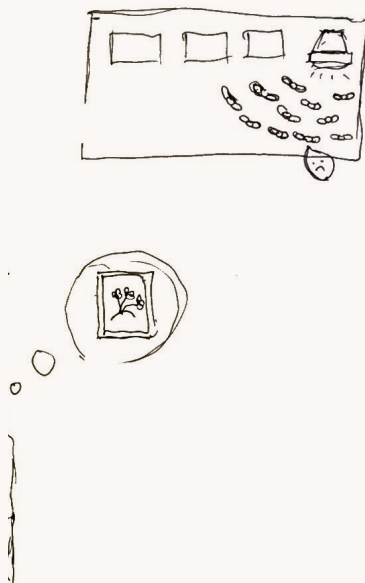
Participant- WR_
LO:

Watching TV is the most common activity.



Participant- NS_
LO:

Room can get quite crowded when watching TV, which the participant does not enjoy.



Haptics:

Participant- NM_
LO:

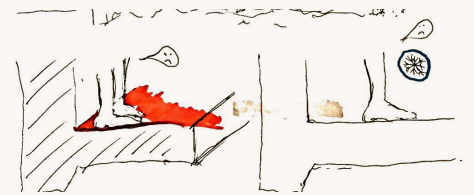
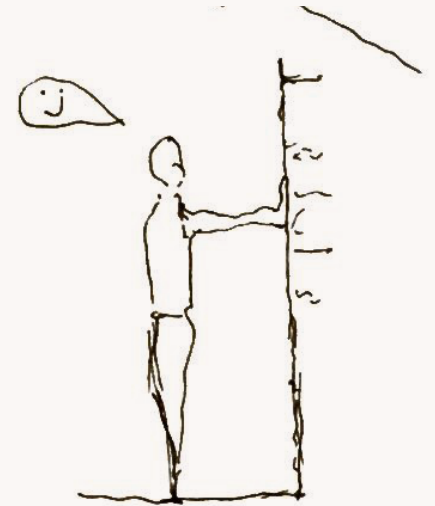
The participant enjoys touching the smooth cream wall.



Participant- WR_
LO:

The participant enjoys touching the smooth cream wall.

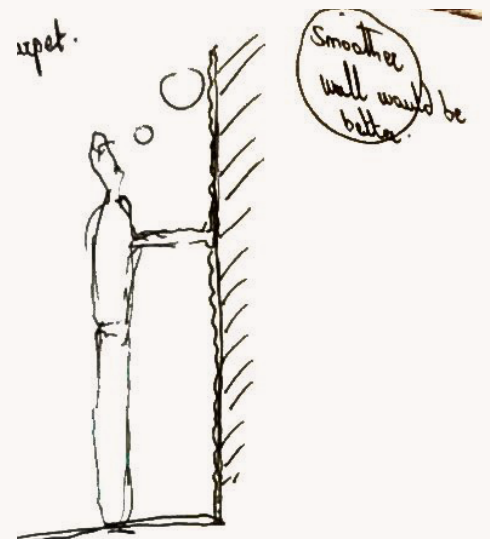
They do not like the red colour for the floor and also finds this to be cold



Participant- NS_
LO:

Participant would prefer a smoother wall.

Does not enjoy the red coloured floors and would much rather prefer a carpeted floor.



Kitchen

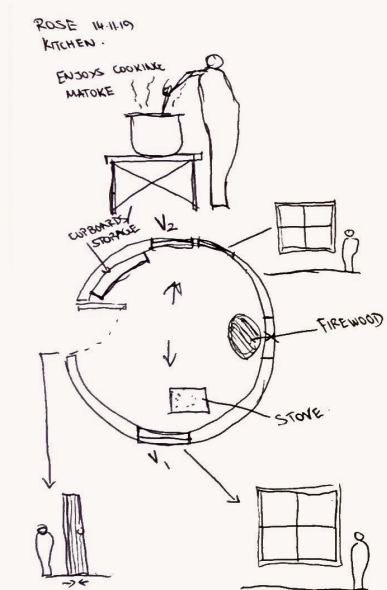
Spatial Layout:

Participant- WR_KT:

The kitchen is wide and circular with two windows on either side of the door. The entrance door is perceived to be quite narrow.

There is a storage cupboard at one end, a stove at the other and designated spot for firewood.

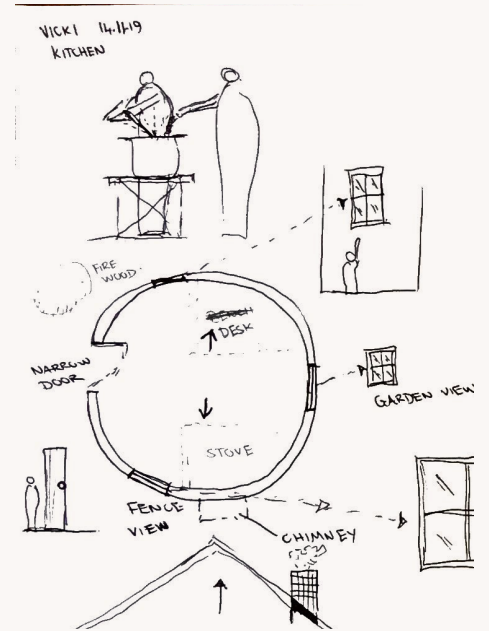
The participant enjoys cooking



Participant- AV_KT:

The kitchen is circular and wide with high windows, with views towards the garden and the fence. The entrance door is perceived to be narrow.

There is a stove directly connected below the chimney.

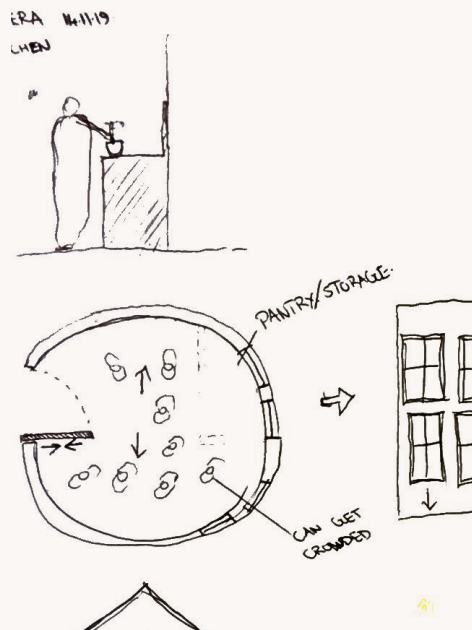


Participant- NH_KT:

The space is circular and wide with a narrow entrance door.

The windows have views to the dorms.

The kitchen can get crowded.

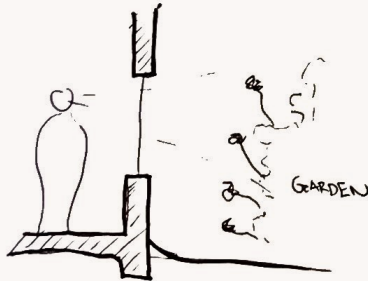
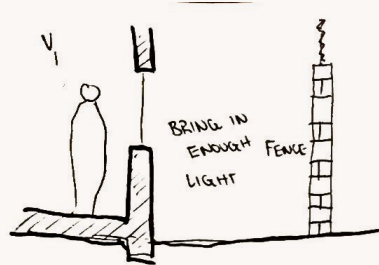


Interior - exterior sight-lines:

Participant- WR_KT:

From one of the windows, the participant only get views to the fence.

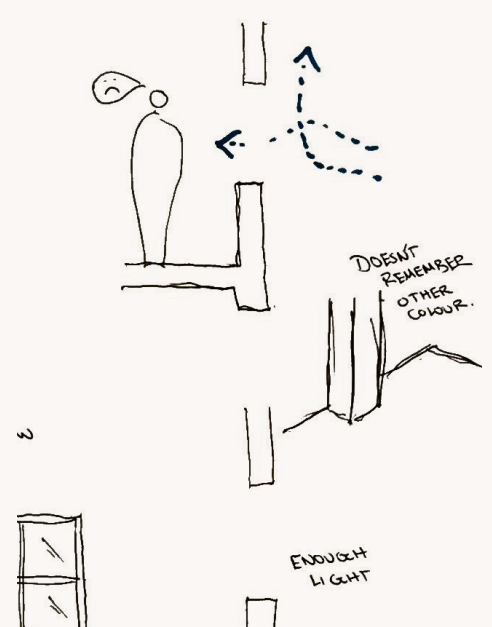
The second window has views to the garden space.



Participant- AV_KT:

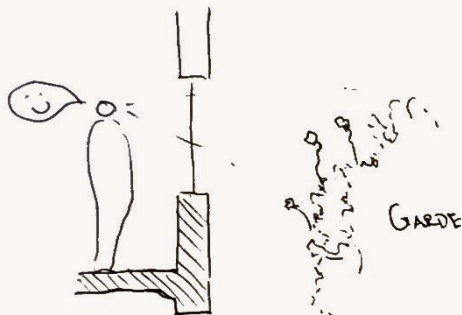
Appreciates views facing the garden spaces, however says there is not enough ventilation.

Sufficient light is brought in through the windows.



Participant- NH_KT:

Appreciates views to the garden.

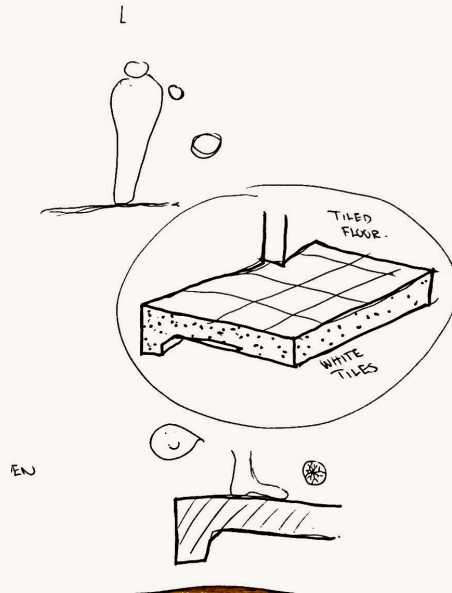


Flooring:

Participant- WR_
KT:

The floor feels smooth and cold, however the participant is comfortable with the current floor conditions.

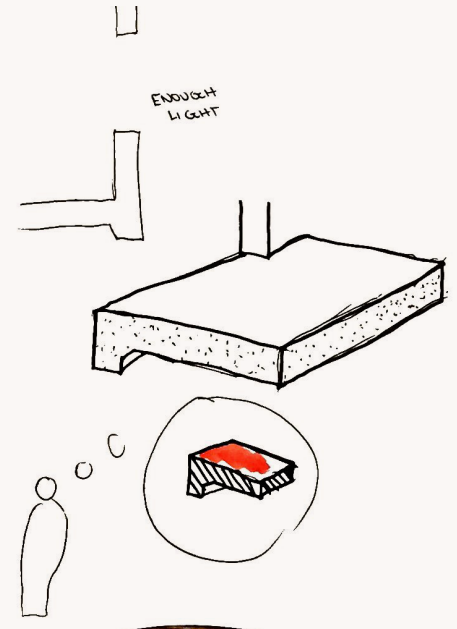
The participant would prefer a white tiled floor.



Participant- AV_
KT:

The floor is described as white/ natural coloured.

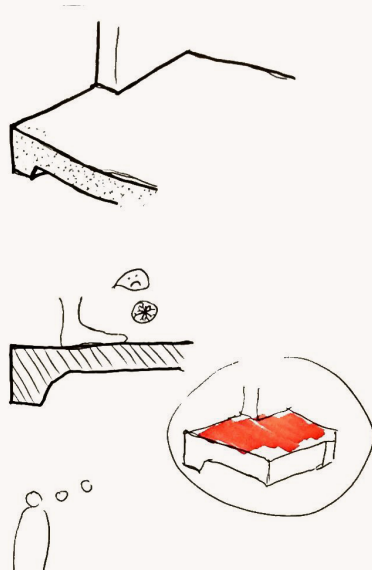
The participant would prefer floor painted red in colour.



Participant- NH_
KT:

The floor feels smooth and cold, which is to the discomfort of the participant.

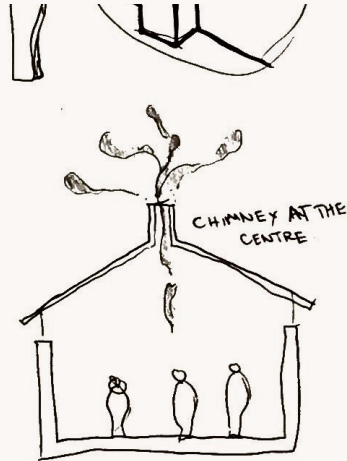
The floor is described as white in colour, but a red coloured floor would be preferred.



Indoor conditions:

Participant- WR_KT:

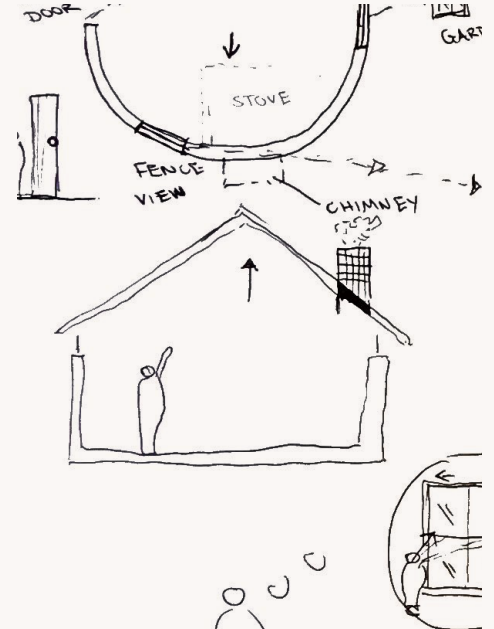
Chimney located at the centre of the room.



Participant- AV_KT:

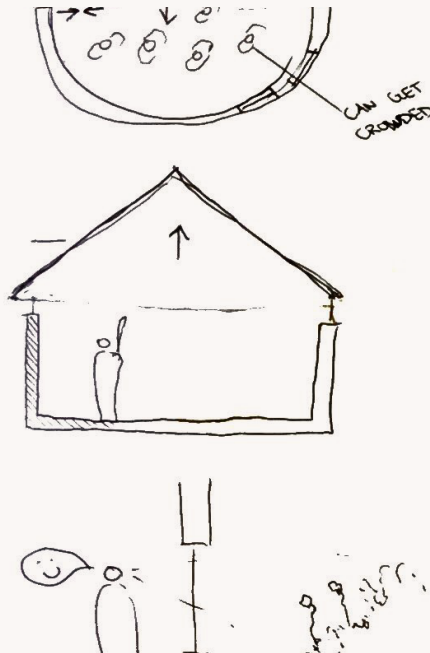
Chimney located at one end of the space.

The ceiling is perceived to be high.



Participant- NH_KT:

Ceiling is perceived to be high.



Participant- NH_KT:

Chimney is found at one corner of the room, however the ventilation does not work too well.

The participant would like this to be improved.

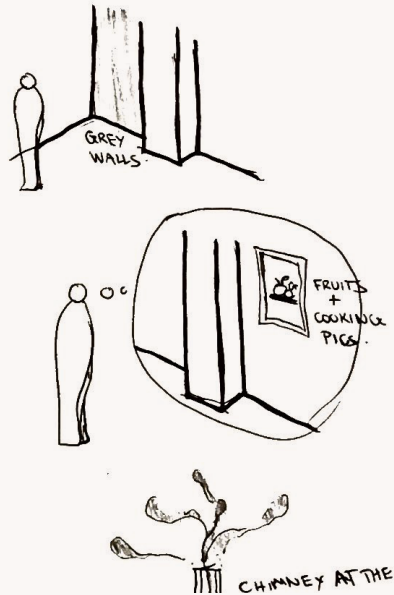


Improvements:

Participant- WR_KT:

Wall is currently grey in colour.

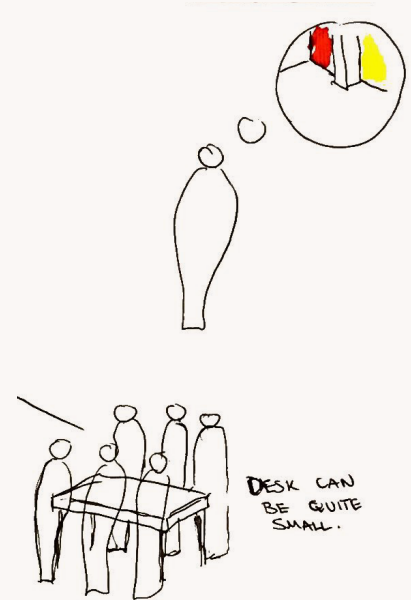
Would appreciate pictures of food recipe's and general food images.



Participant- AV_KT:

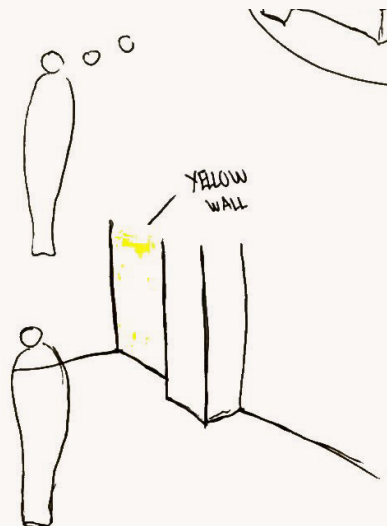
Would prefer the walls to be painted in either red/ yellow colours.

The counter top is quite small; therefore a larger surface would be preferred.



Participant- NH_KT:

Would prefer a wall painted yellow in colour.



Appendix 07: Community theatre synopsis

The community theatre drama is part of the research – Healing Spaces for trafficking survivors: Developing an evidence- based design framework for care facilities serving human trafficking survivors in east Africa.

The drama will focus on human trafficking activities and bringing out the nature of care facilities available; But also highlighting the ideal for care facilities.

Drama will be done at Uganda youth development link (UYDEL) which is one of the centers that take care of survivors of human trafficking in Uganda. At UYDEL, the drama team will mainly consist of survivors of human trafficking.

THANK YOU

For more information on The Design Framework and
The Healing Spaces Documentary visit
www.buildxstudio.com



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