BUTTERFLY

RESEARCH & CONSULTING

Evaluation

Young Mother and Baby category

World Childhood Foundation

Conducted January to May 2008

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Summary

As commissioned by the World Childhood Foundation, fourteen projects within in the category Mother and Baby have been evaluated. The evaluation was conducted by Butterfly Research & Consulting between January and May 2008. The main objective was to provide a composite picture of how the projects within the category have developed with regard to methods, objectives and context. Four main areas have been evaluated: performance and relevance; cooperation with Childhood and other partner organizations; follow-up and evaluation; and results and sustainability.

A qualitative methodology and a participatory approach have primarily been used. The evaluation was conducted in four stages: desk study, field visits, interactive workshop and analysis and reporting. Data was collected during the first three stages and a parallel analysis conducted. Visits were made to eleven projects and interviews conducted with those in charge of the projects, with management, with staff, with mothers and with partner organizations.

The results indicate that the projects are relevant or highly relevant in relation to the needs of the target groups and in relation to the methods developed. Working strategies and activities are generally well planned and have been carried out in an appropriate way. A common strategy is to provide mothers with a set of skills, in addition to working specifically with the mother-child relationship. All of the projects take a holistic approach to the needs of young mothers, and new methodologies have sometimes been developed. Monitoring and follow-up have been integrated into the practical work.

Evaluation data indicate that the projects that have been implemented have achieved their main objectives or are in the process of doing so. The data also indicate that the projects have had a strategy for securing sustainability on different levels. Capacity structures, such as referral systems, clear working process and staff training have been built in to some extent, while some projects have also focused on the society level. Several projects have working methods and approaches that can inspire other projects and that can be applied in other contexts.

The evaluation shows that support from Childhood has contributed to the empowerment of a large number of mothers in the seven countries, providing their children with opportunities for a better life. Factors contributing to success of the projects include the holistic approach, highly skilled and committed staff members and continuous support and capacity building. No clear weaknesses have been found, although there is a potential for more systematic follow-up in the case of a few projects and limited methodological adaptation in the case of one of the projects. Future challenges for Childhood and for these projects include awareness of values transferred to the mothers in order to secure long-term child development.

Childhood is generally perceived as a knowledgeable, flexible and competent partner on the part of the projects. Childhood thereby distinguishes itself from other donors through its model of support to the projects, which can be summarized by the following key phrases: advisory role combined with genuine interest, close cooperation and understanding of the projects, flexible approach, advocacy and continuous dialogue.

1. Introduction

The World Childhood Foundation[1] was founded in the year 1999 by H.M. Queen Silvia of Sweden. Childhood's work is aimed at the most marginalized children, the ones most often ignored and forgotten. Childhood focuses especially on girls. The main target groups are street children, children living in institutions, young mothers and sexually abused children. Today the organization supports more than 100 programmes run by organizations in 14 countries; Brazil, China, Estonia, Germany, Latvia, Lithuania, Moldova, Poland, Russia, South Africa, Sweden, Thailand, Ukraine and the United States.

This report focuses on projects that have young mothers and their babies as their primary focus. Many of these young mothers have grown up in institutions, been sexually or emotionally abused, or have a family situation where drug and alcohol problems are part of the social situation. This means that these young mothers need support to develop ordinary parental skills and thereby prevent social repetition. An early intervention can help to break the vicious circle and create a better future for the children.

Thanks to the financial support of Childhood, many organizations have developed new methods and improved their capacity to support young mothers and their babies. Childhood follows the work closely; The organizations have to report regularly, Childhood has a continuous dialogue with the organizations and makes frequent visits to the projects The next step which is of a great interest for Childhood is to have an external evaluation observe the situation.

Consequently, Childhood has decided to conduct an independent evaluation to get a composite picture of the projects in the category *Mother and baby* – and to get guidelines for future decisions and priorities. An important part of the evaluation is also to organize a workshop where the organizations can come together to share experiences. This report presents the evaluation's main findings, conclusions, and recommendations.

The work has been carried out between January and May 2008 by Malin Roux Johansson and Eva Sennemark, Butterfly Research & Consulting.

1.1 The assignment

1.1.1 Aims and objectives

The over all aim of the evaluation is to give a comprehensive and composite picture of how the fourteen projects have developed in relation to the objectives and the different contexts in which they operate. This means an assessment of the model of mother and baby projects *category* as a whole.

An interactive workshop was conducted in Stockholm 23-24 of April. The workshop was important for the evaluation process; by meeting representatives from all the projects and taking part in the sharing of experiences the evaluators got a deeper understanding for the differences in conditions and opportunities for the projects.

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[1] Bellow referred to as Childhood

The focus questions that have been elaborated during the process are as follows:

1. Performance and relevance
How are the project's strategies, concepts and activities implemented? What are the characteristics? Are the projects and the applied methods relevant in relation to the needs of the target group? What is good practice? Is there any potential for replication and dissemination of good working methods?

2. Cooperation with Childhood and other organizations
What is the main character of cooperation with Childhood? How is Childhood perceived as a donor and cooperation partner? Who are their main partners?

3. Follow up system and evaluation
How well do the projects work with monitoring, follow up and evaluation? What are the main working methods in this area? How do the projects use the results from follow up and evaluations in order to learn and develop their programmes?

4. The result and sustainability
What are the results and do the projects make a difference for the actual target groups? How does the funding by Childhood contribute to the results? How do the projects work to secure sustainability?

In order to gain a better understanding of the strategies and the achievements it has been useful to systematize the results and analyse the projects from different angles. Part of the main focus is also to identify strengths, weaknesses and opportunities for future development.

1.1.2 Limitations

The main focus of the evaluation has been to give a composite picture of the projects in the *category* Mother and baby, which includes fourteen projects. The evaluation gives an overall picture of each project in relation to certain parameters and the project's main objectives.

1.2 Methods

The evaluation is mainly based on qualitative methods. We have strived as far as possible to use a participatory approach. Aspects considered are:

- The evaluation has been planned in close cooperation with Childhood.
- The projects have been involved in arranging and sometimes planning the field visits including interviews and observations.
- The evaluators have taken an active part in arranging the interactive workshop where the projects contributed with their experiences.

For the collection of data we have mainly used qualitative methods. Data has also been collected from project documentation. Interviews or in some cases focus-groups were conducted with project managers, project staff, participants (mothers, girls), partner organizations and other local stakeholders. Observations of participants were carried out during the field visits where the evaluators also took part in activities for the girls and

mothers. In order to compare all projects regarding some key elements of the working method and follow up, a short questionnaire was distributed to the project managers.

1.2.1 Evaluation process and data collection

The evaluation has been conducted in four steps:
- Desk study
- Field visits
- Workshop on exchange of experience
- Analysis and reporting

The desk study
Free access to project material has been given by Childhood and the projects. This included project applications, project summaries, narrative and financial reports The documentation was summarised in relation to predefined parameters such as history of the organization, target group, main objectives, main methods, result, follow up and sustainability. These parameters were also used as background information for the different interview guides and the questionnaire to project managers. All interview guides and the questionnaire were approved by Childhood before the field visits. During this stage initial contacts with the projects were taken and arrangements for the field visits were made.

Field visits
In agreement with Childhood it was decided that eleven projects should be visited by the evaluators. Each visit was conducted by one of the evaluators except for the visit to Russia where two members of the team participated.[2] The duration of the visits was one or two days depending on the extent of the project activities and partner cooperation. During the visits the evaluator tried to take part in some activities and interview as many persons as possible from the organization; project manager, staff, parents, and other stakeholders. Interviews in Russia and Ukraine were mostly conducted via interpreter. Additional documentation and material were also provided by the projects. The field visits were made in February and March 2008.

Workshop on exchange of experience
A 1½ day workshop was held in Stockholm on 23-24 of April. The evaluation team was responsible for the planning and conducting of the workshop. Members from each of the fourteen project organizations were gathered in Sweden to share experiences on methods, evaluation and sustainability. All together 27 persons from the projects and seven persons from the Childhood staff participated in the workshop. Groups and plenary discussions as well as project presentations have been used as data for the final analysis. Complementary interviews were also conducted with members from the non-visited projects (*Every Child Moldova, Association for the Promotion of the status of Women (APSW),* Thailand, and *Lua Nova Formation and Re-education Association,* Brazil).

1.2.2 Data analysis

All interviews have been transcribed and summarised. Before the analysis data has been divided into different themes in regard to the project objectives, objectives of the evaluation, and between the projects to find common features, strengths and weaknesses.

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[2] One of the members also served as interpreter

The analysis has been made parallel with the data collection, i.e. during the desk study, field visits and workshop to compare, check and aggregate the results. Results have been analysed on different levels such as aggregated category level, project level and in relation to the main objectives of the evaluation. The different professional backgrounds of the members of the team have been used to broaden the perspectives in the analysis.

1.2.3 Disposition

The report is divided into six sections. The first section gives a short introduction to the background of the evaluation, aim and methods. The second section includes the theoretical background, presentation of Childhood as an organization and a short presentation of those organizations funded by Childhood. The third section includes results and analysis and section four an analysis of the subject sustainability. In section five we give an overall assessment of the projects related to certain parameters. The final section includes a general discussion of the results, conclusions and recommendation.

2. Background

In recent years development aid and development cooperation have increased and contributed to creating possibilities for poor people to improve their living conditions. According to the UN Millennium Declaration the world poverty should be reduced by 50% until 2015, all children should have the possibility to go to school, and women's' rights should be strengthened.[3]

In December 2003 the Swedish government ratified the proposition 'Gemensamt ansvar – Sveriges politik för global utveckling' (PGU). It was stated that the main objective for Swedish development aid is to create good circumstances for poor people to improve their living conditions. Poverty is then defined as a condition where humans *"are deprived of the possibility to decide about their own life and future"*[4]. This view includes two perspectives:

1) A perspective of rights – defining poor individuals as girls, women etc as carriers of rights and with a will to develop.
2) Poor persons' view - meaning that aid should be conducted in relation to the needs, interests and conditions of the poor (Sida policy).

2.1 Empowerment

A relevant concept in this context is the concept of *empowerment*. It is often used in terms of improving health and living conditions for socially excluded groups of people (WHO 2006). Social exclusion is defined as living in conditions of deprivation and vulnerability such as poverty, inadequate access to education, health and other services, lack of influence, human rights and living in social isolation. Empowerment strategies then need to focus on enabling these vulnerable groups to create and recreate their social norms and identities. By doing so they could gain access to both social resources and other resources in society. Empowerment could then be seen as "*an action-oriented concept focusing on removing formal or informal barriers (WHO 2006)"* based on an *assumption of community or individual resources that can be strengthened through dialogue and action.*

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[3] www.oecd.org
[4] Sida A 2007

Empowerment strategies are always culture-society specific and need to be adapted to the local context. WHO also concludes that empowerment strategies are more likely to be successful if they are integrated in the macro-economic and policy strategies aiming at creating equality. To create a successful empowerment strategy the following key elements should be considered:

- Increasing the skills of the citizen (participants) through access to information and resources.
- Using small group efforts to enhance critical consciousness and build supportive environments.
- Promoting community action through collective involvement in decision-making and participation in all phases of planning, implementation and evaluation. Use of lay helpers/leaders, advocacy and leadership training and coalition capacity development.
- Strengthening public policy through organizational and inter-organizational actions, transfer decision-making to participants of interventions.
- Having community members defining needs.

According to the World Bank empowerment could be defined as "*the process of increasing capacity of individuals or groups to make choices and to transform the choices into desired actions and outcomes. Central to this process are actions which both build individual and collective assets, and improve the efficiency and fairness of the organizational and institutional context which govern the use of these assets.[5]*"

2.1.1 Human rights conventions

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) was adopted in 1979 by the UN General Assembly. It provides a base for equality between women and men through ensuring women's equal access to political and public life, education, health and employment. It is also the only human rights treaty which affirms the reproductive rights of women. In the year 2000 another document, an optimal protocol was issued that gives women whose rights are violated the right to complain to the *Committee on the Elimination of Discrimination against Women*.[6]

The Convention on the Rights of the Child, resolution 44/25, was adopted by the UN General Assembly in 1989[7]. As the first legally binding international instrument of human rights for children under the age of 18 years it included civil, cultural, economic, political and social rights. The convention points out the basic human rights of children: the right to survival, to develop to the fullest, to be protected from harmful influences, abuse and exploitation, and possibilities to participate fully in family, cultural and social life. The convention also protects children's rights by setting standards in health care; education; and legal, civil and social services. The four core principles of the Convention are:
1) Non-discrimination
2) Devotion to the best interests of the child
3) The right to life, survival and development
4) Respect for the views of the child

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[5] www.worldbank.org
[6] www.un.org/womenwatch).
[7] www.unicef.org

2.2 World Childhood foundation

Childhood is a non-profit organization which was founded in 1999 by Her Majesty Queen Silvia of Sweden, with contribution from fourteen co-founders. Childhood utilizes a corporate sponsorship model with long term agreements with the partners. In this way Childhood receives much support from corporations that channel their engagement to help children in need through the organization. This corporation is formalized through a three-year-agreement. Through the funding theses corporations contribute to a portfolio of projects that Childhood supports around the world in accordance with the mission of the organization.

"The mission of World Childhood Foundation is to defend the rights of the child and to promote better living conditions for vulnerable and exploited children at risk all over the world. World Childhood Foundation wants to give all children the opportunity to develop into strong, secure and responsible human beings."

Childhood has established four foundations; in Sweden, Germany, Brazil and United States. Childhood has an office in each of these countries.

2.2.1 Target groups and working model

The main target groups today are street children, children living in institutions, young mothers and sexually abused children. Childhood has experienced a strong development and expansion of its operations since the start. Childhood pays special attention to the needs of girls and young mothers. Preventive work is important: Girls are more vulnerable to sexual abuse, sexual exploitation and trafficking, which also means that there is a big risk of early pregnancies. For these young mothers education, learning life skills and work is more difficult and there is a high risk that the pattern of abuse and difficult living condition is transformed to the child. In the short term there is a risk that the mother abandons her child.

Childhood provides support to existing local organizations and projects that work directly with the children and young mothers. Besides the financial contribution the model of support is built on continuous contact and close cooperation with the management of the projects. Part of the implementation of the mission is also to work actively to raise public awareness about children's rights and how vulnerable and exploited children are.

2.3 Presentation of the projects and partner organizations

The following text gives a short presentation of the partner organizations and the projects concerned. In some cases Childhood has supported different projects and in other cases part of a larger programme. In this table we present what we perceive as the main focus.

The organizations have clear aims and objectives of the programmes/projects in their applications to Childhood. In the table below the objectives are partly reflected in the description of the main support by Childhood. The projects' working methods and the outcome will be presented in the *Result and Analysis* section.
The target group is presented in the following categories in the table below:
   A) Young mothers and their children at risk
   B) Teens at risk

C) Young mothers/children grown up at institutions
D) Pregnant girls
E) HIV-positive mothers and their babies

The table also gives an overview of the projects offering
Residence centres (R), Activity **C**entres only (C) and **H**ome visits (H). Activity centres could in some cases have been integrated in the state or local authority services

Table: 1

Organization	Project name	Target group	Support form	Main focus of Childhood's support
The Association for the Promotion of the status of Women (APSW) Thailand, start 1982	Towards a non-violent life, Youth and Social Responsibility	A, B, D, E	R	Developing a programme for supporting single mothers and prevent child abandonment
Christliche Eltern-Initiative e.V., Mutter-Kind-Haus Bethanien Germany, start 1985	Video-Home-Training	A, D	R	Development of a Video home training method used to help improve communication and parenting skills.
Doctors of the World, Russia, start 1994	Prevention of abandonment of children born to hiv-positive mothers	A, E	C, H	Development of a model to provide psycho-social and medical support to HIV+ mothers in order to prevent child abandonment, dissemination of the model.
Doctors of the World, Ukraine, start 1990	Prevention of abandonment of children born to hiv-positive mothers (MAMA+)	A, E	C, H	Duplication and adaptation of the St. Petersburg model for providing psycho-social and medical support to HIV+, to prevent child abandonment.
EJF Lazarus, Mutter-Kind-Haus Jörg Sommerlath Germany, start 1961	Training Programme for Young Mothers and Pregnant Girls in Domestic Skills and Handicrafts / Summer Trip	A, D	R	Resources to develop the mothers domestic and handicrafts skill. Summer trips for the young mothers and children.
Every Child Moldova, start 1995	Prevention of Child Abandonment at Birth	A, C, D	R	Development of services to prevent child abandonment. Renovation and equipping a Parent & baby centre. Staff training and development of foster care services is also part of the project.
Every Child Ukraine, start 1998	Parents and Baby Unit, Chernigiv oblast	A, C	R	Renovation of the Parent & baby unit supporting young mothers in order to prevent child abandonment. Development of a website for staff experience exchange.
Fryshuset, Sweden, start 1984	Single Mothers	A. Mothers and children (not only young mothers)	C	Development of a project that involves volunteers; family coaches and positive role models to coach the mothers and to inspire the children. Funding of summer camps, summer activities for the mothers and children.
Institute for Children, Adolescents and Family Studies (ICAFS) USA, start 2000	Chances for Children: Teen Parent-Infant Project	A	C, School-based	Support of a training programme for social workers to practice the method (dyad between mother and the child) with video recording as a tool. Financing of a research and follow up study of the work.

Inwood House, <u>USA, start 1830 (organization)</u>	Teen Choice	A, B, D	R, C School-based	Support of a school based programme, provide teenagers with comprehensive sexual education, and develop their self-esteem and decision-making skills.
Korczsak Centre, <u>Russia, start 2000</u>	Young mothers	A, C	H	Dissemination of a developed model for supporting young orphanage mothers to prevent child abandonment
Kvinnoforum – Xist, <u>Sweden, start 2003</u>	Young parents	A		Support to an open toddler school including summer camps and other activities for young parents. Special support to young vulnerable parents.
Lua Nova Formation and Re-education Association, <u>Brazil, start 2000</u>	Alternatives for Income Generation and forming Healthy Families	A, D	R	Development of income generating activities; doll production. A model of managing cohabitation in housing project "Social Condominium" has been developed.
Miramed Institute, <u>Russia, start 2002</u>	Prevention, intervention, education and support of teenage single mothers in Russia	A, C	C H	A model of motherhood school has been developed for supporting single mothers in three project sites in order to prevent child abandonment. Preventive work "responsible motherhood" for teens at school.

Apart from the objectives the partner organizations have expressed their *raison d'être* in missions or visions guiding their programme and projects. A common pattern in these missions and overall objectives is the striving to strengthen the mothers and their children at risk, to improve the relationship between mothers and their infants as well as to promote human rights for the target group. The concept of empowerment – for the mothers, their families and local communities - is also part of the main objectives in some of the projects. An important goal for several projects is the prevention of child abandonment.

3. Results and analysis

3.1. The cultural context

Within the project category Mothers and babies there are several countries and several cultural contexts concerning legislation, tradition, experiences and values. Although all countries in question have signed the *Convention for Women´s rights*, two (Moldova and USA) have not signed the optimal protocol allowing women whose rights are violated to complain to the Committee on the Elimination of Discrimination against Women.

In spite of the fact that the governments have signed human rights conventions this might not always be mirrored in the policy or in the mind of common people. Culture could be described as *systems of shared ideas, rules and meanings that are expressed the way that humans live* (Keesing 1981). From the interviews with the participants, managers and staff of the actual projects, it is clear that being a young single mother raises not only structural and financial issues but also social and cultural questions. These questions in their turn mirror common cultural values connected to moral, gender, age and position in the local context. The mothers' stories tell about experiences from being questioned by their families, health care staff or the local community. Often these experiences are connected to moral values; being ***too young, not married, having had premarital sex, being HIV-positive*** etc. A clear conclusion is thus that these target groups are vulnerable and marginalized within their societies.

The projects could be divided into three categories with some common features concerning history, political system and sometimes also culture. These are: projects in ***western countries***, (Germany, Sweden, and USA) projects working in the ***former Soviet Union*** (Moldova, Russia, and Ukraine) and finally projects in ***developing countries*** (Brazil and Thailand) with lack of governmental funding. The evaluation shows that factors such as a common history, political system or the status of women in the society clearly affect project strategies and opportunities. Empowering the young girls or mothers might thus challenge local power structures and therefore not always be welcomed.

3.2 The target groups

All the projects have similar target groups as shown in table 1. They also focus on a certain period of time in the girls' life; e.g. transition to adulthood and/or motherhood. All projects try, in varying degrees, to involve the biological father.

Persons responsible for the projects as well as the staff all describe the girls/mothers/parents as young and vulnerable. Their description fits well into definitions of socially excluded groups (se p.7). The girls/young mothers/parents are also described as groups with special needs. It is obvious that the status of these groups is low and in many cases subject to prejudice and negative moral values. This is also clear from the examples given by the staff below. There are many factors – except for being young - that add to their individual vulnerability:

- being an orphan and/or grown up at an institution
- victims of violence and/or sexual abuse
- poor living conditions

- lack of social network
- being HIV-positive
- alcohol or drug addiction
- poor health, including mental health
- lack of formal education
- lack of a supportive network

Examples from practice

The majority of the mothers come from poor families with lack of stable income, and often from families with one parent. It could be alcohol problem and sexual abuse in the picture but this is not often mentioned since it is still taboo. In Moldova many children are left as their parents migrate for work. **Every Child Moldova**

All mothers have a family situation where they can not live at home when they become pregnant. The social problems in the family vary but a lot of them have young mothers themselves and some of them have been subjected to sexual abuse. **Mutter-Kind-Haus Jörg Sommerlath, Germany**

Many of the mothers have a troublesome relationship to their parents and the environment they live in, several have lived in foster care and some of them are homeless. **ICAFS, USA**

The main problem is not their HIV status. Rather these are the women who do not have education. They have very low welfare and social status. They have very limited skills in expressing their emotions and their needs and wishes. I can say that every second women is experiencing some kind of abuse. **DOW, Ukraine**

Many of the parents feel socially isolated and think that it is only them who are having a baby being so young. They feel that they have to be twice as good as other mothers and don't dare to ask questions to the midwife. We also see many parents who are moving around living with friends since they don't have a flat of their own. **Xist, Sweden**

Many mothers have graduated from a child care institution and need to be taught practically everything. They don't know very simple things like knocking at the door, how to go to the doctor, cleaning up, looking after themselves which is the most difficult thing. **Every Child, Ukraine**

Recruiting participants to the projects is done through a referral system and recommendation; from local social services, the health care system, school system and/or NGOs and other partners in their network. All projects recruit participants this way. *Every Child,* Moldova and Ukraine has for instance established a referral system on different levels involving social and health care systems to prevent child abandonment. The referral system identifies, refers and gives a continuous support to the mother and her child during the critical period. At *APSW,* Thailand, several young mothers "voluntarily" come to the emergency home because of violence and abuse, not knowing where else to go. In the Swedish projects and one of the Russian projects (*Miramed*) participants joined the project after recommendations from friends.

Most projects have several criteria for entering the programme; age of the mother and/or child, lack of accommodation and network, abuse, graduated from orphanages, being a HIV-positive mother, etc. In many projects an important criterion for participation is that the mother herself wants to improve her relation to the child. In projects integrated in the state or local social services, service staff often prioritises the most severe cases.
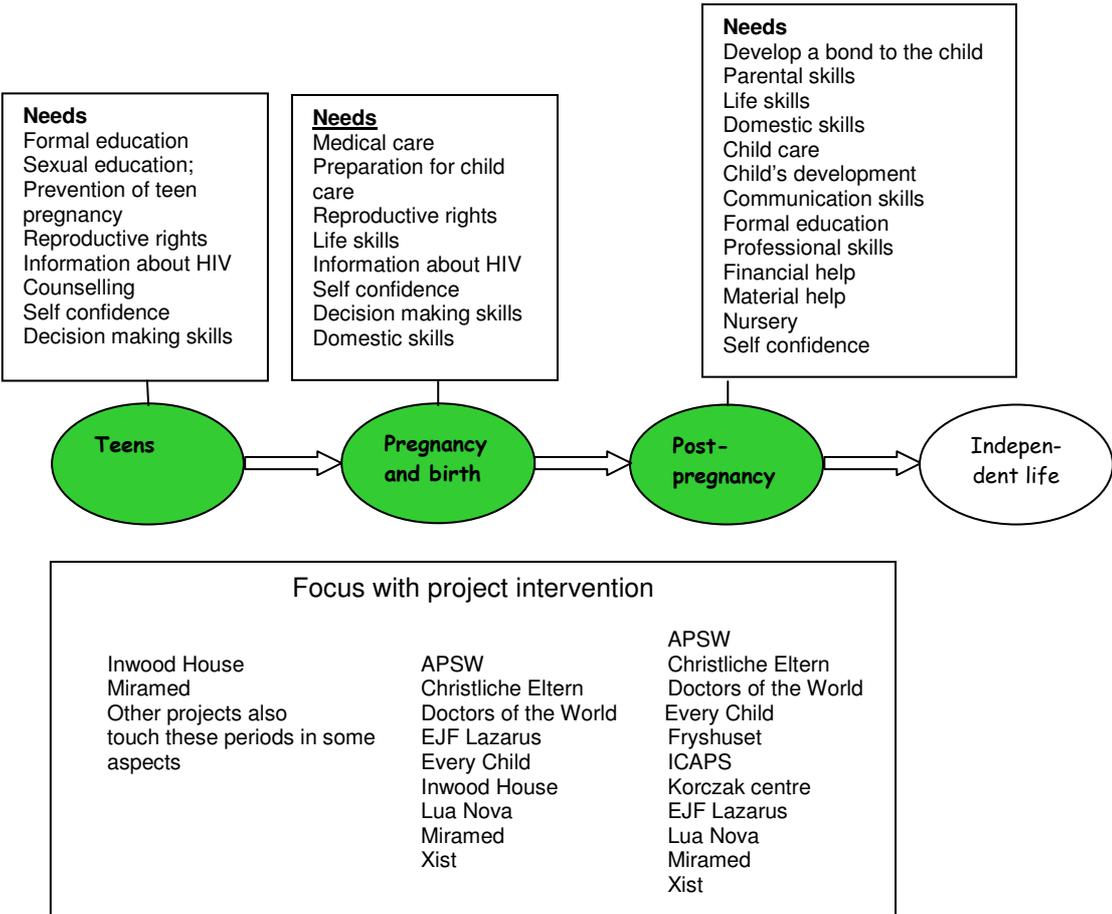
3.2.1 Needs of the target groups

The picture the participants themselves give of their needs partly differs from the description given by the staff. This could partly be due to lack of experience of being a mother, whereas the staff has experience as well as professional training. The mothers in projects in the former Soviet Union more often focus on material and financial needs such as housing, food, nappies, medical care and other emergency problems. Mothers express their happiness over finding a shelter that is safe from violence and warm in winter time, a description of their situation that really shows the vulnerable situation the mother was in before joining the project. Once emergency needs are solved other problems and needs come forward. Many mothers express their need for counselling, parental skills as well as adult role models. To find other mothers/parents in the same situation is another common need in several cultural contexts.

Model of Intervention and needs

The picture below gives a time frame for the project interventions in the girl/mother´s life connected to their special needs as described in the documentation and the interviews. It also points to the fact that most of the interventions of the projects start during late pregnancy, at the birth or during the child's first years.

The model presented below does not give a complete picture, rather examples of the needs in different phases.

Needs
Develop a bond to the child
Parental skills
Life skills
Domestic skills
Child care
Child's development
Communication skills
Formal education
Professional skills
Financial help
Material help
Nursery
Self confidence

Needs
Formal education
Sexual education;
Prevention of teen pregnancy
Reproductive rights
Information about HIV
Counselling
Self confidence
Decision making skills

Needs
Medical care
Preparation for child care
Reproductive rights
Life skills
Information about HIV
Self confidence
Decision making skills
Domestic skills

Teens → Pregnancy and birth → Post-pregnancy → Independent life

Focus with project intervention

Inwood House	APSW	APSW
Miramed	Christliche Eltern	Christliche Eltern
Other projects also	Doctors of the World	Doctors of the World
touch these periods in some	EJF Lazarus	Every Child
aspects	Every Child	Fryshuset
	Inwood House	ICAPS
	Lua Nova	Korczak centre
	Miramed	EJF Lazarus
	Xist	Lua Nova
		Miramed
		Xist

Although all the target groups have many needs in common there are also specific needs that could be the result of differences in the societies; to fit into the social service system and the

socio-cultural contexts. Poverty aspects, tradition and prejudice affect the possibilities of the mother to live and sustain her child alone. In some cases the projects need to offer accommodation and/or work on extended family network. Growing up in a child care institution, which is common among the participants in the projects in former Soviet Union, creates special needs.

3.3 Strategies and methods

In this section we present strategies, processes, concepts and methods applied by the projects. Because of the great extent of the evaluation we have chosen to present *examples* of project working methods and strategies. This means that all projects are not presented in each section.

The table below shows the result of the questionnaire to the project managers; how they have scored the importance of different elements in their work.

The answers were as follows:

Element	Score (1-10)	Range
A clear and agreed working method	**9,6**	7-10
Personal attention to each individual from the project staff	**9,6**	7-10
Support persons (volunteers, coaches, grannies) for each individual	7,4	2-10
Individual counselling	9,1	7-10
Professional qualifications of the staff	**9,7**	8-10
Contact with other mothers/parents taking part in the programme	8,7	5-10
To provide practical domestic skills such as cooking, child care etc.	9	6-10
To provide theoretical knowledge (nutrition, sex education)	8,6	5-10
To provide formal education (primary/secondary school)	7,6	1-10
Social training and communication	8,8	1-10
To provide creative activities (handicraft, art, music, theatre)	7,3	3-10
Strengthening the mothers' self-confidence/self-perception	**10**	10
Working with **both** parents (father and mother)	9	6-10
Working specifically with parent/child relation	**9,9**	9-10
Involving existing network around the mother	8,4	1-10
A warm and homey atmosphere	**9,6**	7-10

As shown by the table the most important element was strengthening the mothers' self-confidence, which all project managers scored 10. Also working specifically with the mother and child relation received high scores. We had expected to find a larger scoop of rating between the different elements. The results show that the elements are partly the same in all projects, and that the working model consists of several integrated parts to strengthen the mother and her child. This means that the projects take a *holistic approach* in supporting the target groups. The findings are also supported by the interviews with management and staff.
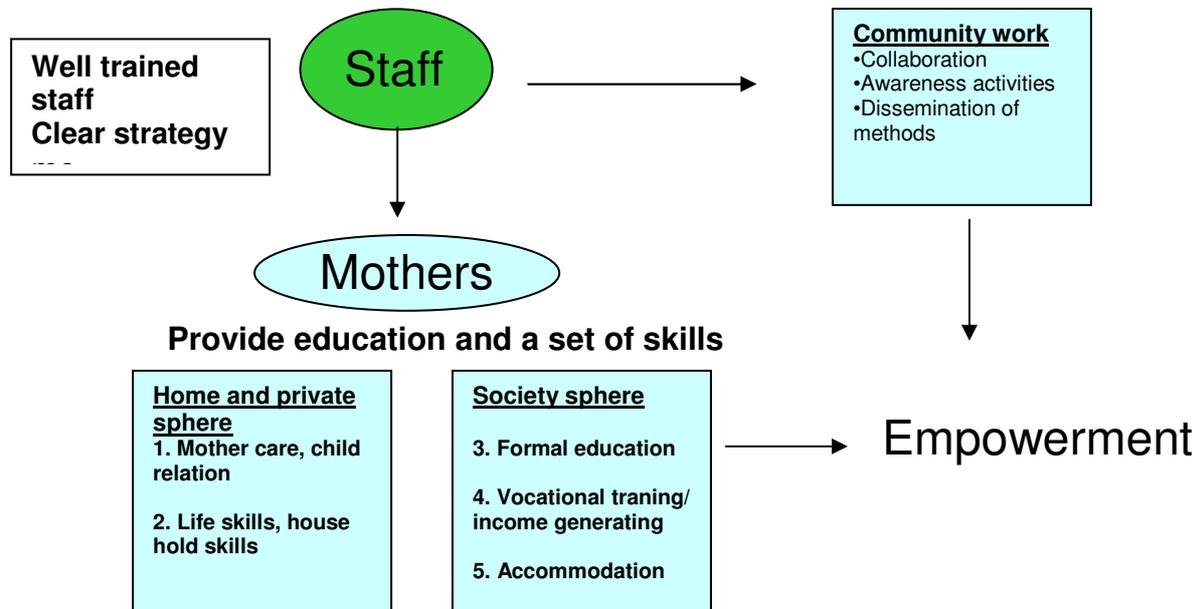
In the project work, the main focus is on creating a good relationship and a healthy bond between the mother and her child. In the long term perspective the mother needs awareness and skills to take care of her child in a responsible way. A well trained team working in accordance with a clear strategy seems to be a key for quality and progress in the work.

A common strategy
Although the concepts and implementations differ between the projects a comparison of strategies reveals a similar support strategy as illustrated in the model below. It includes components, skills and activities that are seen as important to empower the mothers.

Common Strategy

Well trained staff Clear strategy	**Staff** → **Community work** •Collaboration •Awareness activities •Dissemination of methods

Mothers

Provide education and a set of skills

| **Home and private sphere** 1. Mother care, child relation 2. Life skills, house hold skills | **Society sphere** 3. Formal education 4. Vocational traning/ income generating 5. Accommodation | **Empowerment** |

In addition to the direct work with the young mothers the projects have established collaborations and partnerships in the community in order to advocate for the mothers' rights. The presentation below follows the model and gives a common picture as well as illustrative examples from different projects.

3.3.1 Staff, training and qualifications

The project staff is a critical factor. They are in direct contact with the mothers and sometimes they also function as counsellors. Their human and social abilities and professional training are thus of great importance when it comes to supporting and empowering the mothers. Particularly the projects in the former Soviet Union all emphasise the importance of having well educated and well trained staff in order to achieve a successful project work. Therefore staff recruitment and internal staff training is part of the planning and continuous implementation of the programmes.

One of the implementing organizations, *Miramed*, experiences problems with the staff professionalism including attitudes towards their clients at one of their project sites. This was partly due to difficulties in attracting and keeping qualified staff because of low salaries and the low status that work with this target group has. Another problem in one some of the western projects, e.g. *Mutter-Kind-Haus Jörg Sommerlath*, is that the average age of the staff is high and there are some difficulties in recruiting young staff.

Particular skills are needed to "identify the signs" by pregnant girls who are at risk of abandoning the baby after birth or at the maternity hospital. Several projects provide services in collaboration with the health care and social service system to identify girls/mothers at risk. *ICAFS,* USA, and most of the projects in the former Soviet Union highly concentrate their preventive work on the training of social workers or other specialists employed by the state.

3.3.2 Work process /case management

The support to the mother is provided both through structured and less structured activities. The overall impression is however that the majority of the projects have a structured working process, clear procedures that include different steps, and agreed commitment by the involved parties. This is clearly demonstrated by the fact that most projects to some extent have chosen to develop and work according to an individual development plan tailored to the need and situation of the mother. Some projects call it case management, others individual help plan. The development and progress is usually documented and monitored by the staff to secure the desirable and realistic development according to the objectives. The mother shall take an active part in finding the best solutions to her needs.

From practice

What is really working is the contract with the mother. I find it very useful when I have signed a contract and when they get some responsibility and they say yes I will do it. **Psychologist Korczsak, Russia**

The mothers sign an agreement when she comes to the Baby and Parent Centre which stipulate different responsibilities for the mother and staff. The mother shall care for her baby, spend time with and feed the baby and see to that the baby is vaccinated. **Every Child, Moldova**

Once we have found out he needs of the mother and she has becomes aware of our rules and that she is going to stay here for two years, it easier for both us and the mother to make decisions. **APSW, Thailand**

3.4 Mother, home and the private sphere

The major part of the work consists of providing the mother with skills to help her in the role as a parent, i.e. to take care of herself and her baby, but also to secure skills to manage a household (private sphere).

3.4.1 Mother and child interaction

The fourteen projects use different methods to strengthen the mother and child relationship although there are some common features presented below.

- Observations of the mother and child interaction by the staff followed by counselling (all projects).

- Early intervention is a system of services intended for families with three-year old children or younger facing a risk of development problems of a social, medical or genetic character. This methodology is used by *DOW,* Russia and Ukraine and to some extent by *Korczsak,* Russia.

- ▪ PEKiP (The Prague Programme for Parents and Children) are training sessions that include baby massage and other activities for play stimuli. This is used for example by *APSW, Mutter- Kind-Haus Jörg Sommerlath, Mutter-Kind-Haus Bethanien.*

- ▪ Observations of the mother and child interaction with support of <u>Video tape recording and training</u> (Video Home Training[8]). Projects *ICAFS, Mutter-Kind-Haus Bethanien, Inwood House, Korczsak Centre,* and *Lua Nova.*

- ▪ Joint mother and child activities like playing together, drawing together is part of some project's activities, for instance *Miramed.*

Observation and counselling is offered on a continued daily/weekly basis by the staff team. They give examples of how they observe the mother to secure she is really caring about her baby, that a bond is built and that they have a good relationship. One example is to watch the mother playing with the baby, to see if the baby looks at the mother in different situations, also when attention comes from other persons etc. Many projects also implement instructed play time. This means that the mother and her baby/child is at focus for about one hour when they play together and receive individual advice in terms of setting limits, playing games, speaking to the baby/child (develop the language). The mother should also encourage the child to become active and involved, to play in a constructive way without being interrupted. They can also observe the mothers ability and if she enjoys responding to the child's need for closeness.

Early intervention has been used for the *MAMA+* clients as HIV-positive mothers do not breastfeed their babies. Assistance to mothers and children is provided through socio-educational and therapy sessions. The main goal of involving mothers is to give the mother a new experience of interacting with her child, to teach her games that promote the development of the child, to provide her with information about different stages in the development of the child and the significance of games played by children. Services provided at the Day Care Center are:
- ▪ mother and child interaction assessment
- ▪ correction programme development
- ▪ therapy and corrective measures aimed at improving the quality of mother and child interaction

Day Care Centre staff follows these principles in their work:
- ▪ tasks appropriate for the age and cognitive level of the child
- ▪ tasks aimed at maximum development
- ▪ services aimed at harmonizing mother and child interaction

Projects using **PEKiP training** point out the advantages in building a bond between the mother and the baby during the first period of his or her life. *Mutter-Kind-Haus Jörg Sommerlath* uses the method with the aim to strengthen the child's overall development through play stimuli and sensitizing the young mothers to the needs of the child. The project offers PEKip and baby massage individually so that the mother can give full attention to her child.

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[8] **Video-Home-Training**® is a Dutch methodological concept for the treatment of families with developing difficulties.

Video tape recording. Some projects have specifically developed their work with mother and child interaction using *video tape recording* and observing and analysing the behaviour afterwards (Video Home Training). The projects are *ICAFS, Mutter-Kind Haus Bethanien.* Some other projects - *Inwood House, Korczsak Centre, and Lua Nova - utilize* the method broadly, not only to film mother and child interaction. Childhood has funded both *ICAFS, Mutter-Kind-Haus-Bethanien* in their development and implementation of the method.

The five projects have adapted and developed the video training tool to their specific contexts. The similarity of how they use the method is quite significant but there are differences.

The projects describe the advantages with the method as:
- Efficient, constructive and practical
- Highlighting the *positive* interactions in the relation
- Opportunity to give instant feed back when watching the tape together with the mother

Essential elements in two of the projects applying the video training method:
ICAFS: The video was included as an important element and starting point for *Chances for Children: Teen Parent-Infant Project*. This project started in the year 2000 with the aim to provide mental health service for young mothers and to strengthen relationship between teen parents and their small children in the dyad[9]. The project is located on site in high schools (in New York) connected to nurseries making it possible for the mother to obtain a high school diploma. The project used the video method from the beginning in order to compare two nurseries where social workers supported the dyad and two nurseries where no intervention was made. In accordance with a mental health intervention model, they trained social workers on a regular basis how to use the video during 10 minutes free play sessions. A session could start with "*Play with the baby as you might play at home*". Guiding questions is part of the work: *What does the child want? How do you decide what to do when playing with the baby?*

Mutter-Kind-Haus Bethanien in Bremen introduced the Video Home Training as a tool for the 'Sozialpädagoge' (social trainer/educator) who has been trained and used the method on a regular basis in the work. The mother and child interaction is recorded during a 10 minute session. The focus for the training is on a concrete question to be answered: *What is the child capable of? What am I doing?* They observe the mother reflecting, talk about it and continue the next session to secure the progress. The Video Home Training is also a support for the team that can be used to confirm results in their work. The method is used for problem solving. Especially in cases with mental illnesses of the mother the staff can observe essential improvements in the mother's ability to respond to and care for her child.

Additional examples where video recording can be applied are *Inwood House* and *Korczsak Centre,* the latter in accordance with the English method "Mellow parenting". *Korczsak* has also applied video recording in their work with volunteers and support persons. In addition to the video training *Inwood House* gives the family opportunity to make their own video and document positive situations in the life of the child. *Lua Nova, Brazil,* uses the video to record special events, short testimonies and everyday scenes. The video is made available for everyone and also used by the young girls who watch them together.

Although not only focusing on the mother and child interaction Childhood also has supported *Miramed* in Moscow in, developing a "Motherhood Zhuravushka school" for young single

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[9] The dyad is a term that refers to the mother and her baby as a unit as well as to the relationship between them.

mothers. The model is now implemented in three regions in Moscow and fully supported by the local authorities. It includes several activities to strengthen the mother and child relationship including lessons in the psychology of child-raising, relations in the family and activities where both mother and child take part, such as physical activities and drawing together.

- We can conclude that the methods developed work well to strengthen the bond between the mother and her child. The project staff generally has good knowledge and awareness that makes their work efficient. Our impression from the interviews with the mothers is also that they usually appreciate their new knowledge and acknowledge it as necessary for their future life. Several mothers agree to their former lack of knowledge concerning both physical and psychological needs of their children.

3.4.2 Life management and households skills

As a young mother grown up in a family without role models and structure for household management it is essential to acquire these daily domestic skills. To some extent almost all projects provide the young mothers with domestic skills that are useful when caring for their children, themselves and a home. By providing skills such as cooking, cleaning, washing clothes, hygiene the young mothers also strengthen their self-confidence. This also includes safety issues when taking care of children as well as children's' rights, which is underlined as an important side effect. The domestic knowledge is not emphasised in the Swedish and American projects.

The projects also try to build a structure and firm base to handle *life* and *household skills* for the young mothers. Clear rules and a responsible behaviour are important when you live together with others and, of course, generally in life. A schedule to help the mothers with this is common in projects where the mothers live together. Some of the projects, e.g. *Lua Nova, APSW,* and *Mutter Kind Haus Jörg Sommerlath* put emphasis on this collaboration; both the process and the outcome in the form of an agreement between the mothers. The projects have created a structure for meetings to discuss and find solutions to common problems.

Domestic and life skills are acquired through classes and/or home visits but also through peer support and/or watching other participating mothers changing nappies, cooking or cleaning. Mothers in several projects talked about the positive aspects of learning from each other and sharing experiences. At the *Parent and Baby unit* in Chernigiv, Ukraine competitions in cooking and well-dressing were arranged as a way to motivate the mothers to learn and practise their skills.

Childhood specifically funds a programme, *Training Programme for Young Mothers and Pregnant Girls in Domestic Skills and Handicrafts,* for the organization *Mutter-Kind-Haus Jörg Sommerlath*. The project consists of group activities where the mothers are instructed and trained in the following activities; wall-painting, gardening, mending clothes, sewing, decoration, cleaning a fridge, hygiene in the kitchen, healthy food. According to the project staff the young women are highly proud of their results, which have strengthened their self-esteem.

- The necessity of having life and household skills is not obvious for many young mothers and therefore it is a very important component in the empowerment process.

3.4.3 Personal needs

The mothers themselves also have special needs that should not be underestimated. Several are in the transition to adulthood and long for entertainment and seeing friends. Some projects encourage activities such as sports (having gym equipment in the premises) and swimming. They also arrange culture and creative activities, trips in the summer etc. Many projects include nursery service which is vital for the babies/children and also facilitates for the mother. *Lua Nova* focuses much on developing the creativity and applies it in the development process.

As a kind of therapy sessions *APSW, Thailand* conducts art and handicraft lessons with mothers staying at the emergency home. Other activities that specially focus on the young mothers' personal needs are stress release techniques for mothers and meditation.

Other examples from practice

Fryshuset, Sweden focuses on separate activities responding to the mothers' needs to do something themselves and to become stronger (note that these mothers generally are older, 25-40 years). Apart from these needs it also contributes to break family isolation and to offer their children constructive relations to other adults. The project has developed services; a meeting place with "enjoyable" activities for the mothers (health theme) and a babysitting pool for the children.

Mothers at the *Miramed, Russia* centre of Yuzjnoe Butovo appreciated the excursions and theatre events as a way of doing things together with other mothers, something they could not have afforded otherwise. This contributed to their quality of life.

Mutter-Kind-Haus Jörg Sommerlath, Germany and *Xist* and *Fryshuset Sweden* have arranged summer trips for young mothers, giving them the opportunity to get away from big city life, coming to the sea, learning to orient themselves in an unfamiliar surrounding. This is supported by Childhood.

3.5 Mother, Society sphere, (re)integration

All partner organizations take a holistic approach to the mothers' needs in both a short and a long term perspective. This implies preparing her for an independent life in the future; to set up goals and to guide her for a meaningful employment and to find a position in the local community. Another part of the empowerment process, as emphasised in most of the projects, is formal education, vocational training and professional skills such as computer knowledge, sewing, handicraft.

3.5.1 Education, income generating and accommodation

For young girls an important focus is to secure an education. Many projects also emphasise this as a part of their empowerment strategies and offer possibilities for the young mothers to continue formal education or initiate vocational training and/or professional lessons. Financial and material support as well as help to apply for welfare benefits is an important part in the support strategy of many projects.

The Brazilian partner organization *Lua Nova* has developed a different way of providing training and education. *Lua Nova* integrated basic education – that is ability to read and write, which most of the girls don't have - in the income generating project; dolls production. The organization also provides a more formal education. This is done in the evenings as it could be a risk in the ordinary school that the mothers are confronted with drugs, which the project actively works against.

An essential part of *Lua Nova's* concept is to prepare the *Lua Nova* residents to be socially and economically independent. *Lua Nova* refers to this approach and process as a *project of life* with the purpose to help the mothers to build new bonds to themselves and to their children, to other young mothers, and with the community. During their stay in *Lua Nova* the programme aims to strengthen their sense of identity, their self-esteem, as well as develop their potentials. The young women have to fulfil a project by their own, preparing them to generate an income. The doll production, initiated by *Lua Nova*, was developed further and gathered speed thanks to the financial support of Childhood. In the production the girls learn cutting, embroidery, quality control etc. The project encourages and gives the girls skills in setting goals, attention, commitment and responsibility. These abilities are also part of the evaluation.

To reach the customers the young girls are taught how to sell the dolls to the public trough e.g. bazaars and markets. As several of the young *Lua Nova* residents have experienced sexual abuse the doll project, "Creating Art" includes sexual education, prevention and for the young girls also rehabilitation from their experiences. The dolls tell the stories of what happened to the young women of *Lua Nova*.

In the year 2006 *Mutter-Kind-Haus Bethanien,* Germany, started a second hand shop selling baby and children clothes. The shop gives the mothers opportunity to work one day a week and learn practical skills, discipline etc. The income is used for project activities.

Securing education and income generation is sometimes emphasised as a way of sustaining women's rights. At *APSW,* Thailand pregnant girls and young mothers have the possibility to stay at the emergency home and finish their schooling while their baby is taken care of. The girls/mothers also have scheduled lessons twice a week talking about women's and children's, rights as well as their own reproductive rights. Due to the low status of single mothers in the society the project also brings in successful single mothers as role models to tell about their experiences and thereby encourage the mothers to continue their education.

Inwood House, USA takes a poverty-fighting approach when they underline that education is fundamental in securing a better future for the mother and her child. With the *Teen Choice* programme*,* granted by Childhood, *Inwood House* intervenes to prevent early teen sexual activity, pregnancy, sexually transmitted diseases as well as strengthen self-esteem. This is done through group discussions with the teens in high schools in areas with special needs (N.Y). This early preventative approach is also present at *Miramed* "Responsible Motherhood programme". The organization conducts classes for teenage college students in order to prevent early sexual relations, abortions and teenage pregnancy.

Accommodation

Lack of adequate accommodation is a common problem for the project participants. The projects try to help the very young participants to reunite with their families or with the foster care services. According to social workers at *Korczsak centre* the problems and consequently the efforts to find accommodation have increased. Part of the community work to support young mothers who have grown up at institutions is also to track family members and contact them. In cases where the mother has no social network the project cooperates with local social workers to prepare for the return of the mother to her village. This can include buying a house for the mother's social welfare money or arranging a flat.

In Thailand very young single mothers as well as widowed HIV-positive mothers can't live by themselves due to cultural and financial reasons. These mothers are offered to stay at the *ASPW* emergency residence until their family situation has become more stable. *Doctors of the World,* Russia plans to establish a "half way house" for young HIV positive mothers and their children as part of the process to re-integrate them into society. *DOW* has also established a shelter for abused young mothers in St. Petersburg since none of the shelters put up by the authorities accept HIV-positive women.

In Brazil there is also a housing shortage that especially affects poor people. After leaving *the Lua Nova* home, the young women generally do not want to go back to their families. As a solution to this dilemma, *Lua Nova* in 2004 started to teach young women to construct houses. The result is twelve small houses where 12 mothers live with their children. Childhood has supported the creation of a clear set of rules facilitating for the mothers living in these houses, "Social Condominium".

- Our conclusion is that the projects work to secure formal education and income generation as important steps to empower the mothers and promote long time sustainability. To arrange for accommodation might be an emergency problem but it can also be part of a conscious long term strategy in some of the projects. Solutions are designed in relation to the cultural context and options available.

3.6 Motivating the mothers to step forward

One of the most critical factors motivating the mothers to step forward is establishing a good and trustful relation. This sometimes takes time due to bad earlier experiences. Still project staff and managers emphasise the importance of taking the time to establish the relation as a prerequisite for progress, but first of all emergency problems such as accommodation, and medical care need to be sorted out. The most crucial challenge described is when the bond between the mother and her child is not developed. To achieve this, a trustful relation to the staff seems to be fundamental.

Respect could be said to be an important part of building a good relation to the mothers/parents, emphasised in several projects by both mothers and the staff. This includes working in partnership with the mother/parent in order to create better living conditions which is emphasised by several project staffs. Being abused, being questioned as a mother due to prejudices or common attitudes means that respect by time can form a common understanding about the situation and the needs. Several mothers and grandmothers at the *MAMA+* centre in St. Petersburg speak about the centre as the first place where they and their children are treated with respect after their HIV-status has been disclosed.

Respect is also emphasised in the Swedish project *Xist, Kvinnoforum.* With the support from Childhood this project has developed a support model for young parents based of three perspectives:

1) ***Empowerment perspective*** - to strengthen the young parents' perception of themselves as parents not to see themselves as victims,

 2) ***Gender perspective*** - to strengthen **both** the mother and the father in their parental role

3) ***Double child perspective*** which implies that children of young parents should have the same opportunities for a good life and that the work should focus on their needs. On the other hand the parents are still often children themselves and therefore need support.

Although not all projects specifically use the word empowerment, they all have components of empowerment in their working model. It also includes transferring the main responsibility from the project staff to the mother herself and to build trust in her own resources. In some projects this is called social patronage where the responsibility is transferred to the mother step by step. The patronage as control was more emphasised at one of the *Miramed* project sites (Yuzjnoe Butovo) where the social workers for example opened the fridge during their home visits to check for baby food.

Example from practice

When I come into the family I realise there are so many issues to be solved. In the first phase, my work is to build a trustful relation to the mother so that both of us together can solve the issues. I try to build the young mother's trust in herself. I look at all resources, the potential in the mother so that I can emphasise this potential. When I know that she can cope, she can go somewhere and she can ask for help and settle things by herself, then I can let her go and I know that she can live without having me around.
Psychologist, Korczak centre, Russia

In Lua Nova the young woman is invited to become a partner of the programme. It's a relationship of exchange and mutual support. We work together and not for her. **Lua Nova, Brazil.**

- In terms of motivating the mother to step forward the most critical factor is to establish a good and trustful relation with the mother. Respect and partnership are seen as essential factors to achieve this.

3.7 Support forms

The projects all offer a wide range of mother and child support as already presented above. The type of support can be divided into several categories, which we describe in this section.

Individual support
The individual support is a component in all projects. Several projects do in depth assessment of psychological, social, financial and medical needs of their clients and their babies. Due to the result from the assessment individual counselling with a psychologist could be offered as well as patronage in the home on individual basis. Individual counselling is an important complement since many of the girls/mothers have experienced traumas of abandonment and abuse.

Group support

The projects usually offer scheduled lessons or activities on weekly basis to the young mothers. The project staff teaches skills the mothers need, such as parental skills, cooking, lessons on child development, prevention of child abuse, conflict prevention.

An important part of the group support is peer support groups where the mothers meet and discuss with others in the same situation. Sometimes the peer support is conducted together with a psychologist, social worker/educator or older mothers who engage in the support groups and tell about their own experiences. The mothers themselves often emphasize the opportunities to meet other mothers in the same situation as one of the most important success factors.

Network involvement

An important part of several projects' work is to involve the existing network around the mother. This was particularly emphasized by the projects in the former Soviet Union but was also sometimes part of the work at *APSW,* Thailand*, Xist,* Sweden as well as the projects in Germany and USA. Network involvement has shown to have a tremendous importance for the reintegration of the mothers. Most projects tried to involve the biological father as much as possible. This was most emphasized by *Xist,* Sweden where the staff had a conscious strategy giving information to **both** the mother and the father separately as a way of promoting support to the father's parental role.

Project staff in cooperation with social service in Russia, Ukraine (*Every Child, DOW)* works hard to try and track the biological father, contacting family/extended family members and informing them about the child's existence*,* and inviting them to meet together with the mother and project staff. One of the success factors according to the staff of *Every Child* was showing pictures of the baby. Meeting with the baby often made the family members (mostly grannies) willing to take the daughter and her baby into their custody.

Part of the *DOW* work was to help the mother to disclose her HIV status to the family and to inform the family about the possibilities for both mother and child to live a normal life. Many grandparents are reluctant to have the baby in their home since they are convinced that it will die.

> **Example from practice**
>
> *Contact was made with the biological father, contact was established and he continued to regularly visit the mother and child at the Parent and baby unit in Chernigiv. Contact was also made with the grandparents who were unaware of the existence of the baby but agreed to give the couple social support. The project managed to find a flat in the city; the couple got married and is now living together with the baby in the flat.* **Every Child, Ukraine**

Another aspect of network involvement is that the network could have a negative influence on the mother's progress according to both *Lua Nova* and *Mutter-Kind-Haus Jörg Sommerlath.* This means that in some cases it is better to build a new life in this period of her life without contact with her family/extended family.

Volunteers and other support persons

Several of the projects use volunteers as an important part of their support programme to the mothers/parents. Mostly those experiences were positive, but attention and a model to work through are needed to make it successful. Some projects considered it necessary to have support persons in their programme. One of the projects, *Xist,* Sweden, earlier used volunteers as role models but experienced severe problems and has abandoned the idea.

Involving volunteers is part of the main strategy of *Fryshuset*, Sweden. The project is built up with help from three categories of volunteers; baby-sitters, positive role models and family coaches. Their mission is to support the exposed mothers to take better care of their children and to broaden the social network. For the children, growing up with single parents, the project can provide a broader vision of life through both excursions and meetings with the positive role models. The project has a clear method for recruitment, matching the mothers with a volunteer, training sessions and supervision of the volunteers. The project is still in the initial phase and is developing different parts of the concept. The initial intention was to involve positive male role models for the children living without their fathers. Despite much effort this has not succeeded. It was difficult to engage men in the project. The volunteers involved in the projects are satisfied with the concept and support from *Fryshuset* as showed below.

Examples from practice

It is special to be involved in another person´s life. The coach should feel all right as well as the individual receiving support, **Family coach at Single Mothers, Fryshuset**

I am very satisfied, the concept is structured and I feel appreciated by Fryshuset, they take good care of the volunteers. **Positiv role model for children, Single Mothers, Fryshuset**

Miramed uses so called "Babushka Brigades" (Grandmother brigades), which comprise of senior citizen grannies/volunteers who come to help to take care of babies while their mothers are in class. They also serve as role models sharing their life experiences with young mothers, as well as organizing holiday events.

Doctors of the World in St. Petersburg has together with Doctors to Children attracted project resources to use former participants as role models and support to new Mama + clients and their families through their own experience. The volunteers received training and provide services such as home visits to HIV-affected families, escorting mothers and children to the City Aids centre, escorting mothers and babies to the Mama+ centre, cleaning the centre. The centre also runs peer support groups for grandmothers although not financed by Childhood.

- Analysing different forms of support shows again that the working models include diverse and conscious forms of support. Peer support, active networking and the use of volunteers are important success factors in some cultural contexts.

3.8 Cooperation with society

All projects cooperate with local and/or state authorities to some extent. Cooperation with social services, health services, and school authorities are most common. Usually the projects are integrated in their activities and tried to fill gaps that are revealed in the services.

In western countries with a developed social welfare system such as Germany and Sweden the cooperation with authorities takes another form than in projects in the former Soviet Union. Still in countries with different systems such as Ukraine, Russia and Sweden, projects have managed to highlight the needs of new target groups and attract the attention of the authorities for these issues. The support of Childhood has then contributed to acknowledge the needs of these young mothers.

In most of the projects in the former Soviet Union a close cooperation with authorities at different levels has been a planned strategy from the start. Due to the authorities' lack of knowledge and reluctance to support the target groups, good examples need to be shown in practise. The support of Childhood has in those cases helped to develop direct services in order to show and persuade authorities to take over the financing. This way of work has proved to be very successful, parallel to outreach activities and cooperation on an individual basis to influence legislation and policymaking. The majority of these projects are now financed by the authorities and the model is adopted and integrated in their activities.

One of these examples is the interaction of *Every Child, Moldova* with the society on several levels in their support strategy. The model of clear referral proceedings comes as a result of interactive workshops and cooperation on different levels with the authorities. This cooperation also aims at building a system that is firmly established. To increase public awareness of the risks regarding child abandonment already at the maternity hospital *Every Child* works to raise local and national public awareness through the Press, Radio and TV. The organization promotes the activity of the established Parent-and-Baby Centre, which works with the most severe cases. In order to identify the pregnant girls/mothers at risk at early stages staff training is given to the multi-disciplinary team and medical staff at the maternity hospitals.

The conditions for the projects with a close cooperation with the authorities can drastically change, which is the case for the two American projects working in high schools, *ICAFS* and *Inwood House*. A decision from the school authorities (N. Y. C. Board of Education), in order to cut the budget, implies that the support to the organizations interventions and work in the high school will be reduced. Both projects are therefore developing other solutions and partnerships.

On the society level many of the projects have worked with outreach activities to affect and inform the general public, authorities and policy makers about the situation of young mothers. This has been partly successful and for instance lead to some changes in legislation as well as less negative attitudes towards the target groups. This is of course a long term process and can hardly be expected to give quick results.

- Depending on the local context the projects have chosen different strategies in their cooperation with authorities and other partners. There are also limits to what extent cooperation is possible. What form of cooperation that is necessary depends on the context.

3.9 Follow up, monitoring and evaluation

One important factor that improves the sustainability of the programme is to follow up and evaluate the results. All projects do some kind of follow up but in more or less systematic ways. The most common is a continued follow up and monitoring that are integrated in the work process. Below we present four different models of follow-up and evaluation of the project work.

Doctors of the World, Russia has created a data base which enables them to follow up the results related to specified indicators. They have specified two year targets and results. *DOW* in Ukraine uses the same data base which also means that it is possible to compare results between the two countries.

Korczsak centre, Russia has developed an evaluation scheme, approved by the local authorities and now used in all social services. This means that it can be used for cross-sector interactions. An assessment of the level of the family crisis is done where data is collected through different sources such as documentation, structured interviews, participant observation and diagnostic tests. The composite data is summarized in a Family crisis evaluation form. This includes six areas that are scored in relation to 4-9 criteria. The sum of all scoring gives an assessment of the crisis level in the family. Examples of criteria are the sanitary state, presence of furniture, cooking skills and space for children.

In accordance with the assessment and crisis level the specialists can plan work together with the family, evaluate the results of the work and monitor the dynamics of changes. So called mini-projects are created with the mother within areas where change and support is needed. Crisis level is re-evaluated once in 3-4 months and reports of achieved changes are given at monthly conferences. The system enables the staff to evaluate their own work and it also gives a positive feed back to the families.

Mutter-Kind-Haus Bethanien, Germany follows up their work with both questionnaires to the mothers and case analysis. Indicators for work progress and sustainability for the mothers are for instance:

- A good relationship between the mother and her child
- Emotionally stable
- The mother is satisfied with her plans and visions for her life (realistic for the future)
- Arranged financial condition
- Good relations to the staff and other persons around her

ICAFS, USA has followed-up the mothers and infants who participated in their pilot project 5-6 years ago with videotapes and interviews. It was part of a quantitative research and a qualitative evaluation by an independent consultant. The organization used the following parameters in their follow up of the young mothers:

- **Responsive/Child Oriented** assesses the mother's sensitivity to her child's interest, behaviour and her ability to engage her child in a reciprocal interaction.
- **Affect/Animation** assesses the mother's display of affect in relation to her acceptance and enjoyment of her child.
- **Achievement Orientation** assesses the mother's encouragement of the child and the quantity of verbal praise she gives her child.

- **Directive** measures the frequency and intensity with which the mother directs her child and her child's play.

An important part of the follow up and evaluation is also disseminating positive results. This evaluation shows that several former projects have been established as resource and training centres to disseminate the working model on the national level. Some of these are: *Korczsak centre,* Russia, the *P&B unit in Chernigiv*, Ukraine, *Mama+* (DOW) in St. Petersburg, *ICAFS, Inwood House,* USA and to some extent also *Xist,* Sweden.

- Our reflection is that some organizations work very systematically with monitoring, follow up, and disseminating the results. Some projects such as *Miramed, Xist, APSW* and *Mutter-Kind-Haus Jörg Sommerlath* should consider to develop parts of this work further.

3.10 Partnership and relation to Childhood

All project managers and other persons in leading positions in the projects are very satisfied with their relation to Childhood. This includes communication, personal visits and monitoring. Several projects also express that they can feel the support from Childhood via continuous dialogue, discussions and advice. Project organizations had made contact with Childhood through different channels; at a conference, "contacts' contacts", been contacted directly by Childhood etc. The visits by Childhood staff were described as a way of greater understanding for both parties and an opportunity to discuss and develop the programme.

Several of the interviewed describe Childhood as different from other donors, e.g. being more flexible, more willing to try new methods, non-bureaucratic and willing to support direct services. In some cases the project management point out that saves time to have one major donor since they otherwise would have to spend much time writing several reports. For other projects the name of Childhood added to their legitimacy and positive associations in their outreached and fundraising work. The staff in several projects mentioned the names of H.M. Queen Silvia and Princess Madeleine as adding status to their work.

Most of the projects find the demands for quarterly financial reports and half year narrative reports reasonable. Some projects ask for more detailed guidelines concerning reports and application priorities. Others projects mean that Childhood has become more structured concerning expectations and guidelines in recent years. Still it might be worth considering more formalised guidelines to help unaccustomed applicants or projects. One person also suggests trainings for new applicants concerning what is expected from them and possibilities for project staff to meet and exchange experiences.

- From the results it is clear that all projects consider Childhood as a positive cooperation partner in terms of flexibility, giving advice and findings solutions. Childhood´s working model also seems to differ from other donors in their consulting role, genuine engagement and the close cooperation.

3.11 The profile of the organizations

All projects are part of an organization or association. Further all of them are, or were in the initial phase of the project, a Non-governmental organization (NGO). Several projects and services which are part of the evaluation have however - after a period of time - been fully integrated and taken over by local or state authorities.

To provide a better understanding of the organizations we present a summarised picture of some organizational parameters. Even though this is not a main focus of the evaluation it is interesting to see if some of the aspects that, according to what we have found, have impact on the work, the outcome and the result.

The partner organizations are different in profile, size, history, structure, management and capacity and also, as we have observed, regarding culture and values. Some organizations have a long history and have developed services, methods step by step and they also reach different target groups.

Among the organizations there is a number of large international NGOs such as, *Doctors of the World*, a US based international health, development and human rights organization and *Every Child*, a UK based organization working with children's safety and security. *Inwood House*, operating in the USA, is also a large organization with a wide range of services for different target groups; from teens to families.

The two German projects are part of Christian organizations. By *Christliche Eltern-Initiative e.V*, *Mutter-Kind-Haus Bethanien* in Bremen, the Christian values are more explicit as the organization states that the values influence the atmosphere in the Mother and Child house. The organization *EJF Lazarus, Mutter-Kind-Haus Jörg Sommerlath* is a large organization with a package of social services for diverse target groups and operating in different parts of Germany. Also some of *Miramed´s* project sites, Russia, were clearly influenced by values from the Russian Orthodox church.

Other organizations are more firmly rooted and integrated in a local context and its specific needs. *Lua Nova* in Brazil, *APSW,* in Thailand, *Korczsak centre*, *Miramed* and the two Swedish organizations could be considered to be such organizations.

One special issue is the management profile, whether one individual is, or have been, the driving force, crucial to the development of the project and influencing the atmosphere, the work and its outcome. *Lua Nova* can serve as an example; it is clear that the founder herself influences the work strongly by standing for a philosophy and a solution oriented approach.

One of the main implications is however how the organization deals with **moral and ethical values**. This partly depends on the staff recruited to work with the mothers and what moral values they have. The work includes discussions with the mothers about questions that can be very sensitive like fear, self-esteem, domestic violence, sexually related matters, repression and human rights. The mothers themselves are also in a vulnerable situation and they sometimes have a tragic life story. The evaluation shows that moral support clearly means different things in different projects. Sometimes it means promoting traditional gender role models with the aim of keeping the family together although this might interfere with women's and children's rights and opportunities for empowerment.

4. Sustainability

To secure long term sustainability several levels need to be considered; the individual, organizational and the society/political level. At the individual level all projects keep in touch with the mothers after the case has been closed. Actually as many as eleven projects stated that they were in touch with most of the former participants. From that contact they could also conclude that the child was kept in the family, developing fine and having a good relationship to the mother/parent.

However none of the projects can say what happens in the long run. Most of the projects focus on the time of late pregnancy, birth and the child's first years. A managing director underlines the need to identify the young mothers earlier during pregnancy and to create possibilities for support also later in the process. In cases where the child has been deinstitutionalised and reunited with the extended family much support is needed to adapt to the circumstances. Also as stated in a couple of projects more preventative work is needed to prevent early teenage pregnancies. All these issues can affect long term sustainability on the *individual level*.

On the *organizational level* many projects have managed to build organizational capacity to identify, refer and give support to the young mothers. Staff training, documentation of methods and a clear working process is an important part in building structural capital in the organization, securing an appropriate work in a long term perspective.

The term sustainability on the *society /political level* is in some aspects more crucial in many of the projects in former Soviet Union as they build up models with the aim to be integrated in the local and/or state social service system. The organizations that operate in this environment are well aware of the requirements that are needed to secure sustainability. Here we present two examples of the challenges when a project is taken over by authorities:

Projects run by *Every Child* and *Doctors of the World* have consciously established contacts with experts and politicians at different levels during the planning process. This means that

much of the working process has been planned together with these contacts. Due to the reluctance to support the actual target groups the support from Childhood has been used to create direct services and thereby giving an example of good and working methodology to prevent child abandonment. This has then created possibilities to influence policies and legislation. Both in Russia and Ukraine models for working with HIV+ mothers and young mothers to prevent child abandonment is now being adopted on the national level and disseminated. In Ukraine and Moldova the model of Parent and baby unit, developed by *Every Child* is implemented in several regions with the aim be spread further. This adds to the long term sustainability on all levels. Project work has also clearly influenced the policy and awareness of the opportunities to prevent child abandonment. To further add to sustainability a website for Ukrainian Parents and baby units has been created where the units can share experiences.

- *Crucial factors* that affect long term sustainability and social inclusion for the mother are the lack of resources, prejudice towards the target groups, gaps between governmental organizations and professional guidelines/trainings. The work of the NGOs is important in filling this gap though they are not always allowed to provide all kinds of services.

During the workshop in Stockholm the projects also discussed important factors in relation to sustainability.

Presented result from the workshop (one of the groups)

Secure sustainability on
  Individual level:
  - Keep involved with the clients
  - Keep the network of clients and get information from the network
  - Develop independent life skills, how to combine it with "mothering the mother"
  - Develop clients skills to get access other resources

  Organizational level:
  - Unified methodology throughout the organization
  - Staff training and supervision
  - Diversify funding and constant fundraising
  - Diversify projects
  - Develop local partners

  Community level:
  - Transfer to the government
  - Document methods
  - Unified service standards
  - Conferences and Round table
  - Continuity of service that includes government and NGOs
  - Develop resource centre

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5. Performance and result

This section summarises and presents some supplementary outcome in order to provide an *assessment* of each project. Since the main objective was to give a composite picture of the Mother and Baby category no detailed comparison between all the projects can be made. It is however possible to assess each project in relation to certain parameters that are important for good performance and good practise. The parameters are presented below followed by a list of all projects with comments on how these parameters are applied.

The assessment on the project level does not include how many persons from the target group that are reached. There are several reasons for this. First; Childhood might finance only part of the project. Second; the projects are working on different levels of society. The Parent & baby units in Ukraine and Moldova are for instance costly projects that directly reach quite a small number of mothers. On the other hand staff training, legislation changes, building of organizational capacity to support mothers on the national level makes it difficult to assess the outcome in numbers. The evaluators have however observed pattern of resources needed to support the mothers and children in the projects. Some aspects of what seems to be a **reasonable number of** supported mothers and their babies have been taken into account in the evaluation although it is not presented in the report. We have chosen to give an overall picture according to the parameters described below.

1. HOLISTIC APPROACH – to what extent do the projects take a holistic approach to the needs of the mothers/parents and the babies. Do they respond to these needs in their work? An outcome from the evaluation (questionnaire) demonstrates the importance of a holistic approach to achieve progress in the work with the mothers and babies.

2. EMPOWERMENT - to what extent has the project integrated empowerment on different levels; individual, organizational, society (see part two)?

3. CLEAR WORKING MODEL/STRATEGY – does the project use a conscious working model to achieve clearly defined goals?

4. MONITORING AND FOLLOW UP – to what extent and how does the project monitor the mothers/parents in their daily life?

5. PROJECT RELEVANCE – to what extent is the project intervention relevant? Relevance is assessed in relation to both the needs of the target group and method development.

6. EFFECTIVENESS – how was the project work implemented and to what extent has the project reached its main objectives? This has not been assessed in detail though the results presented in documentations and field visits provide a picture.

7. SUSTAINABILITY – How do the projects work to secure the long term effects? The relevant aspect of sustainability varies between the projects. We have tried to raise factors supporting long term sustainability on different levels, but also factors that might influence the sustainability in a negative way.[10]

Below we present the fourteen projects in relation to the described assessment parameters.

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[10] Long term sustainability on the individual level is difficult to assess and therefore not mentioned here

APSW, Thailand

Holistic approach: Yes
Empowerment focus: Empowerment mostly on the individual level, some work on society level
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring of the mothers at the residence, daily observations, monthly case conferences
Relevance: High relevance of the project in relation to needs
Effectiveness: Data supports that the main objectives have been reached.
Sustainability: Financial insecurity might affect quality and future capacity of the activities

Christliche Eltern-Initiative e.V, Mutter-Kind-Haus Bethanien, Germany

Holistic approach: Yes
Empowerment focus: Mostly individual focus
Clear working model/strategy: Yes
Monitoring/follow up: Systematic monitoring
Relevance: Yes, especially the method Home Vide Training that the project has developed
Effectiveness: Data supports that the main objectives have been reached. The video method is effective both for mother and the staff
Sustainability: The video method is well integrated in the organization and its working methods.

Doctors of the World, Russia

Holistic approach: Yes
Empowerment focus: Empowerment on all levels
Clear working model/strategy: Yes very clearly
Monitoring/follow up: Yes systematic monitoring and follow up
Relevance: High relevance in relation to needs and methods
Effectiveness: Data supports that the main objectives have been reached
Sustainability: The model is disseminated in the country. The authorities have a growing interest in the project and finance an increasing part. Well integrated in the social and health care system in St. Petersburg and has been established as a resource centre. Partly depending on possibilities to further training and cooperation with state social service and the health care system in the rural areas.

Doctors of the World, Ukraine

Holistic approach: Yes
Empowerment focus: Empowerment on all levels
Clear working model/strategy: Yes very clearly
Monitoring/follow up: Yes systematic monitoring and follow up
Relevance: High relevance concerning target group and methods
Effectiveness: Data supports that the objectives have been reached in the three affected regions
Sustainability: The model works well and is disseminated on the national level with support from the state social services. The model is integrated in the social and health care systems in the pilot areas. Transferred to the NGO *All Ukrainian network* for people living with HIV/AIDS. Future sustainability partly depends on their management as well as possible cooperation and training of state social workers.

EJF Lazarus, Mutter-Kind-Haus Jörg Sommerlath, Germany

Holistic approach: Yes
Empowerment focus: Mostly individual empowerment focus
Clear working model/strategy Yes
Monitoring/follow up Monitoring and quality control of the work progress
Relevance: Yes
Effectiveness Data supports that the main objectives have been reached
Sustainability: The work training programme for the young mothers has been developed and integrated on a regular basis. There are good conditions for the work to continue in the organization, though funds for an extended support including the specialist function are not yet guaranteed.

Every Child Moldova

Holistic approach: Yes
Empowerment focus: Empowerment at all levels
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring and follow up in cooperation with the social service system
Relevance: Yes high for target group and method
Effectiveness: Data supports that the main objectives are reached
Sustainability: Every Child takes a holistic approach to secure the sustainability on different levels. The model has been transferred and implemented on local, regional and national level with establishment of a clear referral system to secure intervention to meet the needs of the vulnerable mothers.

Every Child Ukraine

Holistic approach: Yes
Empowerment focus: Empowerment at all levels
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring and follow up in cooperation with the social service system
Relevance: Yes, high for target group and method
Effectiveness: Data supports that the main objectives have been reached
Sustainability: The model has been adopted on national level; some changes in legislation to improve the support for the target group have been achieved. Organizational capacity has been built up. The government is financing the activities. Future sustainability partly depends on further training of state social workers and financial resources.

Fryshuset, Sweden

Holistic approach: Yes, within the project frame
Empowerment focus: Empowerment primarily individual
Clear working model/strategy: Clear working model. The parameter is however not totally relevant since the project focus is on volunteers.
Monitoring/follow up: Monitoring at project level (listen to the needs of the mothers) and follow up of volunteers
Relevance: Especially for method
Effectiveness: Data supports that the main objectives have been reached
Sustainability: The organization is documenting the experiences on project level.

ICAFS, USA

Holistic approach: Yes within the project frame/focus
Empowerment focus: Empowerment primarily individual
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring and research follow up
Relevance: Especially for method
Effectiveness: Data supports that the main objectives have been reached
Sustainability: The model of the *Teen Parent-Infant Project* will be adopted in other context with new partnerships as the school based programme will not continue. Social workers have acquired skills through training by the project. These skills could be useful in their ordinary work. The follow up study in itself is valuable since it spreads the result of the project and thereby creating opportunities to influence other projects.

Inwood House, USA

Holistic approach: Yes
Empowerment focus: Empowerment on different levels
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring on individual and project level, evaluation of the programme.
Relevance: Especially for target group
Effectiveness: Data supports that the main objectives have been reached

Sustainability: The working model secures sustainability on individual level as well as on the organizational level. Community advocating supports the sustainability for the young girls. *Teen Choice* programme have a long and successful history of 27 years. Future interventions risk to be affected by decisions by the school authorities

Korczsak centre, Russia
Holistic approach: Yes
Empowerment focus: Empowerment on all levels
Clear working model/strategy: Yes very clear
Monitoring/follow up: Monitoring and research follow up
Relevance: High relevance for target group and methods
Effectiveness: Data supports that the main objectives have been reached
Sustainability: The model and working method is disseminated through trainings and handbooks and close cooperation with the social service system

Kvinnoforum, Xist, Sweden
Holistic approach: Yes
Empowerment focus: Empowerment primarily on the individual level
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring and follow up to some extent
Relevance: Relevance for target group and method development
Effectiveness: Data supports that the main objectives have been reached
Sustainability: The toddler part is integrated in the municipality system and will probably be permanently financed. No financing is clear for extended support to parents after the autumn 2008. This might affect the sustainability.

Lua Nova, Brazil
Holistic approach: Yes
Empowerment focus: Empowerment on all levels
Clear working model/strategy: Yes
Monitoring/follow up: Monitoring and systematic follow up
Relevance: High relevance for target group and method
Effectiveness: Data supports that the main objectives have been reached
Sustainability: Working model secures sustainability on individual level as well as on the organizational level. Partnership and network with different actors in the community support the sustainability for both the project and for the young girls.

Miramed, Russia
Holistic approach: Yes
Empowerment focus Mostly individual, to some extent on society level
Clear working model/strategy: Yes
Monitoring/follow up: Primarily monitoring
Relevance: Relevance for target group
Effectiveness: Most data supports that the main objectives have been reached. Some data indicate that the method might need some adaptation to the needs of the target group in Yuzjnoe Butovo
Sustainability: Integration with social service system supports sustainability. Shift to a new department (due to reorganisation of authorities) may affect long term planning today.

Summarising the evaluated projects, the result clearly shows that all projects are relevant, in many cases highly relevant. The differences between "highly relevant" and "relevant" are mostly due to the critical needs that are more evident in developing countries than in the Western countries. This means that a larger number of young girls/mothers and children are affected by the problems in poor countries and it becomes even more critical since the

surrounding society lacks supportive social service systems and awareness of women and children's rights.

Looking at the fourteen projects it is clear that all projects are making progress with most of their participants, affecting both mothers and children, securing a better life for them. Although empowerment might not always be integrated on all levels, this is partly a consequence of the local cultural, political context and the present needs. On the individual level all projects do take a holistic approach, trying to work as individually as possible, helping and providing the mother to achieve different skills. Although not all the projects create individual work plans, the needs are assessed and monitored. Most projects also do internal follow-up conducted in a more or less systematic way. In countries lacking a governmental social support system several projects have managed to integrate their work, their model and research into the social/political system and thereby supporting empowerment also on that level.

From the collected data we have found some projects that are particularly interesting in terms of solutions, working methods, and potential for dissemination.

The projects run by *Every Child and Doctors of the World* are planned and implemented in a very professional way where long term sustainability has been built in on different levels from the start. Both organizations have long experience from working in different countries and contexts and manage to develop and implement sustainable and duplicable working methods. The models are also disseminated as a part of the strategy through documentation, training, supervision and outreach activities.

Korczsak centre, Russia and *APSW,* Thailand could also be said to be examples of best practise where engaged and knowledgeable individuals manage to build resources, support systems and organizational capacity. In the case of Korczsak a great effort is made to disseminate scientific and practical experiences through documentation and supervision.

Lua Nova, Brazil is created and has expanded in relation to the local cultural context and now supports 140 mothers and has a great number of employees. The organization has applied a solution oriented approach creating new opportunities to solve problems. The income generating projects for the young mothers is both educative and creative and adds to the long term sustainability on the individual level. In this way *Lua Nova* can be seen as setting a standard for poor countries to duplicate and adapt into their own local context.

Below we present some opinions by the mothers:

Examples from practice

They have persuaded me that it is possible to live a normal live with positive HIV-status and that is not in any case the end of life. There are opportunities to be employed, to belong to someone, to find a partner. So those opportunities still exist for me.
Ukrainian mother

In the beginning I had to take so much shit but at Xist I have learned to stand up for myself. I am not alone and there is nothing wrong being a young mother. I shouldn't feel depressed and listen to what people say. **Swedish mother**

If I hadn´t come here and met with the psychologist I don´t think I would have married. I would have considered myself as single and a bad mother. Thanks to this I can make new plans to go on, marry and have a normal family.
Russian mother

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6. Conclusions and recommendations

In the first part of this section, we present the major conclusions in relation to the objectives guiding the evaluation. This primarily involves a composite picture of the project *category.* We also refer to the overall assessment of each project in Chapter 5 and examples of good practise presented in the report.

1. **Performance and relevance**
   - The evaluation indicates that the projects are relevant or highly relevant in relation to the needs of the target groups and in relation to the methods developed.
   - The evaluation indicates that working strategies and activities are generally very well planned and have been carried out in an appropriate way. Several projects have also developed new and effective methods for meeting the needs of the target groups. The members of the projects have a high level of expertise in the field.
   - The evaluation reveals that several of the projects have working methods and approaches that can inspire other projects and that can be applied in other contexts.

2. **Cooperation with Childhood and other partner organizations**
   - Childhood is perceived as a knowledgeable, flexible and competent partner. This, together with a genuine commitment by the Childhood staff, seems to distinguish Childhood from other donors. The evaluation also indicates that the knowledge and experience gained by Childhood contributes to the dissemination of methods and good practices.
   - Some of the projects have expressed a desire for more transparent support and application criteria and/or for training for non-experienced project applicants**.** Another desire is for opportunities to share experiences among all project staff members.

3. **Follow-up and evaluation**
   - The evaluation indicates that all of the projects have integrated monitoring and/or follow-up in their practical work. Some of the projects should further develop their monitoring in a more systematic way.
   - The development of new methods is generally followed up and methods adjusted in accordance with the results and the needs of the mothers. Research results and participation in evaluations are sometimes used in the development of the projects.
   - Documentation required by Childhood and other donors is used in a learning process. Dissemination takes place through different channels and partnerships and through outreach activities in society.

4. **Results and sustainability**
   - Evaluation data indicate that the projects that have been implemented have achieved their main objectives or are in the process of doing so. Support from Childhood has contributed to the empowerment of a large number of mothers in the seven countries, providing their children with opportunities for a better life.
   - The projects in general have a strategy for securing sustainability on different levels. On the individual level, most of the work is focused on educating mothers as part of a long-term plan for them to be able to take care of the children and themselves. All of the projects have built in capacity structures, such as referral systems, clearly defined working process and staff training, to some extent.

- Some of the projects are integrated in the local or national welfare systems, which are financed and run by the authorities. In a few cases, they have also contributed to new legislation and regulations.

The evaluation shows that several of the projects have much in common in terms of target groups, concepts and activities. On the other hand, problems are solved and methods are developed in different ways, depending on the socio-cultural, financial and political context. It is also clear that the organizations involved in implementation differ in philosophies and values. The evaluation shows that good results can be achieved by large professional organizations as well as by smaller organizations with committed individual leaders. As indicated in the report, there are many factors contributing to the success of the projects. Some of the most important factors are:

- Holistic approach
- Highly skilled staff
- High level of commitment
- Individual support and clearly defined working process
- Continuous support (during a period of time)
- Capacity building and networking
- Advocacy, outreach activities

Although the evaluation has not revealed any evident weaknesses or unintended consequences, there is a potential for further improvements within some areas:

Some of the projects should consider systematizing their *monitoring/follow-up* to a greater extent in order to guarantee that the staff members involved are measuring the same indicators of progress. This would make it easier to compare results over time and to introduce new staff members to the methodology. A special issue in this context is the question of child abandonment where the *number* of preventions is often described as a factor contributing to success. No doubt this is most often the case, although sometimes the separation of the mother and the child might be in the interest of the child. Qualitative indicators and documentation supporting progress is, therefore, of great importance in securing future sustainability in terms of creating circumstances that can serve to break the circle of abandonment, abuse and poverty. It is also an interesting aspect in terms of opportunities for developing alternative forms of care, such as foster home care. Indicators showing the number of child abandonments that have been prevented are of less interest if they are not connected with qualitative data on the family situation.

Another question raised concerns the *values* that the organization or project transfers to the mothers. Moral support is given different meanings within the projects depending on values of the management and the staff employed. This is an important question in the short as well as the long perspective as the mothers may confront challenges and difficulties during their whole life. To provide the young girls with decision-making skills and a set of values is an essential step for the future and should be considered and emphasised in the projects.
Implementing rules and values could also be an important part of the empowerment process but must also be considered in relation to women's and children's rights. Awareness about these issues among the staff is therefore a central factor. We can note that the projects emphasise those issues differently.

Much of the focus in the projects is on the needs of the mothers, although this is related to the ***long-term development of the child***. Even though the method of early intervention specifically focuses on child development, we can see a potential for a clearly formulated focus on the child development and the promotion of maximal stimuli in some of the projects. This could involve in part raising awareness, not only in relation to the mother and child dyad but also in the project nurseries, and could be manifested in relation to other child activities and training and thus provide good prerequisites in a long-term perspective.

Other interesting questions that have emerged in the course of the evaluation are:

The question of cost
Some of the projects supported are quite costly in terms of establishing residence for qualified staff members in order to provide a relatively small number of young mothers with adequate support. One way of convincing authorities as to the needs of the target group in some of the local contexts is by showing good results and methods in practise. Nonetheless, a central question is whether more mothers could be reached for the same amount of money. Childhood supports different kinds of projects today. This is an advantage, since it makes it possible to compare with projects achieving results with less money. Possible consequences of projects with little resources may be that the mothers are not provided with sustainable tools for empowerment of themselves and their children or that organizational capacity cannot be built up. We are not taking a position on these issues, other than raising them for further considerations. The outcome of this evaluation indicates the importance of a holistic approach in the support strategy. A way to deal with this issue is to make sure that the projects focus on the most vulnerable groups or individuals to promote the greatest impact.

The question of empowerment
Experience and research show that empowerment is more likely to succeed if integrated in the local welfare system and introduced on different levels of society. This has clearly been a conscious strategy for most of the projects supported in parts of the former Soviet Union. There, as well as in developing countries, projects have had to bridge huge gaps in the support system or work to build up new structures. Highlighting the needs of "new" target groups and effective working methods can be seen as an essential part of the empowerment strategy. For the projects in Western countries (with the partial exception of the USA) this might be less relevant, since the projects rather try to fill gaps in the existing welfare systems. Our conclusion is, thus, that the empowerment strategy is dependent on the context in which the projects operate. This reconfirms the finding that factors contributing to success in promoting empowerment on the individual level are the staff's professional skills, continuity and the time given to the mother by the staff.

6.1 Impact of Childhood support

The composite picture of the evaluation supports the notion that the contribution of Childhood has had a substantial impact on the lives of many mothers and children, creating opportunities for children to be raised with and by their parents as well as for developing a good relationship.

The members of the projects concerned have expressed their satisfaction with the working model of Childhood. The model can be summarized by some key phrases, some of which have been collected in the early stages of our work and then verified in the course of the evaluation:

- Advisory role combined with genuine interest
- Close cooperation and understanding of the projects
- Flexible approach
- Advocacy
- Continuous dialogue

This means that Childhood's contribution is not limited to financial support but also involves support in order to improve the local operations. This places Childhood in the position of an inspiring coach as well as offering the opportunity to influence the organizations in the dissemination and sharing of experiences.

- The evaluation indicates that the organizations disseminate results and good practices, as well as conduct outreach activities and advocacy. This is, however, a particular part of the inherent logic in the non-profit sector, as they depend on donations that are influenced by being able to show good result[11]. It is also important to have a strong brand name to secure resources and continued development. As a donor Childhood supports the organizations to achieve this and help them to develop and grow.
- The evaluation also indicates that the contribution of Childhood is flexible and adjusted to specific needs.
- Larger organizations appreciate Childhood as a partner, while smaller ones are grateful for the transfer of structure capital, such as know-how. In brief, Childhood is dedicated to contributing to the success of the organizations and projects it funds and supports.

Flexibility was a concept mentioned by the organizations. Childhood can be seen as flexible in the sense that the cooperation and processes are, for the most part, effective. The lack of a rigid and detailed set of rules seems to be the source of this flexibility, although some of the organizations would like more structured rules with regard to applications and support policy. In our judgement, this flexibility is, nonetheless, an asset on the following grounds:

- Childhood as a "broker" or "middleman" (in the sense that all projects and activities are under the responsibility of a third party) cooperates with various organizations in different parts of the world. As a consequence, the ability to assess where funding and coaching can make a positive contribution is not based on rules and guidelines but on knowledge, experience and flexible thinking. Viewing Childhood as a "broker", we perceive this flexibility as an important asset.

A specific issue of interest is the time limit for the involvement of Childhood in a project. We have understood that Childhood does not have the aim of getting involved in projects on a long-term basis. Partnerships have an average duration of three years, a period during which Childhood can make a difference and during which other appropriate actors and partners can become involved and fill the gap that Childhood leaves after three years. We have also understood that the main reason for the time limited involvement is that:

Childhood is focused on creating good practices. An involvement that has a time limit is effective, since all efforts can be dedicated toward the development of sustainable projects rather than toward administrating well functioning projects. In addition, these projects are expected to find new funding and/or to have their activities integrated in local welfare systems.

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[11] Collins, J. 2006; *Good to Great, När vinst inte är målet*

In this regard, the following point may be of interest:

- Childhood was founded in 1999 and has now been in operation for almost ten years. How many of the projects have found a sustainable solution after cooperation with Childhood has ended?

As the evaluation shows, there are several projects for which sustainable solutions have been found. It can be valuable to follow this up on a systematic basis and to integrate it as a performance indicator for the operations of Childhood.

6.1.1 Childhood's future support and priorities

The evaluation has not found any critical weaknesses, noting also that the projects seem to be aware of various dilemmas and are working to make further improvements. However, there are some interesting issues concerning future support policy that can be discussed in terms of priorities. An interesting question, for instance, involves staff salaries and other costs in different countries. Should the policy be to support many persons in a poor country instead of a few in a rich country? Is it better to support preventative work rather than emphasising dealing with urgent situations?

It is difficult to assess long-term sustainability on the individual level since most projects cannot follow up all mothers over a long period. Projects offering residences worked hard to avoid creating situations of dependency. Time or age limits were often applied in order to prevent dependency. On the other hand, a couple of projects witnessed mothers returning in need of more support. Deinstitutionalisation of children in order to reunite them with extended family members has involved a great need for support during the first year after reunification. This entails a *need for long-term follow-up and support in order to ensure sustainability*. Several projects also mention the need for earlier identification of mothers at risk of abandoning their children as well as for prevention of early pregnancies.

These examples reveal some of the contradictions in the supportive work. Mothers and families may be in need of long-term support in a specific project, while at the same time there might be an extremely large number of mothers in need of support. Organizations and governmental support systems as well as donors might also want the girls to stay for shorter periods of time so that more mothers can be included in the programme. This is a general dilemma, not only a dilemma for Childhood.

In our opinion, a mix of projects in terms of size, methods and long- and short-term support is a good strategy. This gives Childhood the possibility of continuing to work with great flexibility and to support projects in areas with great potential impact. Supporting large professional international organizations as well as small projects run by very dedicated individuals in places where the projects are totally integrated in the local cultural context may open up new opportunities that might not otherwise exist.

The question of values is also a matter for consideration. Empowerment is, as stated above, culturally and socially specific and needs to be adapted to the local context. Still, it is important to be aware of and to follow up on strong religious, political or other ideological influences on the project activities in terms of moral, gender and other values so that they do not conflict with the rights of women and children.

6.2 Recommendations

We find it important that the following recommendations be implemented. They are presented in two parts: one for Childhood and one for partner organizations.

Recommendations for Childhood
Priorities
We would like to emphasize the following criteria for prioritising support:

- Continue the general strategy of diversifying support, i.e. supporting different kinds of projects as a way of maintaining flexibility and optimising impact.
- Support large international organizations for limited periods of time in order to build up new sustainable structures.
- Support smaller promising organizations and persons with a great commitment to bring about change in poorer countries.
- In western countries, focus on innovation and development of new methodologies for contributing in the area of social practise and research.
- Continue discussions of priorities, considering quality of results, cost and the number of young mothers that can be reached.
- Support projects with the greatest potential for prioritising those most vulnerable.

Operative and ongoing support
- Continue the consultative role as a discussion partner and adviser.
- Continue to visit the projects as part of the support strategy, since this offers good insight into the projects and the local contexts. Consider the possibility of developing clear guidelines with regard to support and applications, though in a way that flexibility is not influenced negatively.
- Consider ways of finding and supporting new forms for sharing experiences among project staff members, such as local workshops, interactive web forums and support visits to other projects.
- Be aware of and follow-up on project values to make sure that they do not interfere with established international human rights conventions.
- If possible, follow-up on the long term sustainability of projects being supported on a systematic basis and integrate this as a performance indicator for the operations of Childhood.

Recommendations for partner organizations
- Continue the present follow-up system or, for some of the organizations, systematise monitoring and follow-up of results. Quantitative data should be related to or supported by qualitative case data on the progress of families.
- Continue to strengthen the mothers as well as to focus on the needs of the child in order to secure stimulating activities also with regard to the long term development.
- Continue work on securing education and income generating activities for the mothers as part of the strategy. There are several inspiring examples in this report, such as initiating service provision or production on one´s own. Other forms could include cooperation with companies and vocational schools.
- Continue to promote women's and children's rights by working on different levels of society. Be aware of the values being transferred to the mothers.

- Consider opportunities for former participant mothers to work as volunteers or as employed coaches. There are several models for volunteer support; *DOW, Fryshuset* and *Miramed.*
- Develop, if possible, peer support for grannies and other family support persons.
- Promote contact with other projects in order to share experiences on methods and approaches.

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Project summaries, project applications
Project narrative reports and financial reports