



A Report on the Inter-Agency Child Protection Rapid Assessment on the Situation of Burundian Refugee Children in the South- West- July 2015



Acknowledgement

A deep and sincere gratitude goes to all the key informants and participants of focus group discussions who participated in the discussions or interviews and shared their experiences with the assessment team. This assessment would not have been completed without your participation.

A special thanks goes to members of the assessment team comprising of Samuel Vandi, Noemi Fivat and Mary Hanlon (UNHCR Kampala), Allen Uhiriwe (UNICEF Kampala), Lydia Jean Akite (World Vision, Uganda), Darlson Kasasira (OPM), Baguma John (Lutheran World Federation), for their dedication and commitment to ensuring the successful completion of the assessment.

Another depth of gratitude goes to the UNHCR team in Mbarara led by Kristin Riis Halvorsen, and the ARC team in Nakivale for their immense support to the assessment team, without which it would have been difficult to realise a successful completion of the assessment. Erika Beckman (UNHCR) and Rogers Luuba (ARC) were particularly helpful in putting together the programme for the interviews and FGDs, as well as informing respondents and participants. Many thanks!

We are also grateful to the team of interpreters provided by ARC who provided interpretation services to the team throughout the exercise.

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List of Acronyms and Abbreviations

Acronyms

HIJRA Humanitarian Initiative Just Relief Aid

Abbreviations

ARC American Refugee Council
CFS Child Friendly Spaces
CP Child Protection
CPRA Child Protection Rapid Assessment
CPSWG Child Protection Sub- working Group
DRC Democratic Republic of Congo
FGDs Focus Groups Discussions
NGO Non-governmental organizations
OPM Office of the Prime Minister
SC/UACs Separated and Unaccompanied Children
UNHCR United Nations High Commission for Refugee
UNICEF United Nations Children’s Fund

Introduction and Background

In March 2015, socio-political tensions erupted in Burundi ahead of the just concluded general elections that were considered a critical milestone for the long-term peace and stability of the country. Protests between supporters of the opposing political parties became increasingly violent, mostly in the capital Bujumbura, resulting, at the beginning of April, in a steady outflow of Burundians, firstly into the Republic of Rwanda (Rwanda) and then increasingly in to the United Republic of Tanzania (Tanzania) and the Democratic Republic of Congo (DRC).¹ Uganda has also received its own fair share of Burundian refugees travelling through border crossing points of Mirama Hills and Murongo to the transit centres in Oruchinga and Nakivale. As at 20th July 2015, there is a total of 10,999 new Burundian arrivals in Uganda, amongst which are 4,797 children, constituting 43.6% of the total population.²

Once displaced, children are more likely to experience protection concerns, as family and other social support networks may be weakened, and their education may be disrupted. Children, especially without their parents or caregivers, are at higher risk of abuse, neglect, exploitation and violence. In addition, children who are deprived of their normal routines during displacement are under high stress, and require a substantial level of support. Family tracing and reunification activities would need to be strengthened, as well as cross-border monitoring mechanisms which will also require an urgent operationalization. Overcrowding of shelters, traditional gender attitudes as well as separation of family members contributes to a greater risk of SGBV. Furthermore, the lack of learning and play spaces for children and other protection risks contribute to greater psychological distress of children.

A majority of the Burundian refugees and asylum seekers coming to Uganda are being placed in Oruchinga and Nakivale refugee settlements in the South West of Uganda, near the borders with Tanzania and with Rwanda. While the OPM, UNHCR and its partners have endeavoured to address the protection needs of the refugees in these settlements, there still remain major gaps, especially with the child protection interventions. The new influx of refugees and asylum seekers as a result of the Burundian situation, and the fact that children form more than half of the current influx will only widen this gap and further stretch thin the available resources. Preliminary assessments conducted in these settlements at the start of the influx highlighted gaps. However, in order to ensure an adequate and comprehensive response to the Burundian refugee situation in the South-western settlements, there is a need for further information and evidence.

The Child Protection Sub Working Group on Refugee Children, led by UNHCR and UNICEF, and comprised of child protection actors working with refugee children, therefore initiated an Inter-Agency Joint Assessment to provide a snapshot of the urgent protection needs of children. On the basis of their initial understanding of the situation, the assessment team agreed to focus on the following key thematic areas: separation from caregivers, psychosocial wellbeing, access to basic services and information, child labour, sexual violence and education. Under each of these thematic areas, the assessment team identified key information points that the assessment should cover, or What-We-Need-to-Know.

¹ Burundi Regional Refugee Response Plan, April to September 2015.

² Refugee Information Management Systems of the Government of Uganda.

A number of CPSWG member agencies contributed to the realisation of this assessment, including through expertise and staff time for data collection, analysis and interpretation, and providing inputs into this report. This report, issued by the CPSWG, presents the main findings of this interagency child protection assessment for the Burundian refugee children in Oruchinga and Nakivale settlements in the Southwest. Graphs within the report present the primary information gathered through interviews with resource persons within the affected population. These are complemented by qualitative information from further primary information sources, including direct observation and a desk review of previous assessment reports, factsheets and other programme reports.

Executive Summary

This report details an assessment carried out from the 27th to 31st July 2015 to attain gain a deeper understanding of the main child protection concerns facing Burundian children that were part of the influx of refugee and asylum seekers in the South-western settlements of Oruchinga and Nakivale, as well as understanding the gaps in the child protection system in the two settlements that will inhibit the response to the situation. The assessment focuses on reported and perceived child protection challenges, as well as knowledge and analysis of existing prevention and response to child protection issues. Additionally, the report highlights recommendations on how identified issues can be addressed in the emergency context to inform inter-agency programming.

Assessment Objectives

1. To determine the scale of the protection risks and needs for children affected by the Burundian situation, and to determine the potential and actual capacities to respond to the existing risks and needs within the communities.
2. To identify existing and potential child protection resources available as well as determine advocacy shortfalls.

Scope of the Assessment

The Assessment was conducted in the South-western refugee settlements of Oruchinga and Nakivale and the Rwanda/Uganda border crossing point of Mirama Hills. The approach in the assessment was designed to sufficiently answer the following questions:

- What are the protection risks faced by the newly arrived refugee and asylum seeking children from Burundi in the settlement?
- What are the child protection response and support mechanisms in the settlements that can adequately address these risks?

Overview of the Methodology

This assessment was of qualitative nature and non-probability methods were used in designing the sample and determining the quota sample size. The assessment applied a purposive sampling criteria – interviewing Burundian refugees who had crossed over the border during the influx in the preceding months, and implementing and operating partner staff (including government officials such as the OPM, immigration and the police), who are involved in the response interventions. Resource persons were asked to speak about the situation of the new arriving children in their settlements as well as the reception centres which serve as temporal accommodations.

The following methods/tools were used in the data collection:

- ✓ Key Informant Interviews
- ✓ Focus Group Discussions (in some cases)
- ✓ Direct Observation
- ✓ Desk Review of existing documents (reports, fact sheets etc.)

The quota sampling methodology required a minimum number of resource person interviews at locations selected by the protection team in Mbarara. The Global Child Protection Rapid Assessment (CPRA) tool was used as the basis for particularly the key informant interviews. However, the tools were adapted to the context. The key informant interviews targeted key stakeholders within the refugee population including the chairpersons of the community CP structures, community leaders (Refugee Welfare Committee Chairmen), teachers, border officials etc. Assessors also specifically received briefing from key personnel such as the settlement commandants of both Oruchinga and Nakivale settlements, and the deputy head of the secondary school in Nakivali. These persons provided important insights into the situation in the respective settlements. A total number of sixteen (16) key informant interviews were conducted.

Focus Group Discussions mainly targeted children from two age categories, namely girls and boys at the ages between 8 and 12, and boys and girls between ages 13 and 17. A total number of 8 FGDs were conducted in the Kabazana transit centre, the Nakivale Primary and secondary schools respectively.

Direct observation was also employed to help assessors have direct experiences of how children are faring in the locations where the assessment was conducted. The data from the three tools described above were triangulated to provide a comprehensive insight into the respective assessment themes.

Assessment Team

The assessment was an interagency initiative agreed upon by the Child Protection Sub Working Group on refugee children. Hence the assessment team comprised of child protection staff from CP agencies that form the membership of the CPSWG. They include UNHCR, UNICEF, World Vision International, Lutheran World Federation and the American Refugee Committee.

Locations of the Assessment

The selection of locations for interviews was informed by the areas in the settlements where Burundian refugees reside. These areas include the Base Camp, the villages of Kashojwa, Kabahinda, Ngamara, and Misiera, Kabazana Reception Centre, and the Nakivale Primary and Secondary Schools, all in the Nakivale settlement. Interviews were also conducted in both the Oruchinga Base Camp and settlement. To determine the pattern of the influx and the situation of children at the point of crossing into Uganda, interviews with border officials at the border crossing point of Mirama Hills were also conducted.

Fig 1. Assessment Locations



Key

- Mirama Hills
- Oruchinga Settlement
- Nakivale Settlement

Summary of Findings

Throughout this summary the term 'respondents' refers to those interviewed within the Burundian refugee population in the assessment locations. It presents the primary source of findings, with information from stakeholders from the refugee communities as well as implementing partner staff, teachers and settlement commandants and the desk review used to triangulate and contextualize findings, as well as provide illustrative examples.

A. Separated and Unaccompanied Children

- ✓ About 93% of respondents claimed that children are being separated from their caregivers and more than 50% states they were aware of unaccompanied children as a result of the flight from Burundi.
- ✓ Separation was mainly accidental, due to losing caregivers/children during flight, disappearance of caregivers/children in the immediate aftermath of attack, death of parents/caregivers, children and caregivers who lived in separate places (in boarding homes) during the attack and who went their separate ways. Respondents, however, revealed deliberate separation, such as families sending children to extended relations or to work.
- ✓ Most of these SC/UACs are placed in informal foster care in the settlement by ARC. However, some SC/UACs interviewed reported of foster parents abandoning the children, indicating shortcomings in the process, including the lack of follow-up of cases, inadequate training of foster parents, and loopholes in the assessment of these parents. ARC has a network of 105 foster parents who got the last training in April/May 2014.

B. Psychosocial Wellbeing

About 62% of respondents reported a deterioration in the psychosocial wellbeing of children. Main behavior changes include usual crying/screaming, spending more time with friends, anti-social behaviors, and aggressive behaviors. Boys were more likely to show aggressive behaviors, while girls exhibited anti-social behaviors. Caregivers tend to pay less attention to children, and more aggression towards the children. Sources of stress for caregivers include the lack of access to basic needs (food, shelter, and livelihoods.)

C. Access to services and information

- ✓ 67% of respondents believed that there are children with less access to basic services such as food, education etc. There is also a lack of CFS and other recreational services at the reception center. Children in schools are deprived of some services provided for them by NGOs through their teachers. Access to services was also impeded by a range of factors including disability, children from poor households, and children with disabled care givers.
- ✓ SC/UACs particularly have less access to services. Their issues are not prioritized by OPM officials. Priority is given to children with caregivers/parents.
- ✓ Radio (mostly the BBC), telephone, community leaders, SMS, friends, neighbors and families are the most important source of information.

D. Child Labour

More than two-thirds of the respondents believed that there has been an increase in children working outside of households, with some of the children involved in hazardous child labor including digging, brick making, sand quarrying, farm work and domestic labour. More than 70% of respondents believed that

children are working to support themselves or their families, or are being sent to engage into such work by their caregivers or parents.

E. Sexual Violence

- ✓ The majority of respondents believed that sexual violence is mainly targeted at girls.
- ✓ Sexual Violence was also reported to occur in a range of locations/situations, with situations when children go to collect firewood (98%) and water (80%) being the most common. Sexual violence is also believed to occur during population movement and while playing around the settlement.
- ✓ Majority of respondents indicated that if they come across a child victim of sexual violence, they will take the child to the health center, or report to a police or community justice system, indicating stakeholder's reasonable knowledge of the referral pathways.
- ✓ Respondents believed that children are inclined to seek support from their inner circle of support, especially parents (with girls turning to their mothers and boys to their fathers). Girls would also talk to social workers and teachers, while boys will talk to community leaders and friends.
- ✓ Respondents were in agreement that victims of Sexual Violence, including children, can generally get help from the health centers where PEP kits are available.

F. Education

- ✓ New arrivals have been enrolled in both primary and secondary schools. Enrollment in the Secondary school for Burundians as of 30th July was 202 (76 girls & 126 boys).
- ✓ Children least likely to participate in school are children without a parent or guardian (SC/UACs) and children with disabilities.
- ✓ Two most common reasons for children not attending school cited by most respondents including the children themselves (both boys and girls) were: Distance to school and school fees/charges. Other reasons for girls were the lack of gendered facilities such as sanitary pads etc.
- ✓ Distance from school was also associated with physical protection issues such as kidnap, rape or defilement while on their way home after school hours. Children generally expressed a perceived risk of trekking home during late hours when school closes or real threat of being kidnapped (some children recounted stories of the killing/kidnapping of a Burundian new arrival in the settlement).
- ✓ The influx of Burundians requires additional teachers, especially teachers who are bi-lingual (in both English and French) as language barriers are cited as one of the key challenges for the Burundian pupils.
- ✓ Teachers mainly require training, didactic materials, salary increment and accommodation support.

Recommendation

Short to medium term

- ✓ ARC/UNHCR staff to conduct continuous follow-up on children placed in foster care.
- ✓ Training of the newly appointed CP Committees on CP issues, monitoring and reporting on the CP issues, follow-up on fostered children, referral pathways etc.
- ✓ Establishment of CFS with playing materials at the Kabazana transit center.

- ✓ Intensification of PSS services for children through CFS and other programmes targeting children.
- ✓ Disseminate messages on how parents and communities can support children to cope with stress through effective/ tried and tested communication mediums.
- ✓ Community Awareness raising of the refugee population on key CP issues such as child labor, sexual violence and its impact on children.
- ✓ Develop a strategy to address the special needs of separated and unaccompanied children to receive entitlements to aid distribution if not accompanied by a 'head of household'.
- ✓ Provision of emergency sanitary materials for pupils in the schools and cleaning reagents for schools where the populations using sanitary facilities has doubled.
- ✓ Recruitment of more trained teachers and incentive teachers to support the schools receiving the Burundian refugees.
- ✓ Provision of additional scholastic materials to new learners from the new influx (including exercise books, pens, uniforms etc.).

Long Term

- ✓ ARC to review assessment processes for potential foster parents to ensure continued commitment of foster parents.
- ✓ Training of foster parents. The last training for foster parents was conducted in April/May 2014.
- ✓ ARC to recruit more child protection staff to cope with the ever increasing caseloads of children.
- ✓ Increase scope of CFS programs to outreach to parents and families (who have been identified as main resource persons for children) to support with PSS through discussions, briefings and trainings on reactions of children to stress and traumatic events. This outreach can be done through CFS with facilitators to encourage community participation and ownership of CFS and child care.
- ✓ Construction of additional classrooms in schools in the settlement.
- ✓ Establishment of another Secondary school in the settlement.
- ✓ Expansion of the current scholarship scheme to ensure coverage of more deserving students.
- ✓ Expansion of boarding home facility in the secondary school to accommodate needy children.

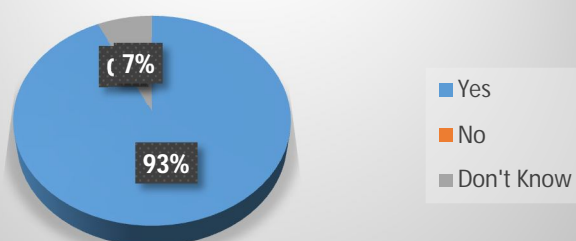
Assessment Findings

This report presents information gathered from all aforementioned data collection sources. Graphs relate to key informant interviews only. For each graph the relevant question(s) from the questionnaire are cited and the full questionnaire is appended to this report. Each graph presents information from resource persons who responded to that question. For some questions or themes, a percentage of resource persons declined to answer the questions. Overall data presented in this report is drawn from all resource person interviews.

Separated and Unaccompanied Children

According to international definitions an unaccompanied child is a child who has been separated from both

Fig 2: Are there children separated from their usual care giver as a result of the Conflict? (1.1)

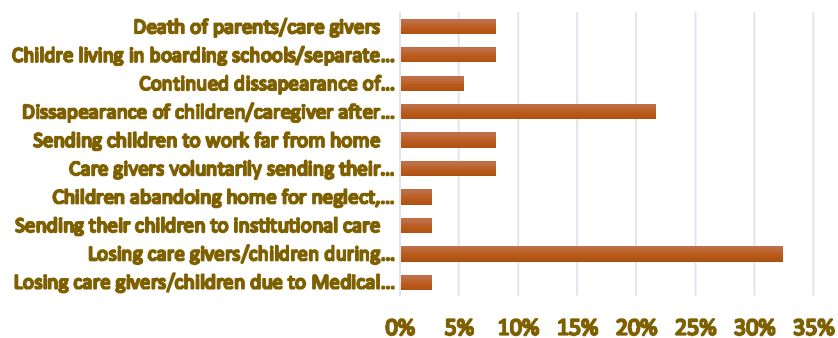


parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so. A separated child is separated from both parents, or from a previous legal or customary primary caregiver but not necessarily from other relatives. Separated children may, therefore, be accompanied by other adult family members³.

Information gathered through the assessment clearly indicates that children are being separated from their usual caregivers as a result of the situation in Burundi, and that there is a growing caseload of both separated and unaccompanied children. 93.3% of respondents reported that there were separated children as a result of the influx from Burundi, 42.9% of respondents reported there were unaccompanied children.

Respondents believed separation was usually accidental, mainly due to losing children/caregiver during flight/ relocation (32%), disappearance of children/caregiver after attack, children living in boarding homes in school (8%), or living in separate places from their caregivers (8%) etc. A small proportion of respondents (19%) described separation taking place by choice, for example, families sending children to work or stay with relatives, friends or in institutional care. However, involuntary separation seems to be higher than voluntary separation.

Fig 3: Causes of Separation (1.1.2)



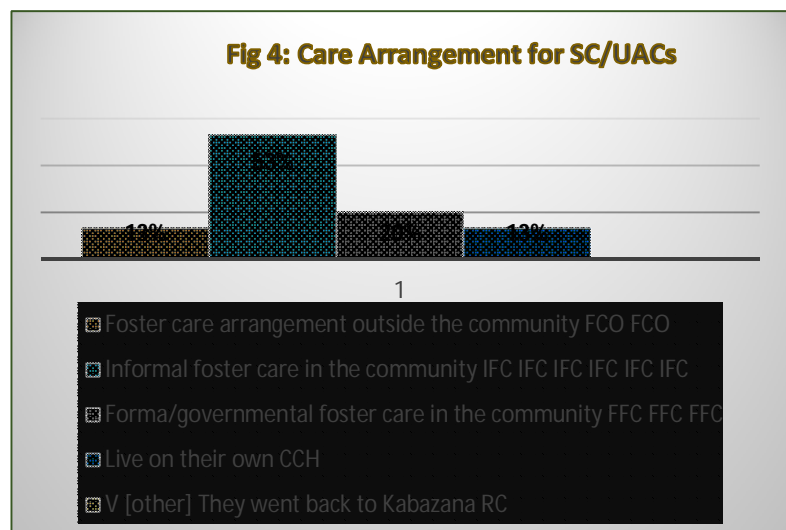
³ Inter-agency Guiding Principles on Unaccompanied and Separated Children, January 2004, as cited in the Child Protection Rapid Assessment Toolkit

Care arrangements

Majority of the respondents (53%) believed that separated and unaccompanied children are being placed in informal foster care within the communities; while 13% of respondents said that the children lived in foster care arrangement outside of the community. A reasonable proportion of respondents (20%) also believed that children lived in formal/government foster care in the community. 13% of respondents claimed that the children lived on their own.

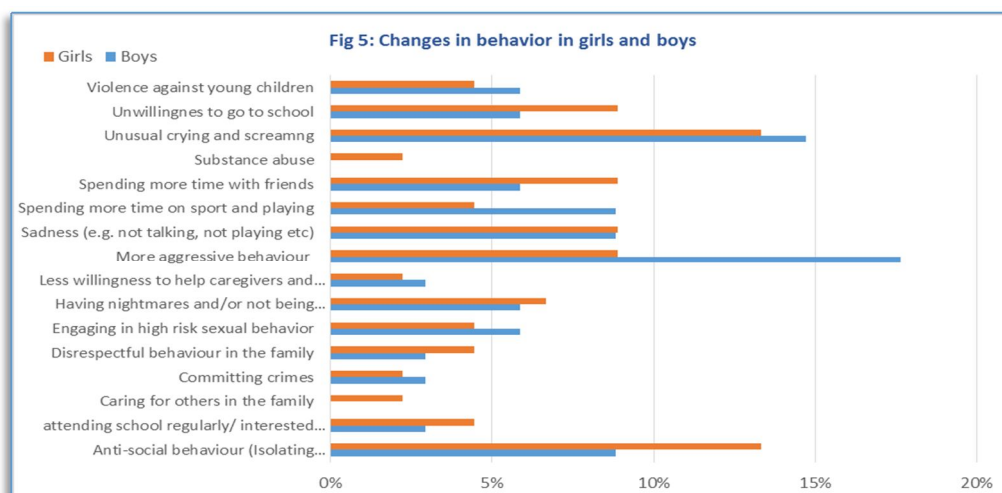
Informal foster care in the community is arranged by the American Refugee Committee (ARC) which is the UNHCR Implementing Partner for child protection in Nakivale settlement. ARC maintains a network of 105 foster parents with which identified Separated and unaccompanied children are placed. However, focus group discussions with children at the Kabazana Reception Centre revealed that some children who had been placed in foster care were abandoned by their foster parents thus indicating gaps in the process. Further discussions with the ARC staff revealed inadequate follow-up of children placed in foster care, and the lack of adequate training of foster parents. The last training of foster parents was conducted in April/May 2014.

On the question of what would respondents do if they come across a separated/ unaccompanied child, 7 (25%) respondents conveyed that they will take the child to an agency/NGOs that deal with children. The Agencies/NGOs referred to are HIJRA, ARC and UNHCR. Six (21%) of the respondents claimed that they will keep the child for a short time while they find a long term solution. Three (11%) of the respondents replied that they would find someone in the community to care for the child, while another 11% remarked that they would inform others in the community. 7% of respondents suggested that they would inform the police about the child's situation.



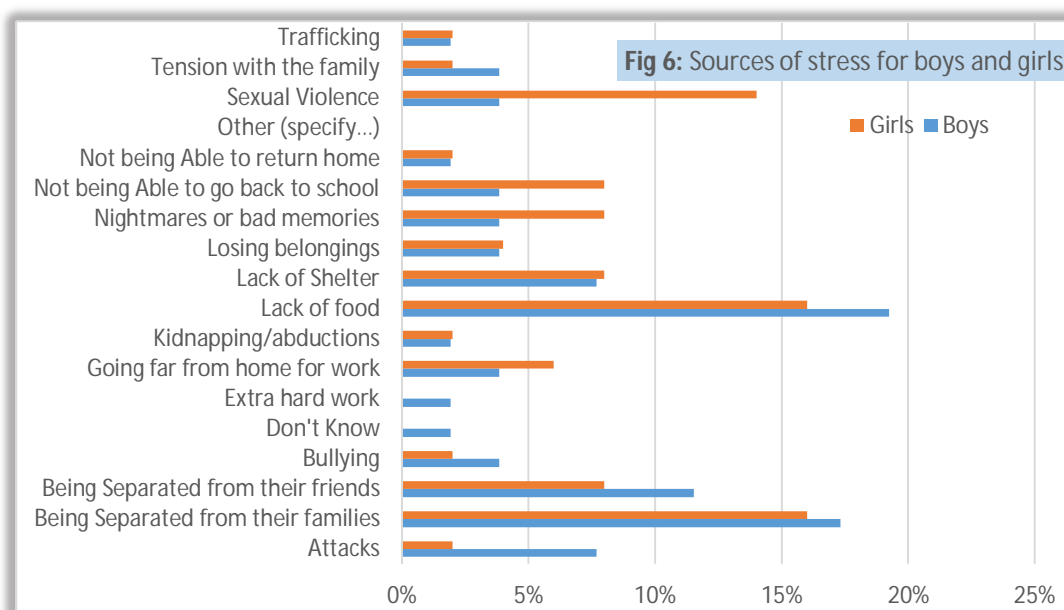
Psychosocial Distress and Community Support Mechanism

Deterioration in the psychosocial wellbeing of children was reported by 62% of respondents. Boys and girls appear to be equally affected. Respondents indicated the main behaviour changes in boys and girls were unusual crying/screaming, disruption in sleep patterns, anti-social behaviours, sadness, spending time with friends, unwillingness to go to school, and spending more time on sport and playing. Some differences between boys and girls were observed. Boys are reported as more likely to display more aggressive behaviour, and commit violence against younger children. Girls are reported to show more anti-social behaviour, and spending more time with friends.

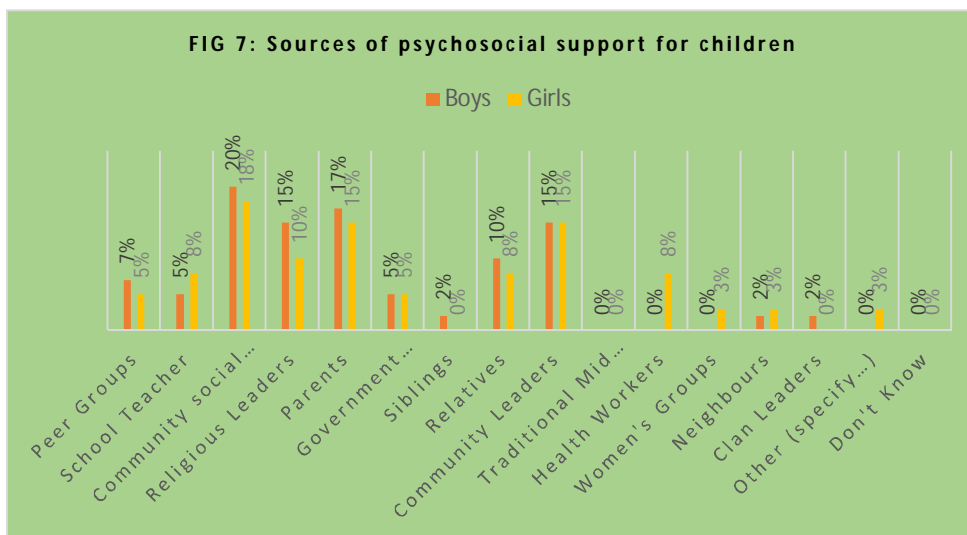


The main sources of stress identified by respondents for boys and girls were the lack of food (19% and 16% for boys and girls respectively); being separated from their families (19% and 16% for boys and girls respectively); being separated from their friends; not being able to return to school, the lack of shelter etc. Girls were more likely to experienced stress as a result of sexual violence than boys.

An FGD session with children between the ages of 13 to 17, also revealed the lack of adequate food, often leading them to beg for food in the settlement. The children expressed their apprehension over begging for food from people they do not know. One of the participant in the FGD said *“the hot meal provided is inadequate, which pushes us to beg for food. Sometimes we are afraid of being poisoned as we do not know the people who give us food to eat”*.



The deteriorating psychosocial situation of especially new arriving children is exacerbated by the absence of child friendly facilities at the Kabazana reception centre, where they are initially accommodated. FGDs with children at the reception centre highlighted the lack of child friendly spaces and other recreational facilities such as football for children at the centre. Assessors observed children as young as 8 to 10 years improvising a swing rope in an unused cooking space. This disruption of children’s routine may be a major cause for further stress.



Resource people identified for children within communities varied between community social workers (20% for boys and 18% for girls), parents (17% for boys and 15% for girls), community leaders (15% for both boys and girls), religious leaders (15% for boys and 10% for

girls), relatives (10 and 8 percent for boys and girls respectively), and peer groups (7% for boys and 5% for girls).

Respondents reported mostly negative changes in caregiver's attitudes towards their children. This includes paying less attention to children's needs (20%), more aggression towards children (14%); spending less time with their children (11%); sending children away from home (9%); and keeping children from going to school. However another 9% of respondents believe caregivers ensured their children's education despite difficulties.

Respondents reported the main sources of stress for caregivers within the communities were reflective of their day to day struggles including the loss of livelihood/difficulty in livelihood (19%); the lack of food (15%), shelter (14%) and loss of property (14%). Safety of their children also represented another source of stress for caregivers.

Worthy of note also is that some respondents, who were part of the new arrivals from Burundi do not consider their inability to return back home as a source of stress to caregivers. Asked if not being able to return home is a main source of stress for caregivers, a respondent answered in the negative, adding "How can we go back home, when the Imbonerakure who were the cause of our flight, are still the ones that are in charge?"

Access to Services and excluded children

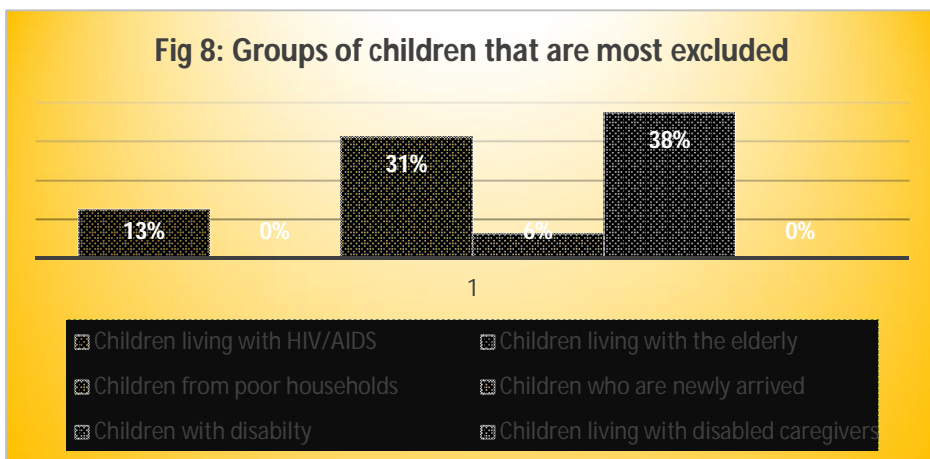
A number of organizations which are implementing and operational partners to UNHCR provides a wide range of services in both Oruchinga and Nakivale settlements. Camp management and coordination falls under the purview of UNHCR and the Office of the Prime Minister (OPM). Samaritan Purse, a faith-based INGO, which implements programmes for the World Food Programme, is responsible for food distribution in both Nakivale and Oruchinga settlement.

In Nakivale settlement, the American Refugee Council (ARC), which is the child protection implementing partner of UNHCR also provides a wide range of programmes including community services, case management etc, while Windle Trust, is the main service provider for education. Medical Teams International (MTI) provides health services. UNICEF, Right to Play and Tutapona visits occasionally and provides education, recreational services in schools, and trauma counselling for children respectively.⁴

⁴ Erika Beckman, Child Protection structures and gap assessment in South West Settlements, July 2015.

In Oruchinga, HIJRA, a UNHCR implementing partner, is the main child protection service provider, while WTU provides education services. MTI provides health services. Another actor also includes ARC which works on SGBV related activities. PADEAP works on young adult

education, mainly literacy and computer training in secondary school. STIR Education also trains and supports teachers to improve children’s learning outcomes. The Uganda Red Cross Society (URCS) and ICRC also provides family tracing and reunification (FTR) services. Finally, Right to Play visit twice a month to provide recreational services for children in schools.⁵



However, in spite of the availability of these services provided by the aforementioned agencies, more than half (67%) of all respondents felt that some children have less access to services than other children. Few respondents (20%) felt gender was a factor affecting access to basic services with girls largely disadvantaged, while the majority of respondents (70%) felt both boys and girls are equally excluded.

A large proportion of respondents (38%) reported that access to services was also negatively affected by disability, while many respondents (31%) believed that children from poor households are excluded. Other respondents also believed other barriers facing children in accessing services includes being affected by HIV/AIDs (13%) and when newly arrived (6%).

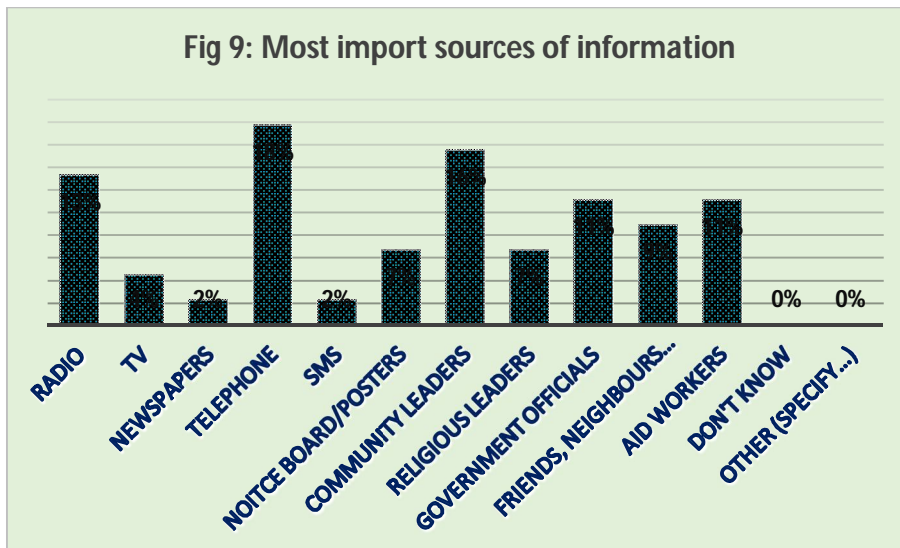
FGDs with various groups of children also reported a number of barriers that inhibit children’s access to services. They include separated and unaccompanied children whose issues are less prioritized by OPM, especially during registration. The latter pay more attention to older people and children who are with their parents and guardians. School going separated and unaccompanied children also complained of missing out on hot meals as they arrive late from school because of the long distance to and from schools.

Access to Information

Organizations in the settlements are providing information to the refugee population through awareness raising sessions or directly through service provision.

In order to gauge access to information for settlement residents, interviewees were asked what they considered their most important sources of information within the settlements. 8 respondents (18%) reported that they relied primarily on telephone for information; followed by 16% of respondents (7) who mentioned community leaders as another important source of information. 6 respondents (13%) viewed radio as an important source of information, with the BBC being cited as the most used radio channel. Government Officials (OPM in this case) and aid agencies also provided another important source of information according to respondents (11% of respondents for each of the two sources). Friends, neighbours and families, religious leaders and notice boards/posters were other sources of information cited by respondents as important for the communities.

⁵ Ibid, P47



Child Labour

Assessment questions on child labour did not give a specific definition for respondents to consider, but were designed to focus on factors characteristic of the “worst forms” of child labour (that is, all forms of slavery, sexual exploitation, use in criminal activities or work that is likely to harm the health, physical development, safety or morals of children (hazardous work))⁶. It also included questions to measure perceptions regarding an increase in the number of children involved in productive activities outside of the home. Work performed by children and child labour (including worst forms of child labour) are not necessarily of the same concern. However, in emergency contexts, with the possible loss of livelihoods, breadwinners, access to education, separation from caregivers and displacement, children who engage in productive activities outside of the home may become vulnerable to work characterised as child labour (and especially the worst forms).

More than two thirds of respondents (64%) reported that children are involved in harsh and dangerous work in the settlements. These respondents also believed that the number of children involved in harsh and dangerous work has increased in the settlement since the start of the influx of refugees from Burundi.

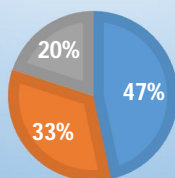
When asked to identify the various tasks that children are involved in, 6 of the interviewees (29%) perceived that children are involved in domestic labour as the most common form of work, followed by 24% percent of respondents who reported that children are involved in farm work. Another 14% percent of respondents reported transactional sex as the other type of work the children (mostly girls) are involved in, while 14% also claimed the boys are mostly involved in the transportation of goods. Other forms of harsh and dangerous labour that were predominant in the settlement include brick making, sand quarrying, digging of latrines etc.

The main motivation reported for involvement of children in child labour include: Children working voluntarily to support themselves and/or their family (47%), children being sent by their parents or caregivers to engage in such work (33%), and children being sent by people other than their parents/caregivers to engage in such work (20%).

⁶ Article 3 of ILO Convention No. 182, available at: http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182

FIG 10: REASONS FOR CHILDREN INVOLVED IN WORK

- Working voluntarily to support themselves and/or their family
- Are sent to engage in such work by their parents/care givers
- Are sent to engage in such work by people other than their parents/care givers



Sexual Violence

For this assessment, a broad definition of sexual violence was used: “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advance, or acts to traffic a person’s sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work. It can take many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion”⁷.

Questions were formulated to cover sexual violence by members of armed groups or forces, as well as civilians including relatives and neighbours during population flights from their places of origins or when resident in the settlements.

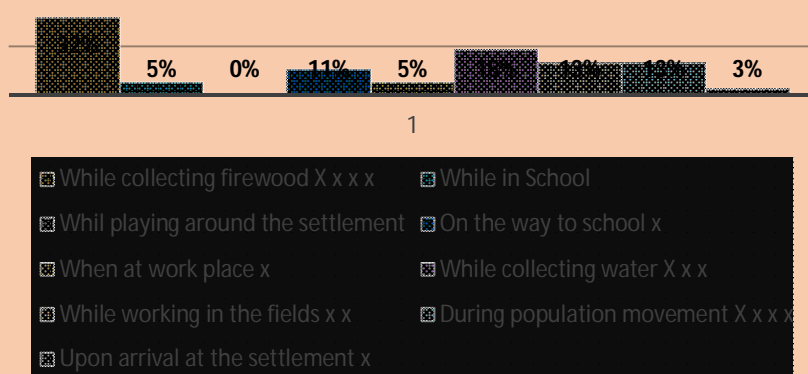
Questions were formulated to cover sexual violence by members of armed groups or forces, as well as civilians including relatives and neighbours during population flights from their places of origins or when resident in the settlements.

Out of 15 respondents, 8 (53%) do not think the number of sexual violence cases has increased since the Burundian influx. However, 33% (5) respondents believed that there has been an increase in the number of sexual violence cases, while 13% of the respondents claimed not to know whether there has been an increase in the number of cases or not.

Sexual violence is reported to occur in a range of locations/ situations. (See Fig 12 above). The most frequently mentioned situation was while collecting firewood (32%), followed by while collecting water (18%). Other situations believed to be high-risk situations included while working in the fields (13%) and during population movement (13%).

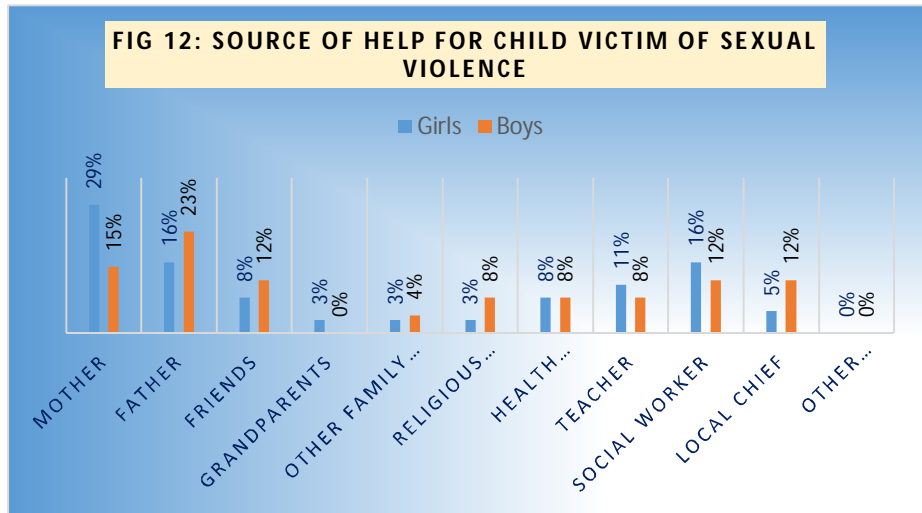
Respondents asserted that girls (100%) were the most affected by sexual violence, while older girls over 14 years are mostly targeted (60%). 40% of respondents claimed children younger than 14 years are mostly affected by sexual violence.

Fig 11: Situations in which sexual violence occur more often



⁷ CPWG Child Protection Rapid Assessment Toolkit 2013.

86% of respondents claimed to know where people can get help if they are victims of sexual violence. All respondents reported that they will go to the health centre where PEP kits are available. Children are reported to seek help from the health centre as well. Children were most inclined to seek support from their inner circle of support, specifically parents.

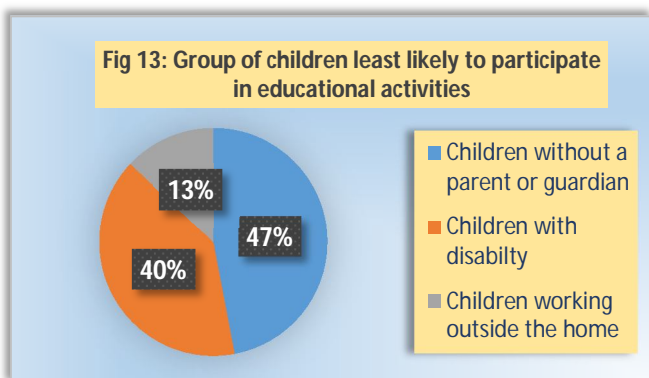


Respondents reported that girls are more likely to seek support from their mothers (29%) in comparison with the boys (15%) while the boys are more likely to seek support from their fathers (23%) in comparison with girls (16%). Friends are also a source of support to children (12% boys, 8% girls). Other sources of support for children include social workers (girls 16%, boys 12%), teachers (Girls 11%, Boys 8%), health workers (Girls 8%, Boys 8%) and local chiefs (Boys 12%, Girls 5%).

Education

A desk review of existing reports from Nakivale indicated a total of 11 (eleven) schools in Nakivale Settlement (10 Primary schools and one secondary school)⁸. The secondary school is located at a distance from the base camp which is estimated at 35 kilometres⁹. There are 38 Early Childhood Development facilities of which 10 are privately owned.¹⁰ Respondents also reported the existence of a number of non-formal education facilities in the settlement, which include literacy and numeracy classes, vocational/skills training, recreational/sport activities and art, music and drama activities.

In spite of the availability of educational facilities in the settlements, access to these facilities by children and adolescents are hindered by various barriers. In response to the question: "What groups of children and young persons are least likely to participate in educational activities in the settlement?", 47% of interviewees claimed that it was children without a parent or guardian (unaccompanied children), followed by 40% of respondents who reported that children with disabilities were least likely to participate in educational activities. Children working outside of home (13%) are believed to be another category that cannot access educational activities.



School enrolment and retention are also hindered by a number of factors. Respondents were requested to talk about the most common reasons for children not attending school. For the boys, school fees or cost (21%), and distance to school (13%) were the two most common reasons reported. The same reasons (school fees (13%), and fees and costs (19%)) were the common reasons

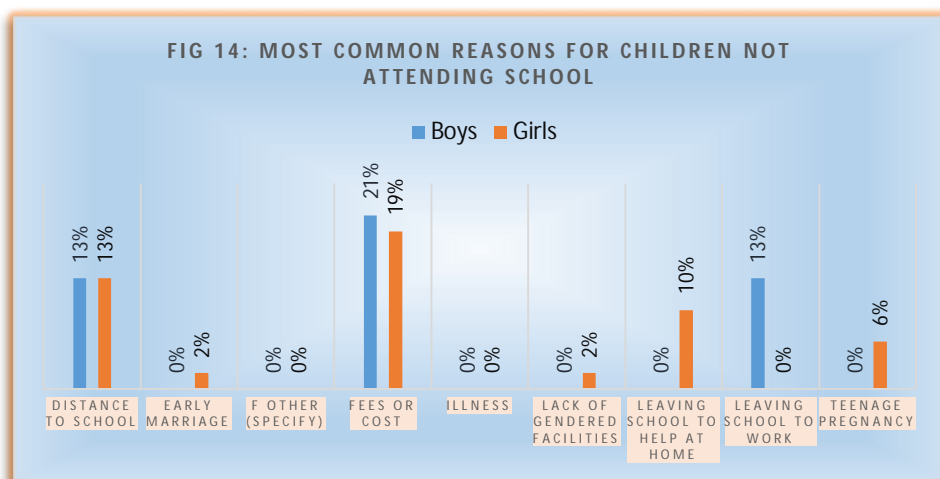
cited for girls not attending schools. Other reasons for girls included leaving school to work in school (10%),

⁸ Child Protection Assessment in the South West.

⁹ Settlement Commandant, Nakivale.

¹⁰ Child Protection Assessment in the South West.

teenage pregnancy (6%); the lack of gendered facilities including sanitary pads and soap, and early marriage (2%). 13% of respondents also cited leaving school for work as another reason for boys not attending school.



The Ugandan Universal Primary Education (UPE) policy

provides for free primary education for all children, including refugee children. However, parents or caregivers of children are expected to take care of a number of school related costs, including scholastic materials such as uniforms, books, PTA fees etc., as well as costs for lunch and any extracurricular activities. Parents do not always afford these costs which prevents children from attending school or precipitating the children's drop-out of school. The problem of school enrolment and retention for refugee children is even exacerbated when the child goes to secondary school upon completion of primary school. The prohibitive cost of sending and/or retaining refugee children in secondary schools as their parents have to grapple with livelihood and other basic needs issues has meant a large number of refugee children not transitioning to secondary schools.

A discussion with the deputy principal of the secondary school in Nakivale which hosts the Burundian new arrivals revealed a number of issues with the new pupils enrolled in the school. As at 30th of July 2015, a total of 202 Burundian new arrivals (76 Girls and 126 boys) were enrolled. However, language barriers and variations in the school curriculum between country of origin (Burundi) and Uganda has served as a major challenge in integrating the children into the schools system. The school is in need of French teachers who can help the new arrivals. To address the issue of language barrier, Windle Trust hired two bilingual teachers who were specifically assigned to teach the new arrivals. As a way for the children to catch up, the Deputy Head revealed that the new arrivals were placed in separate streams for slow learners where their particular learning needs are met.

FGD sessions with the Burundian boys and girls in the secondary school re-echoed the issue of language as a key challenge to their assimilation into the school system. Specific issues raised by the girls included the lack of sanitary materials, toiletries such as soaps especially during menstruation, and the fear of being defiled while going home from school. The boys specifically highlighted digging and ploughing on farms for survival, and the lack of money for school uniforms as the key challenges. A participant of the FGD for boys expressed his frustration over the lack of money for school uniforms when he remarked: *"When I see others wearing uniforms in school, and I come to school without one, it discourages me to come to school."*

Both boys and girls identified distance from home to the secondary school as a major concern. Besides the negative impact the long walk to and from the school has on their performance in school, the children also highlighted physical security issues, especially on their way home from school in the evening. Participants of both FGD sessions expressed the fear of being kidnapped, killed or defiled (in the case of girls). To support their fears, participants in two FGD recounted an incident in which a refugee child was kidnapped and killed some time ago in the settlement while walking home from school.

Challenges in the education for refugee children and adolescents were also resounded by the settlement Commandant during a briefing session with the assessment team. He specifically lamented on the lack of a policy for free secondary education, thus creating a generation of redundant youths who because their

parents cannot afford the cost of secondary and tertiary education, drop out and will eventually serve as a ready reserve for recruitment by armed groups into conflicts in the East African Region. He described the situation as creating *“a time bomb which has the potential of exploding and plunging the region into total chaos.”*

To address the long distance to the only secondary school in the settlement, the Commandant expressed the need for the construction of community secondary schools in other parts of the settlement to increase the enrollment rate.

Recommendation

Short Term

Separated and Unaccompanied Children

- ✓ Develop a strategy to address the special needs of separated and unaccompanied children to receive their entitlements to aid distribution if not accompanied by a 'head of household'.
- ✓ ARC/UNHCR staff to strengthen follow-up mechanism for children placed in foster care.
- ✓ Training of the newly appointed CP Committees on CP issues, monitoring and reporting on the CP issues, including follow-up on fostered children.

Psychosocial Wellbeing

- ✓ Establishment of Child Friendly Spaces with playing materials at the Kabazana transit center and the introduction of psychosocial support programmes and other programmes targeting the children thereby ensuring their resilience.
- ✓ Intensification of PSS services for children through CFS and other programmes targeting children.
- ✓ Disseminate messages on how parents and communities can support children to cope with stress through effective/ tried and tested communication mediums.

Access to services and information

- ✓ Disseminate Information Education Communication (IEC) materials in schools, health centres and other places in the settlements on services available.
- ✓ Strengthen coordination with agencies providing services for children and adults with disabilities ensuring provision of assistive tools, rehabilitative services and physical rehabilitation.
- ✓ Ensure information to particularly newly arrived children and refugees in general in the settlement on available support services.

Sexual Violence

- ✓ Develop outreach programs for mothers (as the primary resource people identified for child survivors of sexual violence) to promote awareness of GBV services (medical and PSS) and strengthen understanding of confidentiality and risks of not accessing services.
- ✓ Community Awareness raising of the refugee population on key CP issues such as child labor, sexual violence and its impact on children.

Education

- ✓ Provision of emergency sanitary materials for pupils (including sanitary pads for especially girls) in the schools and cleaning reagents for schools where the populations using sanitary facilities has doubled.
- ✓ Recruitment of more trained teachers and provide incentive for teachers to support the schools receiving the Burundian refugees.
- ✓ Provision of additional scholastic materials to new learners from the new influx including exercise books, pens uniforms etc.

Medium to Long Term Actions

Separated and Unaccompanied Children

- ✓ ARC to review assessment processes for potential foster parents to ensure continued commitment of foster parents.
- ✓ Training of foster parents on their roles and responsibilities, good parenting and other relevant alternative care modules.
- ✓ ARC to work closely with community structures to ensure the high numbers of UASCs are provided with a level of monitoring and follow-up.
- ✓ ARC to recruit more child protection staff to cope with the ever increasing caseloads of children.

Psychosocial Wellbeing

- ✓ Increase scope of CFS programs to outreach to parents and families (who have been identified as main resource persons for children) to support with PSS through discussions, briefings and trainings on reactions of children to stress and traumatic events. This outreach can be done through CFS with facilitators to encourage community participation and ownership of CFS and child care.
- ✓ Conduct mapping of youth groups and youth clubs to engage youth to participate in CFS activities (i.e. as trainers) or other child protection community activities (because peers have been identified as major resource for children).
- ✓ Encourage and support existing community support mechanisms by expanding on-going community mobilization programs and targeting youth groups.

Access to Services and Information

- ✓ Develop a strategy to address the special needs of separated and unaccompanied children to receive entitlement to aid distribution and other services if not accompanied by a 'head of household'.
- ✓ Sensitize community leaders, teachers, students, parents and caregivers on diversity and the importance of treating children with disabilities with dignity and respect and the impacts of abuse, neglect, violence and exploitation on girls and boys.
- ✓ Advocate for the creation and implementation of a settlement-wide information and dissemination systems.

Sexual Violence

- ✓ Increase and strengthen risk mitigation programs already in existence such as the provision of fuel efficient stoves, solar lamps, whistles (all included in dignity kits), etc., in coordination with livelihood programs.

Education

- ✓ Construction of additional classrooms in schools in the settlement.
- ✓ Establishment of another Secondary school in the settlement.
- ✓ Expansion of the current scholarship scheme to ensure coverage of more deserving student

- ✓ Expansion of the boarding home facilities in the Secondary school to accommodate more needy children.

References

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2. Child Protection Rapid Assessment Tool Kit, Global Protection Cluster, Child Protection Working Group, December 2012
3. Erika Beckman, Child Protection structures and gap assessment in South West settlements, UNHCR Mbarara, July 2015
4. ILO Convention No. 182. Available at:
http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182
5. UNHCR Uganda, Fact Sheet, Nakivale Settlement, March 2014

Annexes

Annex 1: The Assessment team

Name	Organization	Designation	Role
Samuel Vandi	UNHCR	Associate Child Protection Officer	Leader
Noemi Fivat	UNHCR	Child Protection Officer	Member
Mary Hanlon	UNHCR	Associate Education Officer	Member
Allen Uhiriwe	UNICEF	Programme Officer	Member
Lydia Jean Akite	World Vision Uganda	Child Protection Coordinator	Member
Darlson Kasasira	OPM	Community Services Officer	Member
Baguma John	LWF Uganda		Member
Team Members from the South-west			
Erika Beckman	UNHCR Mbarara	Child Protection Officer	Member
HAMBA, Mr. Ali	UNHCR, Oruchinga	Community Services Assistant	Member
Rogers Luuba	ARC, Nakivale		Member
Nyamaizi Teopista	ARC, Nakivale		Member

Interpreters

Name	Organization	Designation	Role
Iraguha Fresian	ARC	Intern/ Student	Interpreter
Nsengiyimva JohnBosco	ARC	Intern/Student	Interpreter
Josephine	ARC	Intern/Student	Interpreter
Joseline	ARC	Intern/Student	Interpreter

Annex 2: Names of Interviewees (Key Informants)

	Name	Location	Role
1	Ngabireta Tanazia	Oruchinga	Vice Chairman CPC
2	Jackie Nyakaisiki	Oruchinga	Protection Assistant, HIJRA
3	Habunuremyi Servevuco	Michinga 3, Oruchinga	LC II
4	Mvukiyahе Elijah	Oruchinga	Teacher
5	Kokole Omar	Mirama Hills	Police
6	Okori Tony	Mirama Hills	Immigration Officer
7	Ciza Moize	Ngamara C, Nakivale	CPC Chairman
8	Singiran Kaba Faisal	Kashojwa, Nakivale	CPC Chairman
9	Nsengiyunva Patrick	Kashojwa, Nakivale	RWC I
10	Shimiri Mana Jamina	Misera, Nakivale	CPC Chair
11	Bigirimana Desire	Misera, Nakivale	Teacher
12	Byansobeye Silvestre	Kabahinda, Nakivale	RWC Chair
13	Nyiramugisha Harriet	Misera, Nikivale	RWC Vice Chairman
14	Luuba Rogers	Nakivale, Base Camp	CP Officer, ARC

Interagency Joint Child Protection Assessment Tool

Key Informant Questionnaire

GENERAL INFORMATION (To be filled by Assessor)

Identification

Name of Assessor or Code:..... Organization:.....

Date of Assessment: (dd/mm/yy):...../...../.....

Location of Site

Site Name:..... Area:.....

District:..... Region:.....

Type of Site: Urban Settlement: Estimate Population on Site:.....

Source of Information (Key Informant)

Name of the Key Informant:..... Role in the Community.....

Age Group: 18-24 25-34 35-60 >60

Male Female

Contact Details:

.....

Informed Consent Form

My name is..... and I am working with.....

We are conducting an assessment on the situation of children in the refugee settlements.

This interview cannot be considered a guarantee for any direct or indirect support to you or your community, but the information you provide will help us define child protection priorities and programmes. We would like to ask you some questions about the situation of children in this [site/community/camp, etc.]. The interview should only take [-----] minutes.

Your identity will be kept strictly confidential and will not be shown to others unless your written agreement is received to do so. Your participation is voluntary and you can choose not to answer any or all of the questions.

[After asking each of the following questions, look at the KI and get implicit approval that s/he has understood]

- All the information you give us will remain confidential.
- Your participation in this interview is voluntary.
- You can stop answering questions at any time.
- Do you have any questions? *[Note any questions from the KI in the space here]*

For supervisor's use only:

Verification Done by:..... Date:/...../..... Signature:.....

1. Separated Children and Unaccompanied

1.1. Are there children in this settlement who are separated from their usual caregivers since the influx of refugees from Burundi or generally during flight from their country? Yes No
Don't Know

1.1.1 (If 'yes' to 1.1) what do you think are the main causes of separation since that period?

- 1. Losing caregivers/children due to medical evacuation;
- 2. Losing caregivers/children during flight/relocation;
- 3. Caregivers voluntarily sending their children to institutional care;
- 4. Children abandoning home for reasons of neglect, child labor, corporal punishment etc.
- 5. Caregivers voluntarily sending children to extended family/friends;
- 6. Caregivers voluntarily sending their children to work far from parents/usual caregivers;
- 7. Disappearance of children/caregivers in the immediate aftermath of the attack/unrest
- 8. Continued disappearance of children/caregivers (i.e. more recent disappearances)

9. Specify others.....

1.2 (if yes to 1.1)

How many children do you know have separated from their usual caregivers in this settlement?

1-10 11-20 21-50 51-100 >100 (specify.....) Don't Know

How do you know this? Personal observation Government Data Camp Management Word of mouth Other (specify).....

1.3 Do you know if there are any infants or young children under the age of 5 who have been separated from their usual caregivers since the _ [define a recall period]

Yes No Don't Know

1.4 Are there children in this settlement who do not live with any adults (unaccompanied minors)?

Yes No Don't know (if know or don't know, skip to 1.5.1)

1.4.1 [If YES to 1.4] How many unaccompanied children do you think there are?

1-5 6-10 11-20 21-50 >50 (specify.....) Don't know

If "don't know" skip to 1.5.1)

1.4.2.1 [If yes to 1.4] Do you think that

There are more unaccompanied girls than boys [or]

There are more unaccompanied boys than girls [or]

No Clear difference Don't Know

1.4.2.2. Unaccompanied children are mainly under 5

Unaccompanied children are mainly between 5 and 14

Unaccompanied children are mainly 14 and older

No clear difference

Do not know

2. Care for Separated and Unaccompanied Children

2.1 I want you to think about the children who are no longer with their usual caregivers, where do they live now?
[Write down the response on the left side and code it based on the category codes.]

- I. _____ [category code: _____]
- II. _____ [category code: _____]
- III. _____ [category code: _____]
- IV. _____ [Other]
- V. _____ [Other]

[Categories and codes]:

FCO: foster care arrangement outside the community; IFC: informal foster care in the community; FFC: formal/ governmental foster care in the community; CHH: live on their own; CLS: live on the street;

2.2 If you come across a child who does not have anyone who can care for him/her, what would you do? [tick all that apply]

- 1. Care for the child myself
- 2. Keep the child for a short time while I find a long term solution
- 3. Inform the police about the child's situation
- 4. Inform others (Specify.....)
- 5. Find someone in the community to take care of the child
- 6. Find someone outside the community to adopt the child
- 7. Take the child to an NGO/agency who deal with children (Specify.....)
- 8. Do nothing (Why?.....)
- 9. Other (Specify:.....)
- 10. Don't Know

2.3 Are there institutions/children homes in this area that provide care for orphans or separated children?

- Yes No Don't Know

2.3.1 [If YES to 2.3] What kind of services do they provide? [tick all that apply]

- Day Care Residential Care Recreational facilities Other (Specify.....)

3. Psychosocial Distress and Community Support Mechanisms

3.1 Have you noticed any changes in children's behaviour since the influx of refugees from Burundi or in children generally in the settlement?

- Yes No Don't Know (If 'no' or 'don't know' skip 4.2)

[If YES to 4.1]

3.1.1 What kind of behaviour changes have you noticed in girls since April 2015

3.1.2 What kind of behaviour changes have you noticed in boys since April 2015?

[if unclear to the KI, use answer options below as examples] [ask about girls and boys separately]

- **UCS:** Unusual crying and screaming;
- **VYC:** Violence against younger children;
- **UWS:** Unwillingness to go to school;
- **DRB:** Disrespectful behaviour in the family;
- **SAB:** Substance abuse (specify - - - - -);
- **ATS:** Anti-social (isolating themselves)
- **STF:** Spending more time with friends
- **COC:** Caring for others in the community
- **HSB:** Engaging in high risk sexual behaviour
- **AGG:** More aggressive behaviour;
- **CCR:** Committing crimes;
- **LWH:** Less willingness to help caregivers and siblings;
- **SDN:** Sadness (e.g. not talking, not playing, etc.);
- **NTM:** Having nightmares and/or not being able to sleep
- **HPP:** Helping parent more than before
- **STP:** Spending more time on sport and playing
- **ASR:** attending school regularly/interested in education
- **JAF:** Wanting to join/joining armed forces or groups

[Revise/add context specific options, especially context specific signs of distress.]

3.1.1 Girls

3.1.2 Boys

Same as Boys

Same as Girls

- | | |
|----------------------------------|----------------------------------|
| I. _____ [category code: ____] | I. _____ [category code: ____] |
| II. _____ [category code: ____] | II. _____ [category code: ____] |
| III. _____ [category code: ____] | III. _____ [category code: ____] |
| IV. _____ [Other] | IV. _____ [Other] |
| V. _____ [Other] | V. _____ [Other] |

3.2 What do you think makes boys stressed since the influx of refugees from Burundi or from flights from other countries?

[if unclear to the KI, use answer options below as examples] [Tick all that apply, but try to guide the KI to prioritize his/her responses and tell you which ones are the most important]

- | | |
|---------------------------------------|--|
| 1. Attacks | 2. kidnapping/abductions |
| 3. Trafficking | 4. not being able to go back to school |
| 5. Not being able to return home | 6. losing their belongings |
| 7. Being separated from their friends | 8. being separated from their families |
| 9. Tension within the family | 10. nightmares or bad memories |
| 11. Sexual violence | 12. extra hard work; |
| 13. Lack of shelter | 14. going far from home for work; |

15. Lack of food

16. Bullying

[Don't know] other (specify) _____

[revise/add context specific options, specially culturally relevant sources of distress]

3.2.1 If boys have problems or are stressed, who in the community can best support them? [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritize his responses and tell you which ones are the most important].

- Peer groups (e.g. friends)
- Religious leaders
- Siblings
- Neighbours
- School Teacher
- Parents
- Relatives
- Clan Leaders
- Community social workers
- government officials (OPM staff)
- Community leaders
- Don't know

Others (Specify).....

3.3 What do you think makes girls stressed since the influx Burundi or flights from other countries? [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to tell you which ones are the most important]

- Attacks
- Trafficking
- Not being able to return home
- Being separated from their friends
- Tension with the family
- Sexual violence
- Lack of shelter
- Lack of food
- Don't know
- Kidnapping/abductions
- Not being able to go back to school
- losing belongs
- Being separated from their families
- Nightmares or bad memories
- Extra hard work
- Going far from home for work
- Bullying
- Other (Specify).....

3.3.1 If girls have problems or are stressed, who in the community can best support them? [If unclear to the KI, use answer options as examples. Tick all that apply, but try to get to the three most important]

- Peer groups (e.g. Friends)
- Religious leaders
- Siblings
- Traditional midwives
- Clan leaders
- school teachers
- parents
- relatives
- health workers
- neighbour
- community social workers
- Government officials
- community leaders
- women's groups
- don't know

Others (Specify)

3.4 Have you noticed any changes in caregivers' attitude towards their children since their influx from Burundi or the generally from caregivers in this settlement?

- Yes No Don't know (if "No" or "don't know", skip to 4.5)

3.4.1 [If yes to 4.4] What kind of changes (positive or negative) have you noticed in caregivers' attitude towards their children? [If unclear to the KI, use answer options as examples. Tick all that apply, but try to get to the 3 most important]

- | | |
|--|--|
| <input type="checkbox"/> 1. Pay less attention to children needs | <input type="checkbox"/> 2. Pay more attention to children's needs |
| <input type="checkbox"/> 3. Spend less attention to Children's needs | <input type="checkbox"/> 4. Spend more time with the children |
| <input type="checkbox"/> 5. More aggressive towards children children | <input type="checkbox"/> 6. Show more love and affection to their children |
| <input type="checkbox"/> 7. Send children away from home displaced | <input type="checkbox"/> 8. Force children to stay inside the house if displaced |
| <input type="checkbox"/> 9. Keep children from going to school difficulties | <input type="checkbox"/> 10. Ensure children's education despite difficulties |
| <input type="checkbox"/> 11. Force/encourage children to marry at young age | |
| <input type="checkbox"/> 12. Ensure that children have access to recreational activities | |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Others (specify)..... |

3.5 What are the main sources of stress for caregivers in the community? [If unclear to the KI, use answer options as examples. Tick all that apply, but try to guide the KI to prioritize his responses and tell you which ones are the most important]

- | | |
|---|---|
| <input type="checkbox"/> 1. Ongoing conflict | <input type="checkbox"/> 2. Lack of food |
| <input type="checkbox"/> 3. Lack of shelter | <input type="checkbox"/> 4. Loss of property |
| <input type="checkbox"/> 5. Lost livelihood/difficulty in livelihood | <input type="checkbox"/> 6. Children's safety |
| <input type="checkbox"/> 7. Violence within community | <input type="checkbox"/> 8. Not being able to return home |
| <input type="checkbox"/> 9. being separated from their community | |
| <input type="checkbox"/> 10. Inability to carry out cultural or religious rituals (e.g. burial rituals) | |
| <input type="checkbox"/> Don't know | <input type="checkbox"/> Other (Specify.....) |

4. Access to Services and Excluded Children

4.1 Are there people in this settlement who are capable of organizing recreational and/or educational activities for children?

- Yes No Don't Know

4.1.1 [If yes to 5.1] What kind of skills do these people have? [tick all that apply]

- 1. Teaching
- 2. Organizing collective activities for children
- 3. Supporting distressed children
- 4. Keeping children safe
- 5. Working/supporting with children living with physical disabilities
- 6. Teaching children with learning difficulties
- Other (Specify).....
- Don't Know

4.2 Are there children who have less access to services like food distributions, educational and recreational activities, and health care?

- Yes
- No
- Don't know

4.2.1 [If yes to 5.2] Is it more boys or more girls who are most excluded?

- Girls
- Boys
- No Difference
- Don't know

4.3 [If yes to 5.2] What groups of children are most excluded? [Read out the answer options and guide the KI to prioritize which groups are most excluded. Tick all that apply]

- 1. Children living with HIV/AIDS
- 2. Children living with the elderly
- 3. Children from poor households
- 4. Children who are newly arrived
- 5. Children with disability
- 6. Children living with disabled caregivers
- Don't know
- Other (Specify).....

Please explain why, if possible:

.....
.....
.....

5. Access to information

5.1 What are the most important sources of information for your community now? [Tick up to three]

- 1. Radio (Name.....)
- 2. TV (Name.....)
- 3. Newspapers (Name.....)
- 4. Telephone
- 5. SMS
- 6. Notice boards/posters
- 7. Community leaders
- 8. Religious leaders
- 9. Government Officials
- 10. Friends, Neighbours and Families

11. Aid Workers 12. Don't know Other
(Specify).....

6. Child Labour

6.1 Are there any children in this community who are involved in types of work that are harsh and dangerous for them?

1. Yes 2. No 3. Don't Know (If 'no' or 'don't know' go to 8.1)

6.1.1 [If yes to 7.1] What types of work are these children involved in?

1. Sexual transaction 2. Farm work 3. Factory work 4. Mining 5. Domestic Labour

6. Transporting goods Other hash and dangerous labour Don't know

Other (Specify).....

6.2.1 Can you estimate the number children in your community who are involved in the types of work mentioned above during the past 4 months?

1-5 6-10 11-20 21-50 >50 (Specify.....) Don't know

[if "don't know, skip to 7.2.2]

How do you know this?

Personal observation Government Data Camp management Word of mouth

Other (Specify).....

6.2.2 Do you think the number of children in this settlement who are involved in harsh and dangerous work has increased since their arrival from Burundi?

Yes No Don't know

6.3.1 Are there new types of harsh and dangerous labour that children are engaged in that did not exist before the influx of refugees from Burundi? [if NO or don't know, go to 7.3]

Yes No Don't know

6.3.2 [If yes to 7.3.1] which new types of harsh and dangerous labour have emerged since the influx of refugees from Burundi?

.....
.....
.....
.....

6.4 Do you know if the majority of children who are involved in harsh and dangerous labour: [and ask the respondent to tell the most important reason(s) as the answer]

- Are working voluntarily to support themselves and/or their family?
- Are sent to engage in such work by their parents or caregivers?
- Are sent to engage in such work by people other than their parents/care givers (for e.g.....)
- For other reasons (specify.....)
- Don't know

7. Sexual Violence

7.1 If you come across a child who has suffered from sexual violence, what would you do?

- 1. Sexual violence never happens here; 2. Takes child to caregivers; 3. Take child to other family members; 4. Take child to religious leaders 5. Take child to health centre; 6. Take child to the mobile clinic; 7. Take child to community social worker 8. Take child to a teacher 9. Take the child to a clan leader 10. Report to a police or community justice system; 11. Confront the perpetrator (*the person harming the child*) 12. Take child to women's organization 13. Take the child to traditional midwife
- 14. Do nothing 15. Don't know

Other (Specify).....

7.2. Do you think the number of sexual violence incidents has increased since the Burundian influx?

- Yes No Don't know

7.2. 1 In which situations does sexual violence occur more often? [Only read out the options if the KI needs examples. Tick all that apply] [this can also be organized with coded-category answer options]

- 1. While at home 2. While Collecting firewood 3. While in school
- 4. While playing around the settlement 5. On the way to school 6. When at workplace

- 7. While collecting water 8. While working in the fields 9. During population movement
- 10. Upon arrival of at the settlement
- 11. In common areas such as around latrines/showers etc.
- Don't know Others (Specify).....

7.3 Who is the most affected by sexual violence?

7.3.1

- More girls are being targeted for sexual violence than boys (or)
- More boys are being targeted for sexual violence than girls (or)
- No difference I don't know

7.3.2

- Mostly younger children (under 14) are targeted for sexual violence (or)
- Mostly older children (over 14) are targeted for sexual violence (or)
- No Difference Do

7.4 If a child or an adolescent is a victim of sexual violence, would s/he normally seek help [if not clear, say: "is it culturally acceptable to seek help"]?

- Yes No Don't Know (If 'No' or 'don't know' skip to 8.5)

7.4.1 [If yes to 9.4] Who do girls normally turn to for help? [adjust/add context specific options]

- 1. Mother 2. Father 3. Friends 4. Grandparents 5. Other family members
- 6. Religious leaders 7. Health Worker 8. Teacher 9. Social Worker 10. Local chief
- 11. Other (specify).....

7.4.2 If yes to 9.4] Who do boys normally turn to for help? [adjust/add context specific options]

- 1. Mother 2. Father 3. Friends 4. Grandparents 5. Other family members
- 6. Religious leaders 7. Health Worker 8. Teacher 9. Social Worker 10. Local chief
- 11. Other (specify).....

7.5 Do you know of a place where people of this settlement/ transit centre can get help if they are victims of sexual violence?

- Yes No Don't know (if NO or don't know, skip to next section)

[Collect more info if appropriate (e.g. availability of PEP kits).....

7.5.1 [If YES to 9.5] Can children also seek help in that place?

- Yes No Don't Know

Comments.....

8. Education

8.1

9.1 What type of educational opportunities are available in this settlement/site?

- A. Preschool/early childhood development yes No
B. Primary yes No
C. Secondary Yes No
D. Non-formal Yes No
E. Other (Specify).....

8.2. Since the crisis in Burundi, how many new arriving children that have been enrolled in schools in this settlement/centre in you estimation?

Girls [] Boys [] Don't know

8.3 What are the groups of children and young people that are least likely to participate in education activities in your community/area?

- Children without a parent or guardian Children with disabilities
 Children working outside the home Ethnic Minorities

Others
(Specify).....
.....

8.4.1 What are the two most common reasons for not attending school?

- | Boys | Girls |
|--|--|
| <input type="checkbox"/> A. Fees or cost | <input type="checkbox"/> A. Fees or cost |
| <input type="checkbox"/> B. Illness | <input type="checkbox"/> B. Illness |

- C. Early marriage
- D. Distance to school
- E. Leaving school to work
- f. Other (Specify).....

- C. Early Marriage
- D. Distance to School
- E. Leaving to help at home
- F Teenage Pregnancy
- G. Lack of gendered facilities
- H. Other (Specify).....

8.5 What non-formal education activities are available in this community/area:

For boys?

For girls?

	Boys	Girls
A. Literacy and numeracy classes	<input type="checkbox"/>	<input type="checkbox"/>
B. Vocational/Skills training	<input type="checkbox"/>	<input type="checkbox"/>
C. Recreational/sport activities	<input type="checkbox"/>	<input type="checkbox"/>
D. Art, Music, Drama activities	<input type="checkbox"/>	<input type="checkbox"/>

9. How can we better support *all* learners, including those who might normally be excluded (e.g. those with disabilities, Separated and UACs), in schools in this settlement?

A. Training for teachers

- B. Special curriculum or teaching materials
- C. Sensitize community to allow participation
- D. Assistive Devices (Wheel chairs, ramps)
- E. Providing teaching and learning resources
- E. Others (Specify).....

10. What risks are present for learners and teachers while at school or travelling to/from school?

- 1. Health risk from unsanitary condition
- 2. Being abused or exploited
- 3. Violence as a result of ethnic tensions
- 4. Other (Specify).....

11. Does the influx of Burundian refugee children in school require additional teachers or special kinds of teachers?

- Yes
- No
- Don't Know

12.1 If yes to 13, what kinds of teachers do you need most right now?

- 1. Have enough teachers
- 2. Female teachers
- 3. Male teachers
- 4. Certified teacher

5. Subject specific teachers 6. Teaching assistants 7. Others
(Specify).....

12.2 What types of support for teachers is the most essential right now?

1. Psychological support 2. Provision of didactic materials 3. Training Other
(Specify).....

13. Are there currently any functioning groups present in this community that are supporting education?

Yes No Don't know

13.1 If yes, what types of groups are present?

1. Government education authorities 2. Community Education committees (Such as PTAs, SMCs)
3. Local NGO or religious group 4. International NGOs or UN Agencies 5. Other
(Specify).....

13.2 If you have a community education committee, what is your evaluation of its level of activity?

1. Very Active 2. Somewhat Active 3. Limited Activity 4. Existing but not active

Annex 3: Guidelines for Focus Group Discussions

GUIDANCE INTERAGENCY MISSION

JOINT CHILD PROTECTION RAPID ASSESSMENT FOR REFUGEE CHILDREN IN THE SOUTH-WEST
27-31 July 2015

This note intends to guide the interagency missions to be conducted for the joint child protection assessment for refugee children in the South-West in Uganda.

1. BACKGROUND

This revision exercise will attempt to respond to the following overarching question: *if what we do responds to the main issues to ensure the protection of refugee children.*

The revision exercise will have the following objectives:

- **OBJECTIVE 1.** To assess the needs and risks of refugee children affected by the Burundi crisis.
- **OBJECTIVE 2.** To identify community structures as well as challenges and bottlenecks from the recent influx.
- **OBJECTIVE 3.** To identify education needs and gaps.

The revision will be based on written materials including program narrative reports, previous assessment reports, revision of documentation as well as participatory meetings in each of the refugee locations affected by the Burundi situation in Uganda (Mirama Hills border point, Oruchinga and Nakivale settlements).

2. INTERAGENCY MISSION

2.1. Composition of Inter-agency mission

In each mission, representatives of UNHCR, UNICEF, and NGOs will participate. Missions will be led by UNHCR's child protection team.

2.2. Locations and Duration

Two refugee locations will be visited in the South-West (Oruchinga and Nakivale settlements) as well as the border point Mirama Hills.

Participants of the interagency mission will split into groups and spend one day at the border point, one day in Oruchinga settlement and one day in Nakivale settlement.

	Day 1	Day 2	Day 3
Mirama Hills Border Point	X		
Oruchinga settlement	X		
Nakivale settlement	X	X	X

2.3 Structure

of the inter-agency mission

UNHCR is responsible to coordinate the agenda of the interagency mission, according to these guidance. The agenda will be based on meetings with key informants and focus group discussions:

i) Meetings with key informants

- Meetings with teachers (service providers)
- Meetings with CP officers (partner staff)
- Meetings with CPC Chairmen (community structures)

ii) Focus group discussions (FGD)

4 FGD will be conducted in Nakivale:

- With children aged 8-12 years (males)
- With children aged 13-17 years (males)
- With children aged 8-12 years (females)
- With children aged 13-17 years (females)

Interagency mission members will split into different groups to conduct the above focus group discussions. The focus groups will be gender segregated.

iii) Exit discussion and de-briefing at the Sub-Office Mbarara level

The last day, the interagency mission will meet in Mbarara with the members of the (child) protection coordination structure, to discuss preliminary findings of the mission.

2.4 Outputs

An interagency mission report will be produced by the child protection team from UNHCR and UNICEF. The report will be shared with the child protection sub-working group on refugee children, channeled through UNHCR and UNICEF.

LIST OF ANNEX GUIDANCE OF FOCUS GROUPS

1. Focus Group Discussion with Children (8-12 years)
2. Focus Group Discussion with Adolescents (13-17 years)

1. Focus Group Discussion with Children's Group (8 – 12 years old)
Estimated time: 45 min- 1 hour

Date		
Location		
Interviewer		
# Participants Total	Male	Female

Preparation:

- Number of children: 6-8 children between 8-12 years old. Two separate groups will be organized (for girls and boys).
- Provide a space where there is privacy and children can speak freely. If possible, only the members of the interagency group running the FGD, and interpreters, should participate.

Introduction checklist

- ✓ Introduce yourself, interpreters, etc., where you are from, and what you're here for.
- ✓ Ask participants to introduce themselves with their names and ages.
- ✓ Explain that you would like to talk to the participants about the services for children in this place – what they like, what they don't like and what they think could be better. Explain that you would like to take note of what they say so that you can remember it, but that you won't record who said what, or even their names.
- ✓ Ask participants if they still want to participate, and if so, if you can start.

Icebreaker: Ask a few questions and/or play a game to get the group warmed up (5 minutes)

Example: 'Which do you prefer?' Game: Mark two different places on the ground about 5m apart, or take different sides of the room. Explain that you will ask a series of questions about what participants prefer, with each side of the room representing a different choice. Participants should run to the side that represents the thing they prefer. Try a few (e.g. football vs. volleyball; singing vs. dancing; school vs. holiday; etc.) and then ask for some suggestions from the group. (NB: this can also be played as a sort of 'Fruit Salad' – ask participants who prefers some things (e.g. food options, football teams) and then ask them to switch seats as fast as they can with people with the same preferences). Sum up by explaining that this is exactly the purpose of the exercise – for them to tell us what they think about things, and there are no right or wrong answers.

1. What are the risks children face?

If time allows, conduct a Risk Map Exercise. Try to keep the discussion around protection concerns. Only if they don't bring issues, or towards the end, you can mention specific protection concerns (family separation, SGBV, early marriage, birth registration), and ask them what they think about and why they think they are present in the communities.

- a. Probe 1: Do children feel protected and safe in the community?
- b. Probe 2: Which children are more vulnerable or unsafe? Why?

2. When one of these problems happens, who do children go to for help?

3. What activities or services do you know of that help children here, and how do children participate in them?

Focus on protection-related activities and services. Explain that some services are for children as well as everyone else, and then some services are focused on children and even some particular children. Then list the child protection related activities that have been mentioned, and ask the group how children access these particular activities.

4. What do you think is good about these activities/services?

a. Probe 1: Why?

Again, focus the group on CP activities.

5. Is there anything that you don't like?

a. Probe 1: Why?

b. Probe 2: What could be done to make it better?

6. Are there any children who don't participate or who don't receive services?

- a. Probe 1: Which children?
- b. Probe 2: Why not?

Start with CP activities, and then broaden to activities / services in general.

Wrap up: Thank the group for the inputs, and recap how the information will be used. Ask the group if they have any questions for you, or if there's anything else they want to add.

Finish with a short activity, for example, exchanging 'thank you's in different languages, or a 'thank you' clap

2. Focus Group Discussion with Adolescents (13 – 17 years old)
Estimated time: 45 min- 1 hour

Date		
Location		
Interviewer		
# Participants Total	Male	Female

Preparation:

- Number of adolescents: 6-8 adolescents between 12-17 years old.
- Provide a space where there is privacy and the adolescents can speak freely. If possible, only the members of the interagency group running the FGD, and interpreters, should participate.

Introduction checklist:

- ✓ Introduce yourself, interpreters, etc., where you are from, and what you're here for.
- ✓ Ask participants to introduce themselves.
- ✓ Explain that you would like to talk to the participants about the services for children and young people in this place – what they think is working, what they don't think works well, and how they think it could be better.
- ✓ Explain that you would like to take note of what they say so that you can remember it, but that you won't record who said what, or even their names.
- ✓ Ask participants if they still want to participate, and if so, if you can start.

Icebreaker: Ask a few questions to get the group warmed up (5 minutes).

For example, ask whether anyone is in education, or have jobs, or if any are married and have children. Ask them what children and young people typically do in a day.

1. What are the main issues of concern here for children and young people?

Probe as necessary for protection-related issues. If necessary, summarize the by noting that while there are a variety of issues, for this session we would like to focus on issues relating to violence, abuse, exploitation and discrimination

2. Of the protection-related issues, which do you think are the most important – i.e. that affect the most people or have the most severe consequences?

a. Probe 1: Why?

b. Probe 2: Which ones affect to youth particularly? Which ones to children?

Listing the protection issues that have been mentioned and explaining why you are focusing on these, ask participants to agree on a ranking based on the extent of the problem and the severity of the issue. If it's helpful, use objects to symbolize the different issues, and ask participants to place them in order of importance from left to right, explaining why.

3. What do young people do to respond to these issues?

a. Probe 1: What about your youth group specifically?

b. Probe 2: What support would you need to do more?

4. What activities or services do you know of here for children and youth?
Focus on protection-related activities and services.

- 5. How can children and young people get access to these activities or receive the services?**
- c. Probe 1: Do some children or young people find it harder than others?
 - d. Probe 2: Why or why not?

6. What do you think can be improved about the activities or services?

e. Probe 1: Why?

f. Probe 2: Do you think there are additional activities / services that are needed? Such as...?

Wrap up: Thank the group for the inputs, and recap how the information will be used. Ask the group if they have any questions for you, or if there's anything e