

# KYAKA II NEEDS ASSESSMENT REPORT

## Child Protection and Education



*Figure 1: Shows children attending ECCD classes at Buhti Private ECCD, Kyaka II Refugee Settlement*

**February 2018**

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## SUMMARY

The report presents findings from the needs assessment carried out in **Kyaka II Refugee Settlement in relation to education and child protection of the refugee children**. According to OPM statistics as of January 2018, Kyaka II refugee settlement is a host to over 29,925 old refugees and had received over 5,500 new refugees within the last 30 days and more are still coming. It's estimated that about 60% of all these refugees are children. Currently Danish Refugee Council and Windle Trust are the main implementing partners for child protection and education respectively. **Currently there are tensions within the settlement resulting from the reduction in land portion for the old refugees as its being given to the new arrivals. The old refugees feel the land was their source of income and reduction in the portions will greatly affect their livelihood.**

The assessment findings clearly indicate that there a still huge gaps in the delivery of education and child protection services in the settlement. The current statistics indicate that only 21% of ECD aged children attend ECD, 18.1% of the primary aged children attend primary education and only 15.0% of the secondary aged children attend secondary education. Though the assessment findings indicate that 50.4% of the refugee children had at one point enrolled for school, less than 20% are still in school due several challenges ranging from failure to pay scholastic materials and fees by the children, inadequate schools and long distances to school. Though according to OPM and Windle Trust the settlement has 25 ECD centers, the situation of these centers is alarming. The ECD centers are hosted at food distribution points with no poor infrastructure, no learning materials, and no play materials. The assessment findings also justify the need for the accelerated learning programme since over **75% of the children aged 10-17 years are out of school and 95% interviewed were willing to go back to school**. This is mainly attributed to failure of parents to pay scholastic materials and fees in the schools, long distances to school, overage of some of the out of school.

The findings also indicate that children are having several protection concerns which cannot be fully supported by Danish Refugee Council because of shortage of resources most especially human resource. There is clear need for CFS centers since the entire settlement has only one CFS center manned by one individual. The management of Child Protection data is still a challenge with CP actors not clearly certain of the number of children at risk, unaccompanied and separated children. **The main CP issues identified by the assessment include; sexual violence, shelter, food, health and education.**

The assessment recommends the established of 10 new CFS/ECCDs across the settlement to handle the existing gap.

## **Methodology**

Save the Children undertook the Education and Child Protection needs assessment with the main objective of gaining additional, thorough insights into the current gaps and opportunities related to education and child protection for refugee and host communities in the settlement.

The assessment adopted a mixed method in which both qualitative and quantitative data were gathered from a range of stakeholders which comprised of both primary and secondary data. The assessment used a range of relevant methodologies, including face to face interviews with children, Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). The questionnaire tools used were adopted from the Education in Emergency and Child Protection cluster toolkit. The assessment utilised both Primary and Secondary data.

### **1. Primary data**

Primary data was collected from the children, community members, Refugee Welfare Councils, teachers, head teachers through face to face interviews and focused group discussions.

### **2. Secondary data**

Secondary data was obtained from the Refugee Information Management System (RIMS) managed by office of the prime minister, District Education Office reports, Windle Trust Reports, Danish Refugee Council reports, UNHCR and OPM.

### **2. Sampling strategy**

The quantitative and qualitative data was collected using a three-stage cluster sampling approach. Initially, zones are selected; secondly in each zone blocks were randomly selected. Then lastly from these blocks the final unit/respondent(s) were randomly chosen. The situation of child protection was assessed by interviewing children below 18 years, the out of school children's concerns assessed by interviewing out of school aged 10-18 years and for ECD child going age children assessed through focus group interactions with community members and parents.

### **Qualitative Data was collected from the following;**

- (i) Four Focus Group Discussions (FGDs) with parents from both the host and refugee communities. The FGDs were guided by the FGD Guide adopted from the child protection and education and in emergency cluster toolkit.
- (ii) Key Informant Interviews (KIs) with primary school teachers  
  
Key informant interviews were held with teachers of primary schools in order to identify the issues affecting primary education.
- (iii) Key Informant Interviews (KIs) with governmental and educational authorities as well as leading partner organizations in educational services in the settlement. These included: District Education Officer for Kyegegwa, OPM, Windle Trust, Danish Refugee Council and UNHCR.

### **Quantitative Data was collected from the following;**

- (i) A total of 132 children were interviewed concerning child protection situation in the community; 95% refugees and 5% nationals.
- (ii) A total of 125 out of school going children were interviewed on the barriers to education; 97% refugees and 3% nationals.

### **3. Data collection, entry and analysis methodologies**

Data was collected using a combination of quantitative and qualitative techniques and tools. The quantitative data from the out of school children was digitally collected using KOBO Toolbox/ODK-based software, avoiding the need for any data entry. The data cleaning process was undertaken using the statistical software STATA, version 13. The data cleaning process focused on possible human error during the digital gathering of data, a type of error that was already significantly minimized through data consistency checks in-built into the ODK data collection form. The identification and treatment of outliers (extreme values in the distribution of a collected variable) were achieved by using STATA for the analysis of statistical variance of each collected variable.

Qualitative data was collected using key informant interviews, focus group discussions, physical observations and document review. Data from key informants was collected using key informant guide for resourceful persons such as District Education Officer, Office of the Prime minister, UNHCR, etc.

During the assessment, focus group discussions were held with parents, community members, teachers of primary schools and refuge welfare councils. Focus group discussion guides were developed and used in collecting data from the different categories. Physical Observation was used to collect data on the school environment using the rapid observation checklist and the classroom observation checklist was used to assess the classroom learning environment of the children.

#### **4. Limitations and assumptions**

The assessment team took all standard professional measures to ensure quality collection and analysis of data throughout the assessment. This said, it is appropriate to acknowledge that the risk of human error and operational limitations can never be eliminated in its totality. Below are some of these limitations and assumptions;

- The assessment was carried out in the period when it was holiday time/period for both ECDs and Primary schools and therefore wasn't able to observe the learning of the children taking place.
- The newly arrived refuge children and the adults were still traumatized and were not willing to take part in the interview process. They were not welcoming at all.
- The portion of land for the refugees that had been in the settlement before the new influx was being reduced and given to the new arrivals which resulted into tension within the community and were not very welcoming to the assessors. They felt we should discuss land issues and not child protection or education of the children.
- The assessment team relied on the collaboration and integrity of a number of informants, using triangulation to highlight consistently recurrent themes.
- The responses of some of the children and community members may be biased in anticipation of personal benefits and expectations though the researchers tried to minimise this bias.

## **2.0. FINDINGS**

### **2.1. EDUCATION**

#### **2.2. Early Childhood Development**

##### **2.2.1. Summary of Early Childhood Development**

According to OPM and Windle Trust, Kyaka II has 25 ECDs (14 community founded, 07 attached to a primary school and 04 privately owned ECDs) with a total enrolment of 2,314 children aged 3 to 6 years.

According to data from the primary schools, only 18.9% of the children in primary one had attended ECD before joining primary one. The Dean of Studies at Bujubuli Primary School emphasizes that they have noticed a very strong difference between children that join primary school without attending ECD/Nursery and those that attend this level. “Those that didn’t attend ECD/Nursery take very long to catch up with their colleagues that attended and even at times never catch up”, he emphasizes.

The “so called” available community ECD centers are managed per only one caregiver per center managing all the three levels, hosted at food distribution shelters with no proper classrooms, with very poor documentation and without functional community structures like Center Management Committees. This said, almost all the ECD centers visited are or have benefited from the UNICEF funded capacity building programme at Kabulasoke Core Teachers Training College and some caregivers already graduated with certificates and others still undergoing training.

##### **2.2.2. Infrastructure of the classroom**

The few available “so called ECDs” in the settlement generally lack adequate and conducive learning infrastructure in form of classrooms, play materials and learning materials. Over 70% of the 08 community ECDs visited were hosted under the food distribution shelters. The shelter is a one roomed with the walls half way constructed. The different classes cannot be disaggregated since its one room; the materials on the walls can’t be displayed since the shelter walls are half way, valuable items can’t be kept in the room since its lacks a door, and the shelter can’t be used in rainy seasons since offers partial protection against the rain.

##### **2.2.3. Space of the existing ECDs**

The existing communities ECDs have limited space with an average size of 50X70 ft which makes them not adequate for structured play of the children. The available space can't host an ECD and a CFS and as a recommendation SCI should get land from OPM and establish new ECDs.

#### **2.2.4. Staffing of the ECD Centers**

Each of the community ECDs is managed by 01 caregiver who is paid by the community ranging from 5,000/= to 50,000/= per month. The average pay of the caregivers is around 25,000/= per month. The payment methods vary from one ECD to the other with most ECDs having a chairman/RWC collect the money from the parents and pay the caregiver. In other centers the care giver receives money from individual children.

#### **2.2.5. Payment/ School Charges/ Fees**

Generally all the ECDs in the settlement are charging a fee for the children to attend ECD. The community ECDs charge a fee ranging from 2,000/= to 5,000/=-, private ECDs charging 5,000/= to 50,000/= and ECDs in government schools charge 20,000/= per term. The community ECDs mainly charge to meet the payment of the caregiver and other learning materials. The private ECDs charge a fee to meet the payment of the caregivers, school uniform and other scholastic materials. The government school charge 20,000/= for ECD children to meet the payment of the ECD teachers since they are not on the government payroll.

#### **2.2.6. Partner support**

There is no partner in the settlement fully supporting the existing ECDs though Windle Trust is providing the oversight and supervision role and supplying a few charts and play materials on behalf of UNICEF. UNICEF is supporting the caregivers in the section of capacity building. The district and OPM conduct routine support supervision the centers.



## 2.3. Out of school children / Accelerated Learning Programme

### 2.3.1 Access to education

The assessment findings indicate of the 7,704 primary aged children (7-12 years), only 1,395(18.1%) are enrolled in primary school; the other 81.9% are not in school. The situation is worse for older secondary school going children. Of the 3,730 secondary school aged children (13 to 17 years), only 579 (15%) attend secondary school. This clearly depicts that the over 80% of the school going children are not attending school.

**Table 1:Enrolment statistics of the children in Kyaka II**

Indicator	Age Group		Overall
	7-12 years	13-17 years	
Total estimated in the settlement	7,704	3,730	11,434
Total enrolled in school	1,395	579	1,974
Total out of school	6,309	3,151	9,460
% of children out of school	<b>81.9%</b>	<b>84.5%</b>	<b>82.7%</b>

**Table 2: Shows the available Schools by ownership and Level**

Level	Government	UNHCR/Windle Trust	Community	Private	Total
ECDs	04	03	14	04	25
Primary	03	03	01	00	07
Secondary	00	01	01	00	02

**Table 3: Shows the Enrolment of the different levels of education in the settlement**

Level	Total Enrolment
ECD	2,314
Primary	1,395
Secondary	579

**Source:** Windle Trust Uganda

A total of 2,314 children are enrolled in ECD, 1,395 enrolled in Primary and 579 enrolled in Secondary.

### Findings from the interview with the out of school children

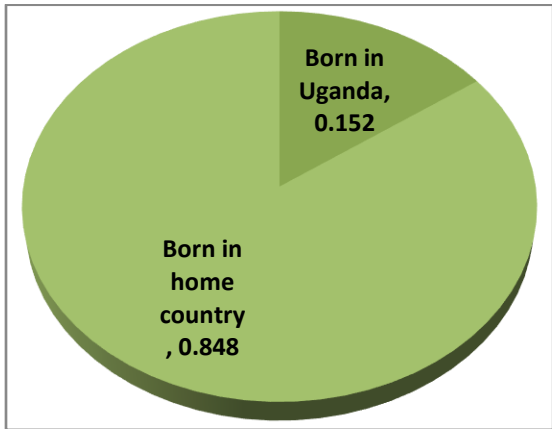
The section below presents statistics about the findings from the interview with the out of school children aged 10-17 years in Kyaka II about education. The survey was carried out in the eight (08) of the nine (09) zones in the settlement namely; Mukundo, Sweswe, Bukere, Hambabwaga, Byabakore, Buhti, Kakumi and Bwinza.

**Table 4: Shows the demographic characteristics of the out of school children interviewed**

Characteristics		Percentage
<b>Sex</b>	Male	44.0%
	Female	56.0%
Country of origin	DRC	86.4%
	Burundi	7.2%
	Rwanda	6.4%
House hold head	Female headed family	56.2%
	Male headed family	33.5%
	Orphan	2.4%
	Fostered	2.4%
	Others	5.5%
Disability Status	None	71.2%
	Eye sight	12.0%

	Others	8.8%
	Physical disability	4.8%
	Hearing problem	3.2%

**Figure 2: Shows the Country of Birth of the refugees out of school respondents**



Of the out of school children interviewed, 84.8% were born in home and the other 15.2% were born in Uganda. There are very many refugee children over 10 years in Kyaka II.

### **EDUCATION IN HOME COUNTRY**

**Figure 3: Shows the Education Background of the out of school children in their home country before they came to Uganda**

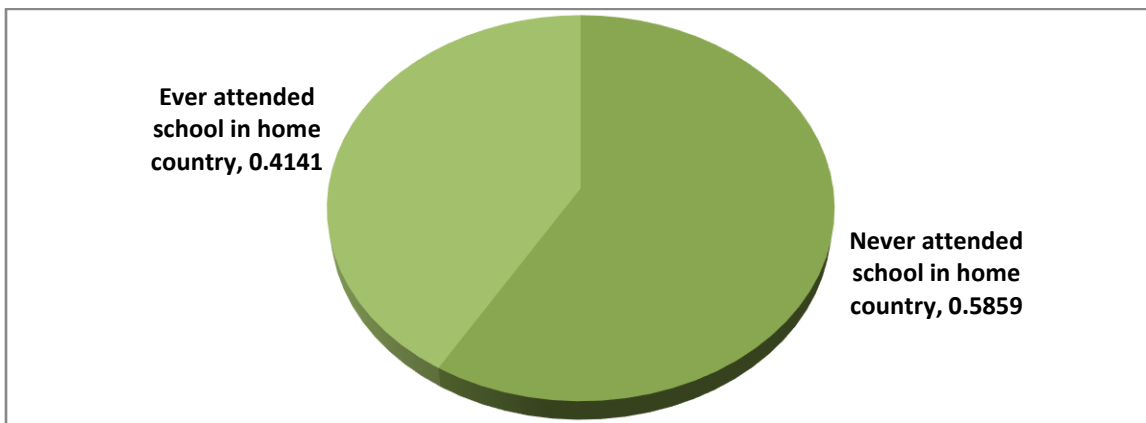


Figure above shows that of the children interviewed, 41.4% had ever attended school in their home country before they came to Uganda, 58.6% had never attended school in home country and 15.2% were born in Uganda.

Of those that had ever attended education in their home country, 97% had ever attended at least one class in Primary, 29.3% had ever attended at least one class in nursery, only 38% had ever attended at least one class in secondary education, 5% had ever attended literacy classes before and only 2% had ever attended vocational classes before.

**Table 5: Shows the number of years the out of school children had spent in school in their home country**

No of years spent in school	Percentage
1 Year	11.1%
2 Year	13.0%
3 Year	20.4%
4 Year	3.7%
5 Year	11.1%
6 Year	7.4%
7 Year	7.4%
8 Year	11.1%
More than 8 years	14.8%

Among the children interviewed, about 51% had attended school in their home country for 5 years or more.

**Table 6: Shows the highest level of education attained in home country by the out of school children**

Level	Highest level of education
Primary One	10.5%
Primary Two	17.5%
Primary Three	24.6%
Primary Four	7.0%
Primary Five	10.5%
Primary Six	8.8%
Senior One	3.5%
Senior Two	10.5%

Senior Three	3.5%
Senior Four	3.5%

Figure above shows that only 21.1% of the out of school children interviewed had attended at least one class in secondary. The other 78.9% had their highest level of education being one of the classes in Primary.

**Table 7: Shows the language used by the children as a medium of communication in school in host country**

Language	Percentage
French	86%
Swahili	4%
English	1%
Others	9%

The vast majority, 86% used French at school, 4% used Swahili, 1% used English and the other 9% used other local languages at school.

### **Reasons for not enrolling in school in host country**

The main reasons the out of school children pointed out for not having enrolled in school in their home country included; insecurity in the area, poor to afford requirements of school, had special learning disability, poor to afford uniforms, too young to go to school, school was too far, etc.

## **EDUCATION IN HOST COUNTRY/UGANDA**

**41.4%** of the out of school children had ever enrolled in school in home country e.g. DRC

**50.4%** of the out of school children had ever enrolled in school in host country Uganda



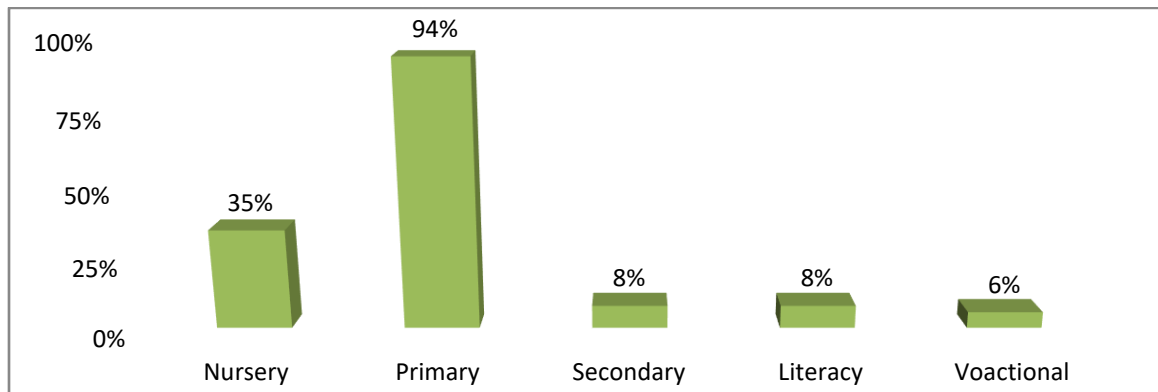
### Education in Home Country

### Education in Host country, Uganda

Of the out of school children interviewed, 50.4% had ever enrolled in school in Uganda and the other 49.6% had never enrolled for school in Uganda for one reason for the other. Only 41.4% of these had ever enrolled in school in their country of origin.

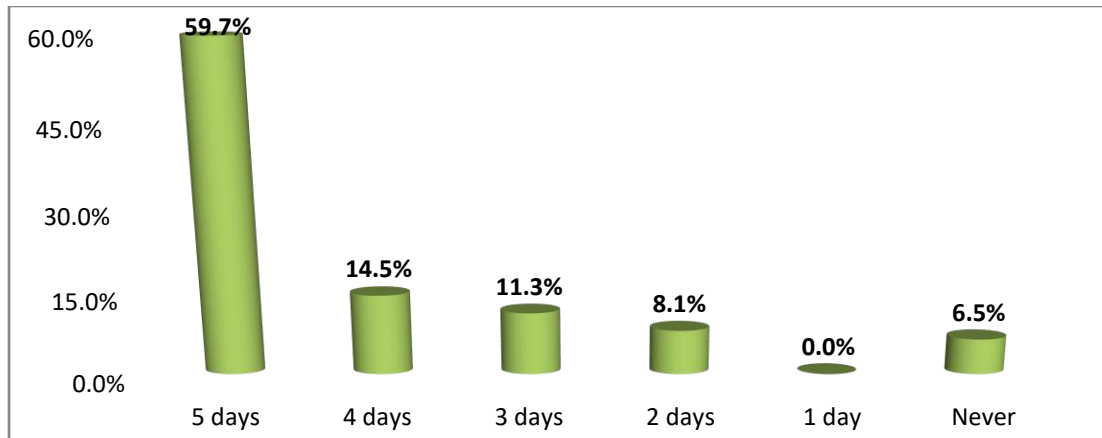
Well as the survey findings indicate that 50.4% had ever enrolled for school in Uganda, only 17.3% are still in school and the rest have dropped out of school for a number of reasons.

**Figure 4: Shows the levels the children had attended in Uganda before they dropped out**



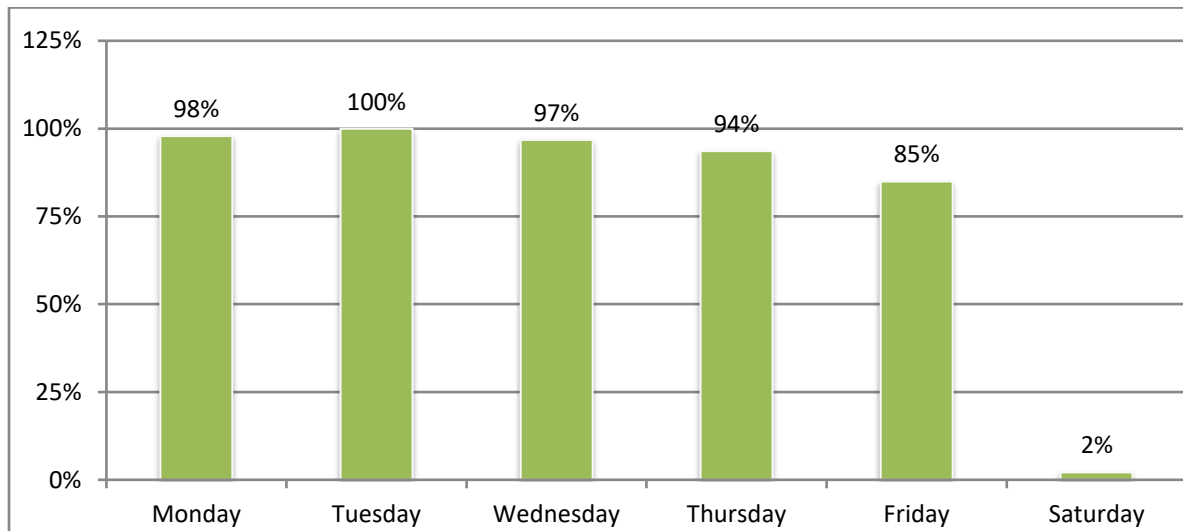
Of the children the out of school children that had ever attended school in Uganda, 94% had attended at least a class in primary education, 35% had ever attended at least a class in nursery level, 8% had ever enrolled for secondary, 8% had ever enrolled for literacy and 6% had ever enrolled for vocational studies.

**Figure 5: Shows the number of days the out of school children are willing to attend school per week**



The figure above indicates that 59.7% of the children prefer to attend school 5 days a week, 14.5% prefer 4 days per week, 11.3% prefer 3 days per week, and 8.1% prefer 2 days per week. Only 6.5% of the children stated that they don't want to attend school.

**Figure 6: Shows the days of the week the out of school children are willing to attend school**



Generally the out of school children preferred to have school Monday to Friday and never preferred to study on Saturday.

**Table 8: Shows the main reasons that the children gave why they are not enrolled in school**

Reasons why you are not enrolled in school	Percent
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Can't afford uniforms and other materials	22.9%
I have just arrived in Uganda	21.6%
I have a disability or a special learning need	10.5%
Poor infrastructure	7.2%
I am overage for my grade	5.2%
I need to do chores	4.6%
Distance to school is too far	3.3%
I am not interested	4.6%
Other reasons	20.3%

The main reasons children gave why they are out of school was they can't afford uniforms and other materials, they have just arrived in Uganda, they have a disability/special learning need, poor infrastructure, overage for grade, have to do house work, distance to school is too far, they are not interested, unfamiliar with the language and parents not being supportive among others.

**Table 9: Shows the main reasons why children want to go back to school**

Why children want to go back to school	Percent
To get a job	36.1%
Learn how to read and write	34.4%
Make friends	11.7%
Other reasons	8.9%
Participate in Ugandan society	5.6%
Learn other subjects	3.3%

The main reasons why children wanted to go back to school were to get jobs, learn how to read and write, make friends, participate in Ugandan society and also learn other subjects.



Table 10: Shows the duration the OSS have been out of school

Duration out school	Percent
1 academic year	34.3%
Greater than 1 year	27.5%
3-6 months	19.6%
Never been in school	14.7%
Less than 3 months	3.9%

The figure above shows that 34.3% of the children had been out of school for one academic year, 27.5% greater than one year, 19.6% between 3 to 6 months, 14.7% had never been in school while only 3.9% had been out of school for less than 3 months.

Table 11: Shows the activities the out of school children spend most of their time doing

Activities the OSS spend their day doing	Percent
Household chores	35%
Looking for work	21%
Others	15%
I do nothing	11%
Playing with my friends	9%
Working outside home	6%
Doing homework/reading	3%

Figure above shows that a large number of children spend their time doing house chores, looking for jobs, doing nothing, playing with friends, working outside home and doing homework/reading.

Figure 7: Shows the number of hours spent on chores

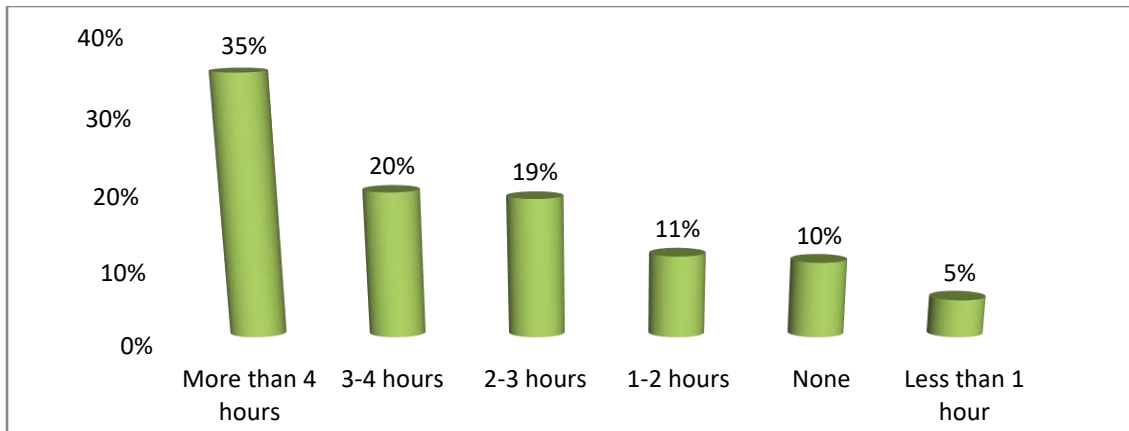


Figure above indicates that 65% of the out of school children spend less than 4 hours per day doing chores and hence may have time for ALP in the afternoon.

It is only 13.6% of the OSS that have work outside home; the other 86.4% have no work outside home. Of those working outside home, 80% are employed by other people while 20% were self-employed. About 44% of the OSS stated that they get time for them to play.

Table 12: Shows the life skills the out of school children felt they needed most

Life skills	Percent
Health	42%
Food and nutrition	38%
Peaceful living	29%
How to protect oneself	28%
Language skills	25%
Hygiene	24%
Prevention of HIV	22%
Reproductive Health	14%

Health was the most sought for life skill, followed by food and nutrition, peaceful living, how to protect oneself, language skills, hygiene and prevention of HIV.

Table 13: Shows the country the children hope to be staying in in the next 5 years

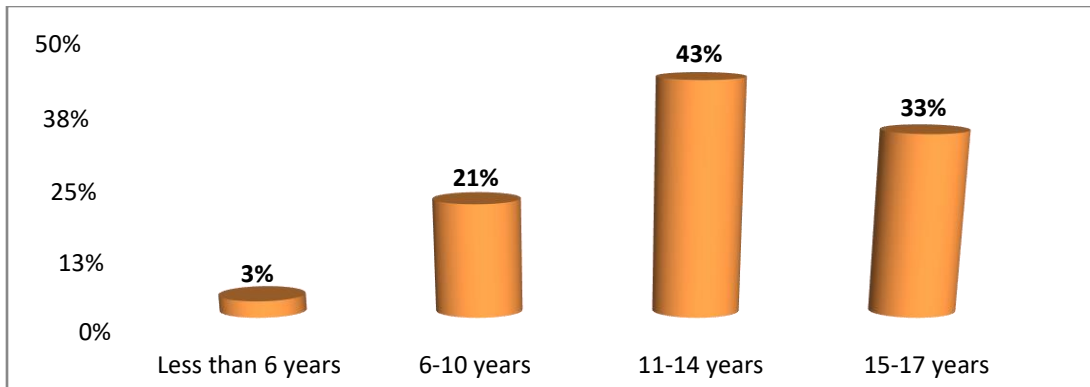
Future stay	Percent
Other country other than Uganda	41%
Uganda	31%
Another part of Uganda	19%
Home country/DRC	9%

The figure above shows that only 9% of the children are hopeful that they will be back in their home country DRC in the next 5 years. The others believe they will still be refugees.

## CHILD PROTECTION FINDINGS

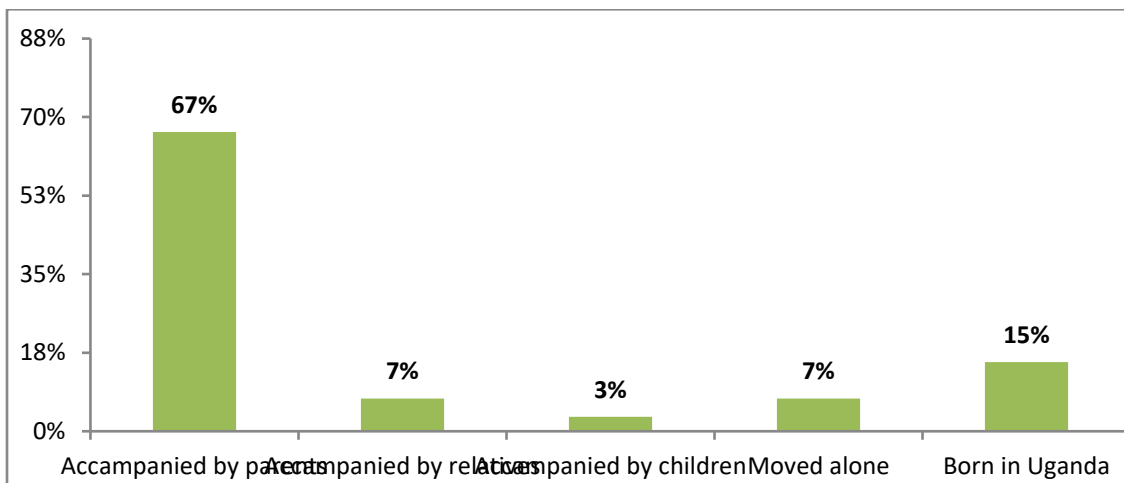
A total of 132 children across the 9 zones in the settlement were interviewed concerning the situation of child protection in the settlement; 53% male and 47% female.

Figure 8: Shows the age distribution of the children that were interviewed on child protection situation in the settlement



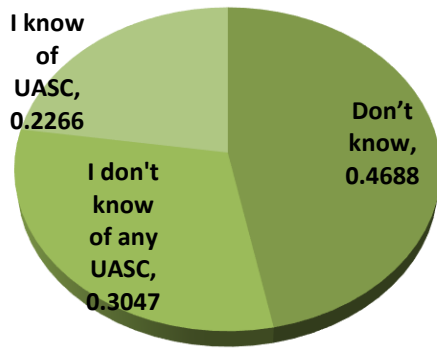
The assessment had more of the older children interviewed (11-17 years) than the young ones since the older children can easily express themselves compared to the younger ones.

Figure 9: Shows the company the children had as they moved from home country to Uganda



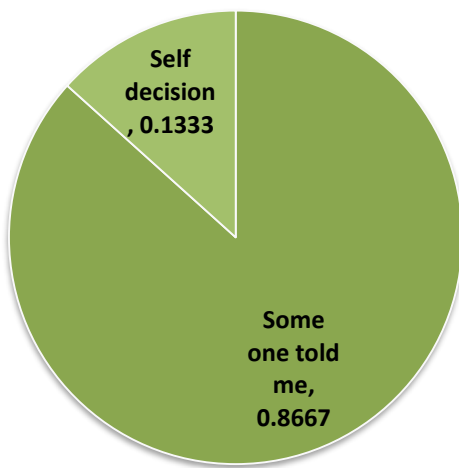
The vast majority (67%) were accompanied by their parents, 7% accompanied by relatives, 3% accompanied by children and 7% moved on their own and 15% were born in Uganda.

**Figure 10: Whether the children knew of any UASC in their community**



The figure above shows that of the children asked, 23% stated that they knew at least one UASC child, 30% stated there was none in their community while 47% stated they don't know whether these children exist in their community.

**Figure 11: Decision to leave home country**



Of the children interviewed, 13% stated that they made up the decision to leave their home country on their own; 87% were told to leave home country by someone else.

95% stated they left home country because of war and the other 5% stated they left after the killing of their family member/ parents/ siblings in the fighting.

Table 14: Shows the responses on the duration it took the children to reach Uganda

Duration the journey took to reach Uganda	Percent
1-5 days	33%
Less than 3 days	28%
6-10 days	22%
More than 10 days	17%

The vast majority of the children took less than 5 days to reach Uganda from their home countries. There were exceptions that took more than 10 days in transit to Uganda.

Table 15: Shows the main risks the children stated they faced in transit

Main risks the children faced in transit	Percent
Hunger	81%
Sickness	53%
Other reasons	32%
Assault by armed groups/ soldiers	27%
Harsh environment	20%
Loss of direction	19%
Defilement	10%
Carrying heavy luggage	9%

Hunger was the most common risk the children faced in transit(81%), sickness (53%), assault by armed groups/soldiers(27%), harsh environment(20%), loss of direction(19%), defilement (10%) and 9% carrying heavy luggage. The other reasons included looting and threat, walking long distance yet too young. **Shocking is of the 88 children that responded to this question, 9(10%) confessed to have been raped in transit to Uganda.**

**What safety means to the children?**

The children stated that they feel safe if there is peace around them, with plenty of food, access to quality education, having friends around them to play with, having drinking water, staying in a good shelter, receiving monthly payments from post bank and having parents and relatives around them.

### **What makes the children unsafe in the settlement?**

The children stated that they feel unsafe if; they lack food, their land is given to the new arrivals, lack school fees, they are not going to school, lack medical care, sickness of loved ones, suspect someone is looking for them from Congo, hunger, wrangles with fellow refugees, theft of their solar panels, discrimination and being referred to as Rwandese, bullying, lack of shelter, land grabbing, being bullied, beaten by my teachers, lack of parents,

### **Foster care arrangements**

The children stated that most of the UASC stay with the relatives and foster care arrangement. 59% of the children stated that the UASC choose whom to stay with while the other 41% of the children believe that the children have no choice on who to stay with since they are normally too young to make a choice.

### **Challenges faced by the UASC in the settlement**

The main challenges faced by the UASC children according to the children were; lack of food, torture, over exploitation, discrimination, failure get proper health care in case of sickness, some of the caregivers are too old to take care of them very well, failure to access basic needs of life and failure to access education.

Of the children interviewed, 40% stated that they know at least one organization in the settlement that supports the UASC and offer support inform of; food, planting seeds, protection, soap, clothes, medicine, shelter, beddings, uniforms, pencils, books, pens, free education, lighting systems and offer support to victims of sexual violence survivals.

### **Relationship with the host community**

Of the children interviewed, 78% stated that they have a very good relationship with the host community around them. The other 22% said they don't have a good working relationship with the community; refugees are not Ugandans, some refuge children are thieves, because refugees are given money, refuge children addicted to drug abuse and also because refuge children play with children of the nationals.

When asked, 27% of the children stated that they know at least one refugee child staying in a home of a national and that many of these children are there for cheap/free labor or because they are friends with children of nationals. The children state that there are not many refugee children staying with nationals because of language barrier, the nationals are very far, refugees children not allowed to stay with nationals and due to discrimination.

## Disciplining of children

*Table 16: Shows the modes of punishment used on the children*

Mode of punishment	Percent
Caning	60%
Talk to the child	40%
Denial of food	28%
Shout at me	26%
Kick or Slap	23%
Guide or correct the child	19%
Use insulting words	13%
Send children away from home	9%
Other reasons	6%

The most common mode of punishment mentioned by the children was caning. Talking to the child, denial of food, shouting at the child, kicking and slapping are other common modes of punishment.

## Risks of the children

62% of the children stated that there are things that worry them or other children within the settlement. The most common ones include; physical punishment, environmental risks, harmful traditional practices and fear for abductions and believe the older children are more affected than the younger ones. The children believe that both sexes are equally vulnerable to these risks.



**Table 17: Most risky areas for the children**

<b>Most risky areas</b>	<b>Percent</b>
In the settlement	62%
Way to school	16%
In school	8%
At home	4%
At work	4%
Market	3%
CFS	1%
Way to market	1%
Way to work	1%

The children stated that most of the risks occur within the settlement (62%), 16% on their way to school, 8% in school, 4% at home, 4% at work and 3% in the market.

69% of the children stated that they know of a refugee child who has been involved in an unlawful activity and such include; theft, drug abuse, destruction of community infrastructure, sexual assault, attack on other children and assault on community members.

**Table 18: Shows the persons the children talk to when they are angry or make them better**

<b>Person children talk to when they are sad</b>	<b>Percent</b>
Parents	68%
Peer to peer support groups	35%
Other children	26%
Community social worker	16%
Neighbors	15%
Others	14%
Relatives	13%
CPCs	3%

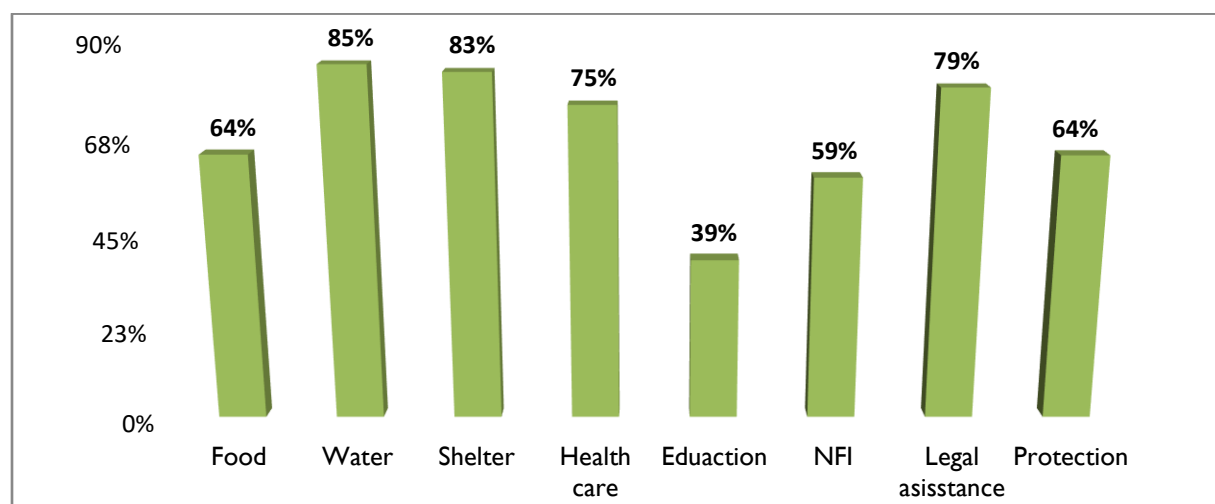
Majority of the children talk to their parents when they are angry (68%), 35% to peer to peer support groups, 26% to other children, and 16% to social workers. Only 3% talk to the Community Child Protection Committee member.

The children stated that boys are more stressed because of; hunger, unable to go back to school, abductions, attacks, lack of shelter, bullying and separation from their families. Other rare reasons like kidnapping, drug abuse, loss of belonging and not being able to return to their home countries.

On the other hand the children stated that the children are mainly stressed by; not being able to go to school, hunger, teenage pregnancy, sexual violence, attacks, abductions and lack of shelter. Other reasons included; extra hard work, separated from families, bullying etc.

## **Accessibility to Basic Needs of Life**

**Figure 12: Shows the percentage of children accessing each of the basic services**



According to the children assessed, education was the least received service; only 39% of the children were accessing education. Food, Protection and NFI were other services not well accessed by the children.

**Table 19: Shows the most affected category of children per service as per the children**

Service	Most affected category of children
Food	Orphans and disabled
Water	Orphans
Shelter	Orphans
Health care	Mentally ill, disabled, teenage mothers
Education	Orphans, Children from the poorest families, disabled, children from Sweswe Zone
NFI	Orphans, adolescent girls, teenage mothers
Legal assistance	Sexually abused girls
Protection	Orphans, single parents, Children from HIV+ families, children from elderly families

The table above shows the most affected category of children per basic services as mentioned by the children that were interviewed.

**Table 20: Shows the category of children that are most excluded**

Category of children	Percent
Children with disability	40%
Children with HIV/AIDS	39%
Children from poor households	30%
Newly arrived children	30%
Children living with the elderly	29%
Teenage pregnant mothers	29%
Children living with disabled caregivers	23%
Child headed households	11%

According to the children, children with disabilities and children with HIV/AIDS are the most excluded category of children. Children living the elderly, teenage pregnant mothers and newly arrived children are also among the most excluded children. According to the children only 34% of the excluded children join in when other children are playing. The children stated that the main protection risks the children with disability and excluded children face include; loneliness, being knocked by motorists, not going to school, child labor and neglect, attacks, hunger, defilement, bullying and extortion, discrimination and emotional abuse.

### **Mechanisms used when a child is exploited**

**Table 21: Mechanisms used to resolve issues when a child is exploited**

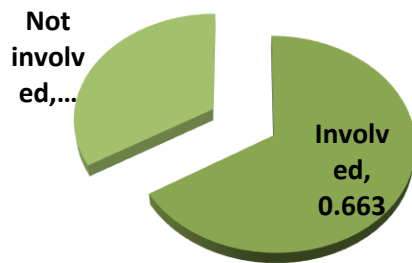
Mechanisms used	Percent
Police	50%
Family meetings	46%
Social workers	45%

Referral to health center	32%
Clan meetings	9%
Camp commandant dialogue	4%
Residential care	3%

The children pointed out police, family meetings and social workers as the main channels through which exploitation of the children are resolved.

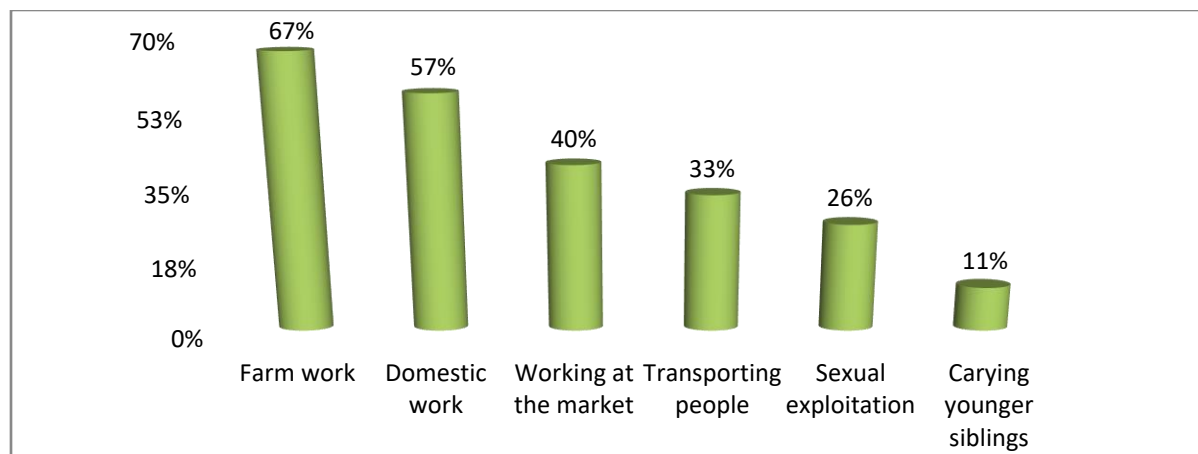
### Involvement in harsh and dangerous work

Figure 13: Shows the levels of involvement in harsh and dangerous work



Of the children interviewed, 66% of the children stated that they know of a child who is involved in harsh and dangerous work.

Figure 14: Shows the nature of work the children are involved



Of the children that are working, farm work is the commonest form of work (67%), domestic work (57%), 40% involved in market work, 33% in transporting people, 26% in sexual exploitation and 11% carrying younger siblings. Other jobs like making bricks, building, laundry, feeding pigs, making Rolex, vending, carpentry and theft for survival were reported. Of the working children, 52% were paid while the other 48% of the children weren't paid. The paid children use the money to buy clothes, buy solar, buy food and paying school fees.

Table 22: Shows the areas where most sexual violence cases normally occur

Areas where sexual violence normally occurs	Percent
Collecting firewood	42%
Collecting water	42%
On the way to school	32%
Playing around settlement	30%
At school	21%
Workplace	11%
Home	11%
Gardens	11%
Upon arrival in the settlement	9%
During population movement	7%
During armed attacks	6%

The children reported that sexually violence is highest while collecting firewood, collecting water, on the way to school, playing around the settlement and while at school.

*Table 23: Shows the category of children most affected by sexual violence*

Category most affected	Percent
More girls are targeted for sexual violence than the boys	65%
More boys are targeted for sexual violence than the girls	3%
No difference	11%

Of the children interviewed, 65% stated that the girls are more prone to sexual violence than the boys, 3% stated the boys are more prone and 11% believe there is no difference between the boys and violence in relation to sexual violence. 91% of the children stated that victims of sexual violence seek for help and the other 9% reported that the victims just keep quite. They reported that over 90% of the girls normally turn to their mothers for support. A few share with the social workers and their fathers. Over 98% of the children interviewed knew at least a place within the settlement which handles cases of sexual abuse.

## **RECOMMEDATIONS**

### **Early Childhood Care and Development**

- SCI should request land from OPM and construct new ECDs/CFS since the existing community ECDs are temporary hosted at food distribution points which are not designated for ECDs and with limited land.

- SCI should construct 10 ECCDs/CFS centers to meet the huge demand in the community.
- There is need for free or subsidized ECD educations since OPM has reduced on the size of land the refugees are provided which leaves them with no land for agriculture and hence reduced incomes to pay for ECD education.
- There is need for SCI to establish and strengthen the Center Management Committees to effectively support the learning of children. SCI should establish CMCs where they are nonexistent and train and empower the existing CMCs.
- SCI should also support the existing community and non for profit ECDs with play materials, capacity building and human resource.

### **Accelerated learning programme**

- The ALP programme should be established in Kyaka II since the vast majority of the out of school children (93.5%) are willing to willing to enroll back to school if the barriers that had prevented them are removed.
- SCI should establish the ALP programme in the existing primary schools but support the schools with more furniture, ALP teachers and facilitation for the head teachers to supervise and oversee the programme.

### **Child Protection**

- There is need to establish more Child Friendly Spaces(10) to offer structured play activities to the children since there is currently only one in the settlement situated at Sweswe.
- There is need to strengthen the community Child Protection Committees by increasing from the existing 02 members per village to 10 members per village in order to effectively follow up and address child protection concerns in the community.
- SCI needs to build the capacity of CP actors specially DRC and OPM in case management and documentation of the UASC.
- SCI support other CP actors to improve the documentation of the Separated and Unaccompanied since all the CP actors clearly showed that they didn't know the number of these children.



- SCI needs to address the existing gap in case monitoring and follow-up through caseworkers. Currently DRC has only 02 child protection community staff following up more than 700 UASC. The UNHCR Child Protection Officer pointed out there DRC and SCI should be allocated different zones in the settlement to avoid duplication.
- The UNHCR Child protection Team suggested that DRC and SCI need to be zoned to avoid duplication of child protection services.