Annex 3e, Education Consortium Joint Needs Assessment for DRC Response 2019

November 2019

List of abbreviations and acronyms

AEP: Accelerated Education Program
AIDS: Acquired Immunodeficiency Syndrome
CAAFAG: Children Associated with Armed Forces and Armed Groups
DRC: Danish Refugee Council
DRC: Democratic Republic of Congo
ECHO: European Civil Protection and Humanitarian Aid Operations
EU: European Union
FCA: Finn Church Aid
FGD: Focus Group Discussions
GBV: Gender Based Violence
HIV: Human Immunodeficiency Virus
HIP: Humanitarian Implementation Plan
MHPSS: Mental Health & Psychosocial Support
NGOs: Non-Governmental Organizations
NRC: Norwegian Refugee Council
OOSC: Out of School Children
OPM: Office of the Prime Minister
PSN: Persons with Special Needs
SC: Save the Children
SGBV: Sexual and Gender Based Violence
STDs: Sexually Transmitted Diseases
TPD: Teacher Professional Development
UASC: Unaccompanied Asylum Seeking Children
UNHCR: United Nations High Commissioner for Refugees
WCH: War Child Holland

Table of contents

List of Tables

List of figures

1.0   INTRODUCTION AND BACKGROUND

Some 300,000 Congolese refugees are estimated to be in Uganda by 31 December 2018, including 60,000 new arrivals in 2018 entering primarily through the border points of Ishasa (Kanungu district), Nteko and Bunangana (Kisoro district). Uganda's central and south-western districts of Kamwenge (Rwamwanja settlement), Kyegegwa (Kyaka II settlement) and Hoima (Kyangwali settlement) are expected to receive the vast majority of Congolese new arrivals. It is estimated that women and children will make up 78 per cent of the total population, with children alone close to 56 per cent. Limited secondary education, vocational skill training and job opportunities may lead to protection risks among mainly Congolese youth and persons with specific needs (PSNs) in Uganda, including early and forced marriage, child abuse and forced recruitment as well as negative coping mechanisms such as drug abuse, transactional and survival sex.

In Education sector, the increasing number of new refugees entering Uganda has put significant strain on the education response. School age children represent at least 50 per cent of the refugee population and only 46 per cent of them have access to formal and informal education, with a significant gender gap in enrolment, especially at secondary level, where fewer girls are in school compared to boys.   As of July 2018, the average classroom:pupil ratio for primary school children across the 5 settlements (Kyangwali, Nakivale, Rwamwanja, Kyaka II, Oruchinga) was 1:127.[1]   Additionally, the number of pupils enrolled in Primary Education within the DRC Refugee Response is 47,252, just over half the target set (83,728) in Uganda's Refugee Response Plan.[2]

In south-western Uganda, children are compelled to travel long distances to reach school, sometimes up to 10 km, with a resulting impact on children's regular attendance. Non-Anglophone children such as Burundian and Congolese refugees face challenges in adapting to English as the language of instruction.[3]

The education consortium is composed of four partners including: Save the Children, Finn Church Aid, Norwegian Refugee Council and War Child Holland. The aforementioned consortium together embarked on a needs assessment to inform the upcoming amendment application to ECHO HIP 2019.

2.0   METHODOLOGY

The data collection tools were harmonized across all the partners with the analysis and reporting done at consortium level. The data collection tools included the following; Out of schoolchildren assessment tools, in schoolchildren assessment tool, school survey, school checklist, Education authority tool, community leaders tool, community mapping tool and PSS tools. The assessment methodology ensured both quantitative and qualitative data were collected using selected data sources – primary and secondary. The assessment employed a number of tools based on EiE Comprehensive assessment tools and included one on one interviews with out of school and in school children, KIIs with teachers, FGD with parents, community leaders, district officials as well as a school environment observation tool. The needs assessment also utilized WCH tools to assess the psychosocial wellbeing of children, a community rapid assessment tool and Child Protection mapping tools to gather in depth information regarding community strengths and challenges from adults, children, and young people's perspectives. This was done in order to better understand young people's lives; the places, spaces, people and activities which are safe and unsafe.

The assessment was conducted with the following objectives;

---

[1] UNHCR Education Sector, OPM data, Windle International Uganda, August 2018.
[2] Ibid.
[3] The Democratic Republic of the Congo Regional Refugee Response Plan. January-December 2018.

- *To understand children's experience in education for both host and refugee community –for both in and out of school*
- *To understand the community dynamics - language, how to reach the most vulnerable (child mothers, SGBV victims, CAAFAG, UASC, new arrivals etc.) and barriers to access; inclusive education, conflict sensitive education*
- *To understand the differing perceptions of community strengths and challenges from adults, children, and young people's perspectives, in order to help understand young people's lives; the places, space, people and activities which are safe and unsafe*
- *To understand and focus on teacher motivation + TPD to inform project design.*
- *To conduct Stakeholder mapping (also in context of referral) across the Districts targeted (MHPSS referrals)*

2.1   Primary Data

For Out of schoolchildren, a three-stage cluster sampling approach was utilized to randomly select the respondents. Partners selected the proposed intervention areas and from the selected location, the zones/villages were randomly selected and OOSC from selected areas were randomly targeted based on the representative samples calculated. For qualitative data aimed at gaining deeper understanding of the areas and issues under assessment – FGDs with parents and teachers with balanced representative –male and female, FGD with teachers, school authorities and District Authorities, were conducted.

2.2   Secondary Data

A School survey tool was used to observe the school environment in 15 primary schools, including those hosting an AEP centre, across the 5 targeted settlements. This tool included data on enrolment, number of teachers, motivation, capacity building and observation of the school environment. A literature review of recent reports and assessments conducted in southwestern Uganda was conducted. These secondary data sources include: Can't Wait to Learn Game Testing Report (War Child Holland and Save the Children); Holistic Assessment of Learning and Development Outcomes (HALDO) Pilot Report (Save the Children; Kyaka II Needs Assessment Report – Protection and Education (Save the Children); REACH assessment data; British Council assessment on language and resilience; UWEZO assessment report done in the refugee settlements.

3.0   NEEDS ASSESSMENT FINDINGS

3.1   Introduction

This section will be present key findings from field interviews with children out of school, children in school, FGD with parents, as well as school and District authorities. The findings will include references to secondary sources throughout.

3.2   Demographic and social characteristics
a)   Gender and settlement distribution

The assessment reached a total of 1,585 out of school children. A half (51%) or 808 children were girls, whereas 49% were boys. Table 3.1 presents the distribution across target settlements.

Table 3.1: Distribution of Out of School Children in Target Settlements

Settlement	Frequency	Percent	Valid Percent	Cum. Percent
Kyaka II	383	24	24.1	24
Kyangwali	360	23	22.7	47
Nakivale	347	22	21.9	69
Oruchinga	300	19	18.9	88

Rwamwanja	195	12	12.3	100
Total	**1585**	**100.0**	**100.0**	

A total of 383 children interviewed in Kyaka II and 195 children in Rwamwanja by FCA, 347 children in Nakivale and 300 children in Oruchinga by NRC and 360 children out of school interviewed by SCI in Kyangwali as indicated in the table below. This was across four districts of Kikube (formerly Hoima District), Kyegegwa, Kamwenge and Isingiro.

b)   Age distribution of out of school children
The findings indicate that majority of the out of school children fall within 10 – 15 years. The table below shows age distribution of the children interviewed (both boys and girls). Around 74% fall within the age of 10 – 15 years with a further 24% falling between 16 – 18years.

Table 3.2: Out of school children's age distribution

Age (in years)	#of children	Percent
8	1	0.1%
9	8	0.5%
10	224	14.1%
11	126	7.9%
12	199	12.5%
13	213	13.4%
14	199	12.5%
15	225	14.2%
16	159	10.0%
17	167	10.5%
18	65	4.1%
Total	1586	100.0

Fig. 3.1:   Distribution of children by country of origin
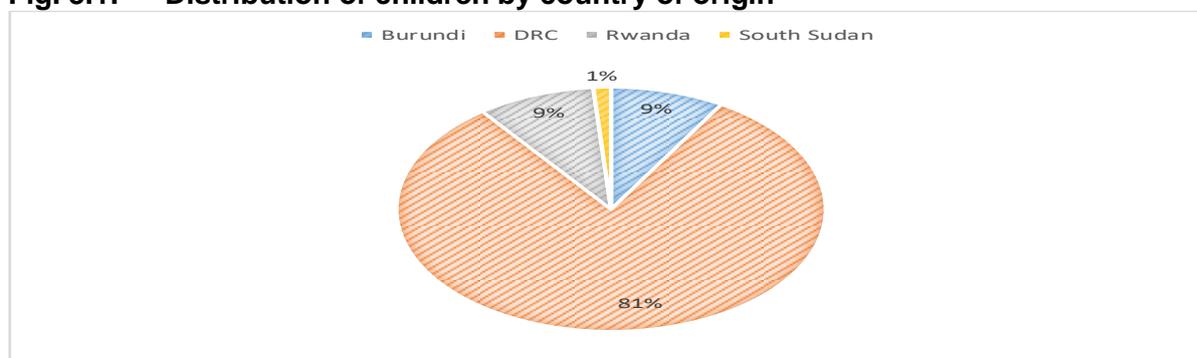
c)   Distribution of children by their mother tongue
Kiswahili though not a mother tongue for DRC refugees but rather a common language in East Africa, was identified by 42.6% of the children as their mother tongue followed by Kinyabwisha (22.8%) as the most commonly identified mother tongue language among the out of school children.

Table 3.3: Children's mother tongues

Languages	Frequency	Percent
Kiswahili	676	42.6
Kinyabwisha	362	22.8
Kinyarwanda	148	9.3
Kirundi	145	9.1

Languages	Frequency	Percent
Kigegere	95	6.0
Rutooro	34	2.1
Lingala	23	1.5
Acholi	21	1.3
Kihunde	17	1.1
Kihema	16	1.0
Lubwisi	10	0.6
Mushi	10	0.6
French	6	0.4
Kibembe	6	0.4
Kinande	6	0.4
Alur	5	0.3
Michinga	1	0.1
Rukiga	2	0.1
Runyakore	2	0.1
Total	1,585	100.0

Table 3.4: Children's family types

> *"We don't have a school for older children in Malembo C Nguse,"* stated one out of school child.
> *"I used to reach very late to school to attend any lesson and I came back sickly – so I dropped out."*

Family type	Boys	Girls	Total
Male headed household	399	391	790
Female headed household	330	394	724
Child Headed family	48	22	70
I live alone	1		1
I live with my relative		1	1
Total	**778**	**808**	**1,586**

3.3   Access to education and reasons for failure to enroll
3.3.1   Access to education in the children's home countries
Out of the 1596 children interviewed, around 51% (803) attended school while in their home country before fleeing to Uganda, while 49% did not attend school in their home country.

Fig. 3.2:   Previous school attendance by children in their home countries

Attended school in home country

Legend: ■ No ■ Yes

51%   49%
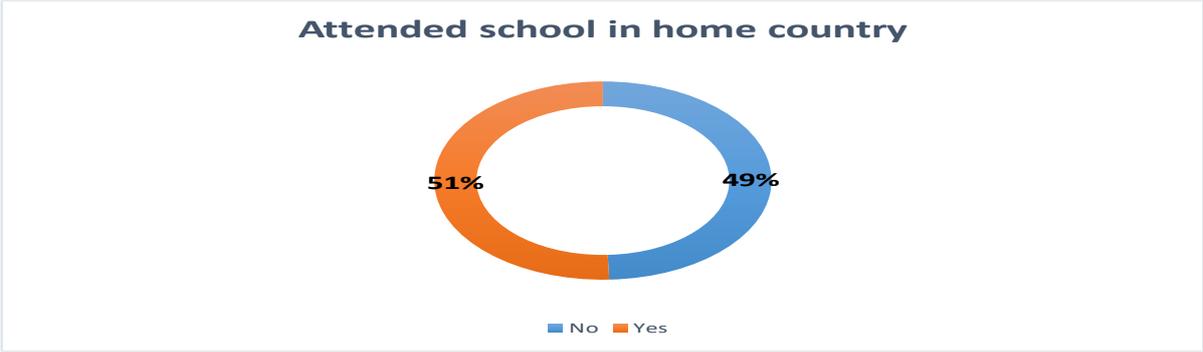
For those who attended school in their home country, 87.4% enrolled and attended primary school with 51% completing between 1 – 4 years in school with 49% completing between 5 – 8 years in primary school. It is worthwhile to note that the primary education programme in DRC runs for 6 years. The table below shows number of children in primary schools and their attendance by sex.

Table 3.5: Number of children in primary school in home country and their attendance by sex

Years in Primary	Boy	Girl	Total
0	8%	6%	7%
1	10%	15%	12%
2	20%	19%	19%
3	22%	17%	19%
4	13%	13%	13%
5	11%	14%	12%
6	14%	15%	14%
7	2%	1%	1%
8	1%	1%	1%
>8	0.3%	0.0%	0.1%
Total	**100.0%**	**100.0%**	**100.0%**

Secondary enrolment; 23% (n=184) of the out of school children had enrolled in and attended secondary education with 74% dropping out within the first two years of enrolling into secondary education. A total of 56 children (7%) completed primary and enrolled in secondary before dropping out.

3.3.2   Languages used by teachers in home country

Languages used for instruction were numerous. The most dominant, especially for DRC refugee children was French (66.1%) and Kiswahili (26.8%). Only 1.7% of the children were taught in English. The results show limited use of mother tongue like Kinyabwisha, Kirundi and others as languages of instruction.

Table 3.6:   Languages of instruction in schools in their home countries

Languages used	#of children	Percent
French	531	66.1%
Kiswahili	215	26.8%
Kirundi	22	2.7%
English	14	1.7%
Kinyarwanda	13	1.6%
Kinyabwisha	5	0.6%
Runyankore	2	0.2%
Rukiga	1	0.1%
Total	**803**	**100**

Over 45% (n=368) of the children were taught in more than one language. The most commonly used combination was French and Kiswahili (79.6%). Of the children who had previously attended school in their home country, many of the languages above were mentioned as having been used in combination with one another for classroom instruction.

3.3.3   Reasons for not enrolling in schools in their home countries

The most common reason for a child's failure to enrol in school in their home countries were children's age (too young) and school fees. Others did not get the opportunity to enrol in their home country as they were born outside the country. Lack of scholastic materials and school uniforms contributed to 10.3% drop out from the school. Break out of war/armed conflicts contributed to 9.5% of the drop out or non-enrolment into school. The table below gives details regarding the reasons for drop out/non enrolment in home country.

Table 3.7: Dropouts or non-enrolment in schools

Value	Frequency	Percent
I was too young to go to school	298	29.1%
Lack of school fees	206	20.1%%
Born outside home country	114	11.1%
I could not afford uniform or other materials	105	10.3%
Fighting broke out and we fled	97	9.5%
I needed to work / do chores / care for family members during the day	39	3.8%
Parents did not prioritize my education / My parents did not think school was important for me	33	3.2%
Distance to nearest school was too far	26	2.5%
I didn't feel safe walking to school / I didn't feel safe while at school	25	2.4%
Other siblings were sent to school, so I couldn't	16	1.6%
Poor infrastructure / lack of materials	13	1.3%
I had a disability or special learning needs	10	1.0%
I was not interested	9	0.9%
I was over age for my grade level	9	0.9%
I didn't think school was important for me	4	0.4%
Poor quality of teaching	3	0.3%
No previous school experience	1	0.1%
I did not achieve required result / score / grade to continue my education	1	0.1%
GBV at home	1	0.1%
Sickness	1	0.1%

3.3.4   Reasons for not going to school in Uganda

School fees challenges has contributed greatly to school dropout & non-enrolment in Uganda for the out of schoolchildren interviewed. Around 44% of the children attributed their drop out or not enrolling in school to school fees, coupled with that lack of school uniform & other materials. Domestic work at home coupled with caring for parents and siblings has prevented a number of children from attending school as 6.6% of the children attributed "I needed to work / do chores / care for family members during the day" as the reason for failure to enroll. Though not widely mentioned by the children, distance to and from school has prevented a number of children from going to school. In some villages in settlements like Kyangwali, children have to walk more than 5kms every day to school.

Table 3.8: Cited reasons for children's failure to enroll into schools

Value	Frequency	Percentage
Lack of school fees	750	44%
I could not afford uniform or other materials	378	22%
I needed to work / do chores / care for family members during the day	113	6.6%
Distance to nearest school was too far	106	6.2%
Parents did not prioritize my education / My parents did not think school was important for me	80	4.7%
I was too young to go to school	41	2.4%
Poor infrastructure / lack of materials	29	1.7%
I had a disability or special learning needs	27	1.6%
Other siblings were sent to school, so I couldn't	24	1.4%
I didn't feel safe walking to school / I didn't feel safe while at school	24	1.4%

| Value	Frequency	Percentage
I was not interested	27	1.6%
No previous school experience	17	1.0%
I was over age for my grade level	16	0.9%
Language barrier	13	0.8%
I was married/ pregnant / had small children	12	0.7%
I did not achieve required result / score / grade to continue my education	11	0.6%
Sickness	11	0.6%
Poor quality of teaching	10	0.6%
No reason given	8	0.5%

Other reasons (0.6%) for children dropping out or non-enrolment included; because they were not taken at the same grade level as in home country, corporal punishments, newly arrived in the settlement, separation from parents, domestic violence and not having the maize or beans requested by the school authorities.

In addition to the findings, further discussion with some structures and feedback from community members indicated that the following factors are also contributing to non-enrolment or drop out:
- The education system in DRC is different than that of Uganda and some children find it hard to adapt to it and are dropping out
- Stigma against girls as a result of engaging in transactional sex. As a result, boys stigmatize and make fun of them thus contributing to them dropping out of school
- For boys, "sugar mummies" – older women who target younger males, has caused increased alcoholism among young males and is a major drop out factor for boys in the settlement

3.3.5   Opinions on possible enrolment into schools
Out of the 1,586 out of schoolchildren interviewed, 91% (n=1439) said they will attend school if they get an opportunity. A few were undecided (n=65) and 82 indicated they would not be able to attend due to a number of factors which they believe would not allow them to attend school again. Some are child mothers who have no caretakers for their children, others are the sole providers for their families, whereas others are already struggling to earn a living, hence they prioritize the opportunity to earn money and do not feel they can participate in classes.

Fig. 3.3:   Prospects of attending school by out of schoolchildren

If enrolled, would you attend school?
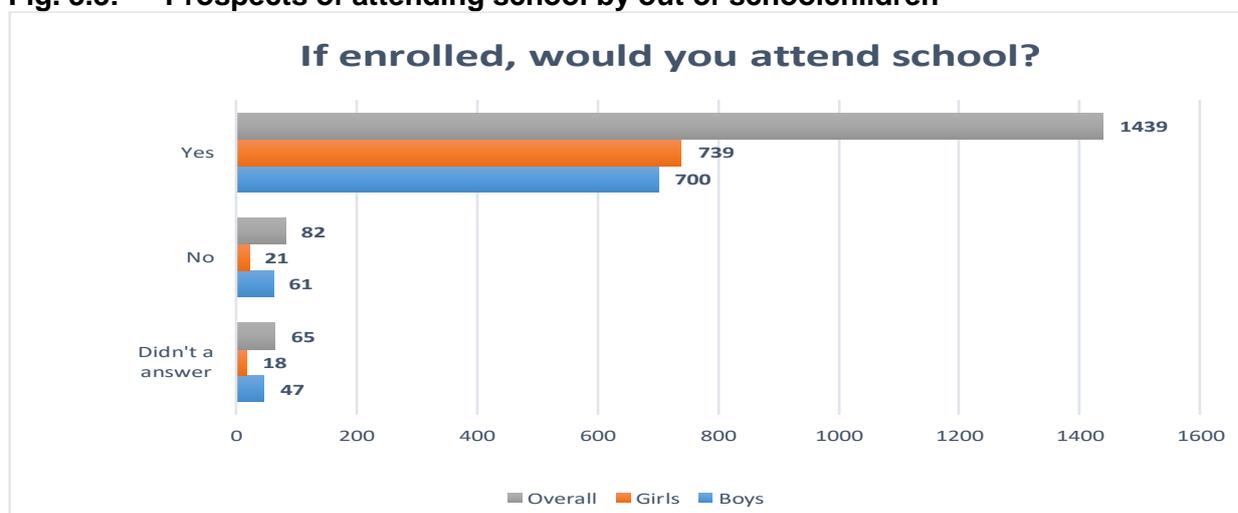
Close to half (43%) of interviewed children indicated that they wanted to join school so as to be able to read and write. One child noted: *"I want to learn to read sign posts and get directions through reading."*

Having a brighter future and supporting their family were some of the reasons some children want to go to back to school. This can only come true by learning how to read and write and getting a job in future (32%). Some of the other reasons include making friends, rebuilding home country and learning English as indicated in the table below.

Table 3.9: Reasons cited by children for preference to re-enroll in school

Value	Frequency	Percentage
To learn how to read and write	1133	43%
To get a good job	851	32%
To learn other subjects	172	7%
To make friends	127	5%
To rebuild my home country	106	4%
To participate fully in Ugandan society	63	2%
To learn English	56	2%
To help my family	16	1%

Other reasons (0.4%) included vocational training opportunities, continue with studies, and 0.4% of the children were not sure what they will do with the education.

This desire to learn how to read and write is notable. A recent UWEZO assessment[4] conducted in 4 refugee hosting districts (inclusive of Isingiro) assessed the basic English literacy and numeracy skills of children enrolled in Primary 3 – Primary 7. Full competence on the UWEZO assessment is the ability to read and understand an English text and solve mathematical problems at the expected Primary 2 competency level. Of the children assessed in Isingiro, only 25.6% were able to demonstrate full competence on both literacy and numeracy assessments meaning that 74.4% of the sampled children in Primary 3 – Primary 7 were unable to read and solve basic math problems equivalent to Primary 2 competency level.

3.3.6 Children's willingness to take English lessons
As earlier viewed on the language of instruction while in their home country, majority of children had been taught in either French or Kiswahili among other languages. Less than 2% had ever attended lessons in English, and when asked whether they would like to take English classes, 82% of the interviewed children indicated that they would like to have English lessons and only 3% objected to having English lessons.

Fig. 3.4: Willingness to take English lessons

---

[4] Uwezo (2018*): Are our children learning? Uwezo learning assessment in refugee contexts in Uganda. K*ampala: Twaweza East Africa
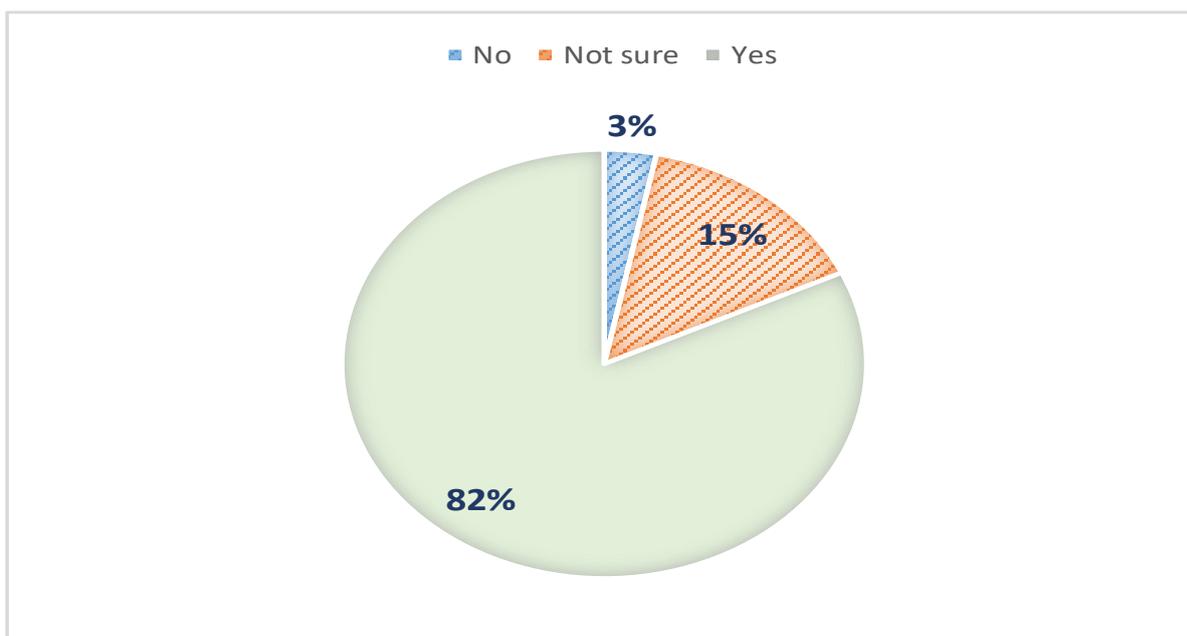
Around 15% of the children were not sure of whether to take the lessons or not. Those interested in having English classes chose the following times to have the lessons.

Table 3.11: Preferred time for taking English lessons

Value	Percentage
Full time as other lessons go on	70%
Afternoons	13.3%
Morning hours	6.4%
Before enrolling in school	4.2%
Saturdays/weekends	4.0%
Holidays	1.6%
Entire week	0.5%
Evenings	0.4%
Full time as other lessons go on	70

As seen in the table above, 70% of the children proposed to have the English lessons full time as other lessons go on. The interactions with out of schoolchildren showed that English language is a challenge for the children from DRC and other countries. As indicated previously, some of the dropouts or non-enrolment are connected to lack of understanding of English. Learners who cannot catch up end up dropping out of school.

In the future, it may be beneficial to see how the use of technology for learning can support learners with English language acquisition. A recent War Child Holland report[5] on Can't Wait to Learn game testing in Rwamwanja and Kyempango Primary Schools concluded that the game design is compatible to the needs of Congolese learners. With the launch of the literacy game in early 2019, there is potential for increased English language exposure and practice through the use of technology.

---

[5] *Can't Wait to Learn Game Testing Report*. Rwamwanja and Kyempango Primary School. War Child Holland and Save the Children. August 2018.

3.3.7 Time spent by children out of school

Majority of the children both boys and girls, have stayed out of school for more than one academic year, around 18% of the children indicated they have been away from school for one academic year. Also seen is 9% of the children have been out of school between 3 – 6 months while 17% have never been to school at all.

Table 3.10: Time spent out of school

Value	Boys	Girls	Total
More than 1 academic year	51%	47%	49%
1 academic year	19%	16%	18%
Never been to school	13%	20%	17%
3 months to 6 months	10%	8%	9%
> 3months	6%	7%	7%
Not sure	1%	2%	1%
Total	**100**	**100**	**100**

As discussed in the section on children not enrolling and attending school, a number of factors have contributed to children absence from school. These include school fees, scholastic materials, domestic challenges, language barriers, and distance to school among others. Besides all this factors and long periods out of school, over 90% of these children want to enrol and start attending formal education again.

3.4 Reasons for failure to enroll in schools in Uganda

3.4.1 Activities occupying out of school children

The out of school children spend most of their time supporting with household chores, 87% indicated that they support their households with chores such as fetching water, caring for their elderly parents/guardians & siblings, cooking food, looking after animals and supporting in livelihood activities like digging (agriculture). Around 5% of responses show that the children are just around and doing nothing. Others sit because they have tried to look for productive activities to engage in and failed due to age, language barriers, or lack of skill sets needed. 4% of the responses indicate that the children are involved in working for money outside their home. Among the girls, this involved plaiting, tailoring, and to some extent digging (agriculture). The boys are involved in hard labour work, which includes brick laying, digging, fetching water, grazing cows for money among others. Some portion of the children (around 1.3%) responded that they move around looking for work and 0.4% claims they spend their time learning the English language which they believe will boost their chances of getting work and chances of integration into Uganda society.

Table 3.12: Activities occupying children out of school

Value	Frequency	Percentage
Household Chores (fetching water / caring for family members / agriculture/ looking after livestock	1379	87%
I do nothing	75	5%
Playing games/ with my friends	49	3.1%
Working outside of the home	58	4%
Looking for work	20	1.3%
Doing some reading	4	0.3%
learning how to read and write in English	7	0.4%

3.4.2 Hours spent on household chores

Both boys and girls spend a number of hours supporting their families when it comes to household chores. Around 30% of the children (n=474) indicated they work more than 4 hours in a day with household chores. This was almost the same among boys and girls with no striking difference between the two (Boys 29% & Girls 31%). This shows there a number of household chores shared by both boys and girls.

Fig. 3.5:   Number of hours spent by children on daily chores daily
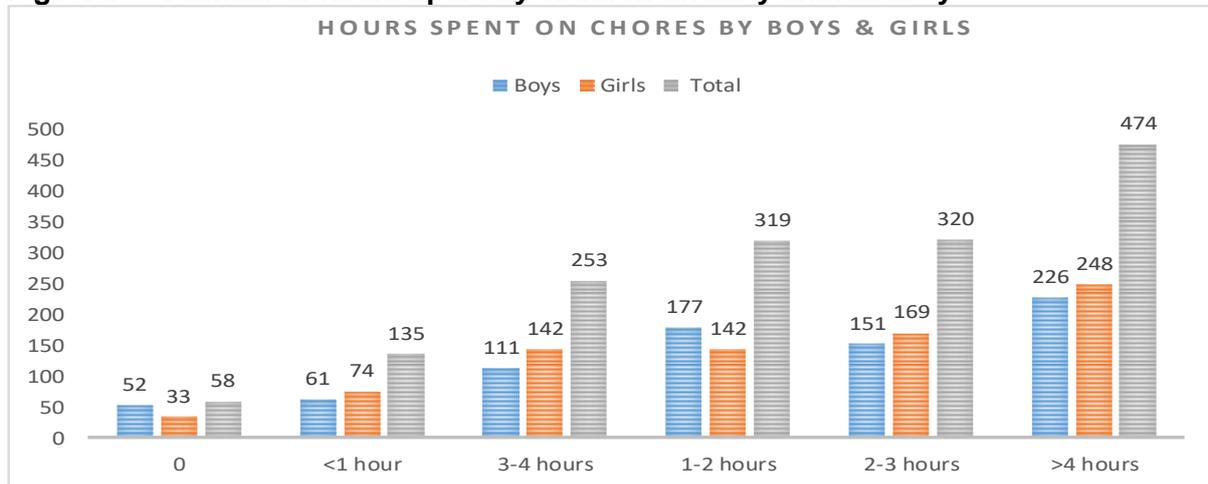
A number of children moderately work between 2 – 3hours in day with a very few who do not work at all.

3.4.3   Children's participation in jobs outside their homes

The findings show that 13.2% (n=210) of the children at the time of the interview had a job they were doing outside their home. Out of these, 72% of the children (n=151) are employed by others and 28% (n=59) are self-employed.

Table 3.13: Hours spent by children working outside their homes

Hours worked outside home	Boy	Girl	Total
3-4 hours	33.3%	30.6%	32.4%
5-6 hours	26.8%	27.8%	27.1%
>8 hours	17.4%	16.7%	17.1%
7-8 hours	10.1%	16.7%	12.4%
0-2 hours	12.3%	8.3%	10.5%

With regard to hours of work outside the home, majority of the children are employed outside their homes, 32.4% of the children work for more than 3 hours, 27% work for more than 5 hours in a day and just 10.5% work less two hours in a day with 17% working above 8 hours in a day. This indeed indicates a very high burden of work on children, hence leaving them with less time for school.

3.5   Perceptions on education
3.5.1   What do you think are the benefits of education?

When asked what they think are the benefits of education, 43% of the children gave the idea that education helps them get jobs in the future and 40% of the responses indicated that education helps children to be literate & numerate.

Further 10% of the responses show that education helps mould children into active members of the society and 5% attributed education to helping them develop. However, around 2.4% of the responses showed that some children have no idea what the benefit of education is.

Table 3.14: Children's perceived benefits of education

Value	Frequency	Percentage
To get a job	1109	43%
To be literate/numerate	1036	40%
To be an active member of the society	258	10%
To help me develop	122	5%
I do not know.	61	2.4%
To help my family	9	0.3%

3.5.2 Children's perceptions of the most important life skills that they need

The most important skills indicated by the children were language skills (48%). There is great urgency among the out of schoolchildren to acquire a number of language skills and top of the list is how to write & speak English in order to relate widely in society with Ugandans and continue with education. The results also show that learning about health issues (21%) are a priority when it comes to acquiring life skills including regarding prevention of HIV (17%) & hygiene (17%).

There were 21% of the children's responses, which demonstrate either they don't know a lot about life skills or they were uncomfortable to mention the life skills they want to acquire.

Table 3.15: Children's perceived important life skills

Value	Frequency	Percentage
Language skills	756	47.7%
About health issues	332	20.9%
I am not sure	330	20.8%
About hygiene	264	16.6%
About prevention of HIV	264	16.6%
About food and nutrition	254	16.0%
About how to protect myself from risks (specify risks)	251	15.8%
About how to live peacefully with other people	242	15.2%
About reproductive health	118	7.4%4

3.5.3 Where do you think you will be in five years' time?

The findings indicate 60% (n=951) of the children believe they will likely still be in their current location of Rwamwanja, Kyangwali, Nakivale, Kyaka II & Oruchinga in five years' time. Around 33% want to settle in another country and only 4% think they would be back in their home country.

Table 3.16: Children's opinions on where they will be in five years

Where will you be in Five years' time?	Percentage
Remain in current location	60%
Settle in another country	33%
Return to home country	4%
Move to another part of host country	3%

Alternatively, when asked where they hope to live in the future, 47.2% of the children mentioned they would like to live in another country other than host country or home country.

However, 41% would like to remain in their current location and only 7% would like to return to home country. Around 5% would like to move to another part of Uganda.

Table 3.17: Preferred places to live in the future

Where do you hope to live in the future?	Percentage
Another country other than host country or home country	47.2%
Current location	41.2%
Home country	7.0%
Another part of host country	4.6%

3.6   Protection

3.6.1   Major safety risks (protection issues) faced by girls

Sexual and gender based violence (SGBV) is a major protection concern for girls in the settlements selected for this needs assessment. When asked about the major safety risks faced by girls, 23.7% of the responses indicated SGBV. Responses indicated that girls are being raped in places where they collect firewood and at water sources.

> "***Girls are being defiled and raped when collecting firewood in the nearest forest.***"

There were cases of gang rapes reported by one child and reports of defilement. These situations further compounded by parents forcing the girls to marry if they get pregnant after the defilement. These girls face domestic violence from their spouses. Additionally, girls who work until late in the evening also face increased risk of rape in the settlements. The protection situation for girls in the settlements is further exacerbating by past abuse experienced in transit to Uganda. In a Kyaka II needs assessment[6] conducted by Save the Children early in 2018, 10% of the sampled children confessed to having been raped in transit to Uganda.

Table 3.18: Children's perceived safety risks to girls

Protection issues	Frequency	Percentage
Sexual and gender based violence (SGBV)	605	23.6%
Early/forced marriage	554	21.6%
Sickness (due to poor living conditions)	320	12.5%
Verbal abuse (brothers, parents, teachers)	258	10.1%
Physical violence (parents, fellow girls, brothers, nationals, boys, relatives)	254	9.9%
I do not know	223	8.7%
Separation from the family	139	5.4%
Unintentional physical injury	118	4.6%
About reproductive health (HIV/AIDS, abortion)	80	3.1%
Poverty (leading to risky behaviors)	10	0.4%
No chance for education	3	0.1%
Isolation -no one to associate with	3	0.1%

Closely linked with SGBV is early/forced marriage (22%). Girls who are victims of SGBV often end up pregnant as a result of defilement or rape. Parents often chase the girls away from the home forcing them to get married. In some cases where both the male and female are minors, the boy is forced to take a wife though he is not prepared economically to support a family. Other risks are detailed above in the table, include verbal abuse and physical violence in which

---

[6] Kyaka II Needs Assessment Report – Protection and Education. Save the Children Uganda. February 2018.

perpetrators start from the girl's homes, and follow them up to school in addition to abuses faced within the community where girls are constantly attacked.

3.6.2 Major safety risks (protection issues) faced by boys

Boys are predominantly at risk of physical violence (21%); they mentioned issues like fighting breaking out when they play games, assassinations from suspected rebels, parents, elder brothers and girls beating them up. There are many incidences of violence against boys as detailed in the interviews. Poor living conditions in the settlement including risky behaviours like drug abuse, alcoholism have led to poor health conditions including sickness. Boys have faced a lot of verbal abuse (13%) from peers in the community and parents, brothers. The verbal abuse sometimes builds into physical altercations. A number of boys claim abuses from stepmothers and employers. Early/forced marriage is also a risk to boys in the settlement where the needs assessment was conducted. Boys are getting sexually active at an early age and without full knowledge of protection from STDs and unwanted pregnancies; they are getting girls pregnant and then are forced to marry. Additionally, there is a cultural belief that boys should marry at an early age but not necessarily to girls of their age but to women much older than them.

"Some of our cultures of the "gegere" force boys to get married to older women."

Table 3.19: Children's perceived safety risks to boys

Protection risks to boys	Frequency	Percentage
Physical violence (peers including, parents, suspected rebels,)	361	21%
Sickness (due to poor living conditions)	300	17.0%
I do not know	228	13%
Verbal abuse (peers, parents)	227	13%
Unintentional physical injury	218	12.3%
Early/forced marriage	151	9%
Sexual and gender based violence (SGBV)	107	6.1%
Separation from the family	98	6%
Poverty (leading to risky behaviors)	37	2.1%
About reproductive health (early sex debut, HIV/AIDS)	31	2%
Child labor	9	0.5%

3.6.3 Preferred points of reporting for protection issues/safety concerns

The results show numerous responses of children reporting to parents when something has happened to them or to someone they know. Around 78% of the responses indicate parents would be the preferred choice with a high preference for mothers rather than fathers as observed during the interviews.

Children also expressed confidence on village elders, local leaders and other community structures especially the SGBV counsellors. The structures were various including reporting to OPM offices.

Table 3.20: Children's trusted persons/institutions to report cases of abuse

Whom to tell	Frequency	Percentage
My parents (or guardians)	1208	78.2%
My village elder/clan leader/religious leader	182	11.8%
My friends	70	4.5%
I would not tell anyone	23	1.5%
The Child Welfare Committee	16	1.0%
Teacher	16	1.0%

Report to police	10	0.6%
My brother/Sister	9	0.6%
I would report through the system in place (phone line, boxes)	4	0.3%
My neighbor	4	0.3%
Pray to God	2	0.1%

3.7 In school children's experiences

3.7.1 Opportunities for children's daily school attendance

The assessment also interviewed children in school. The results show of the children interacted with, 94% (n=225) of them are able to go to school every day. Only 6% (n=15) claim they are unable to go to school every day. The majority reason for non-regular school attendance was illness/sickness (31%) that affects their school attendance followed by livelihood/money venture activities (18%) and lack of scholastic materials.

Other reasons, which prevent children from going to school every-day, include; care for siblings (9%) and home chores (9%). Food distribution, school fees and caring for sick parents are other reasons that keep children from going to school every day. Menstrual hygiene was as among the reasons preventing girls from going to school. REACH assessment data[7] recently collected in Kamwenge district found that 31% of the host community households and 61% of the refugee households with at least one woman or girl of reproductive age reported that one or more women in the household could not access sanitary pads.

Fig. 3.6: Children's opinions on going to school daily
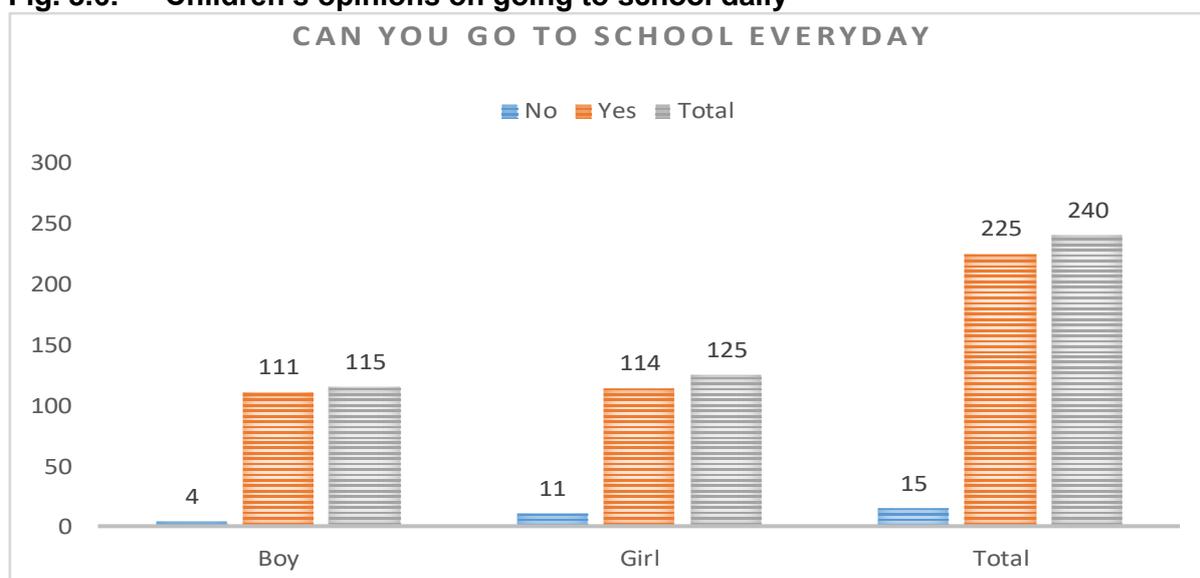
3.7.2 Knowledge of children who do not go school

Around 80% (n=192) of the children interviewed claims to know other children who do not go to school while 20% (n=48) had no idea. They indicated many reasons for these children not going to school: the major reason being school fees (29%) and scholastic materials (20%).

Lack of parental support was another widely mentioned reason for not going to school; a number of orphans lost support when their parents passed and as result, they could not continue with school. Some parents intentionally refuse their children to go to school so that they can support with domestic work or earn money for the family while other parents are

---

[7] Multi-Sector Needs Assessment: Kamwenge District. REACH. August 2018.

involved in alcoholism and drugs, which limits their ability to support children to school. A good number of children said their parents forcefully refuse them from going to school.

Table 3.21: Challenges faced by children in school (affecting attendance/dropouts)

Reasons for not going to school	Frequency	Percentage
School fees	99	29%
Scholastic materials	67	20%
Lack of parental support	35	10%
Distance to school	18	5%
livelihood activities	16	5%
Caring for sibling	15	4%
Cultural beliefs	12	4%
Poor performance at school	11	3%
Overage	10	3%
Language barrier	10	3%
Early marriage	9	3%
Reasons not clear from the learner	8	2%
Disability	6	2%
Corporal punishment	6	2%
Wants to needs assessment somewhere else	6	2%
Hunger	4	1%
Food Distribution	3	1%
Menstrual management	2	0.6%
Teachers attitude	1	0.3%
Bullying	1	0.3%
Discrimination/segregation from other learners	1	0.3%

Distance to school is also a major factor (5%). Some children say they walk more than 5kms to school. Other children are household heads and as a result, they are engaged in livelihood activities in order to support their families. Also seen is overage where children say some children cannot attend primary school as result of staying out of school for long and now they are too old for the primary class to which they should enroll. They do not feel they can go to school with other children who are younger.

3.8   Feedback from stakeholders

FGDs with Parents regarding Education Needs: Across the 5 settlements, a total of 13 FGDs were conducted with parents regarding their children's education.

Table 3.22: Summary of FGDs conducted parents

Settlement	Number of FGDs	Number of parents engaged
Kyangwali	3	23 (12 females, 11 males)
Nakivale	3	30 (15 females, 15 males)
Oruchinga	3	46 (30 females, 16 males)
Kyaka II	3	21 (2 females, 19 males)
Rwamwanja	1	7 (all males)

Key Informant Interviews regarding Education Needs: Across 5 settlements, a total of 18 KIIs were conducted with Community Leaders, District officials, and School Authorities. These KIIs included gathering in-depth information on education needs.

Table 3.23: Summary of key informant interviews conducted

Location	Target	Number of interviews
Kyangwali, Nakivale, Oruchinga, Kyaka II & Rwamwanja	Community leader - education	6
Kyegegwa, Kamwenge & Isingiro	DEO	1
Kikuube (formerly Hoima)	Windle International Uganda Staff (UNHCR IP for primary education)	1
Kyangwali, Nakivale, Oruchinga, Kyaka II & Rwamwanja	School Authorities	10

3.8.1 Access to schools and learning environment

All settlements that were included in the needs assessment have various primary schools and some of them already have AEP. Kyaka II does not have AEP at all; hence, there is clear need for this level of learning to be introduced.

It is evident however that there are big numbers of children currently not accessing schools. The needs assessment revealed that opportunities of accessing education reduce, as children grow older. Most of the children that are out of schools are reported to be in the age group of 9-17, with the numbers believed to increase in the upper age category across the various refugee settlements. When asked about reasons as to why children were not in school, all stakeholders across the target settlements mentioned poverty and lack of school fees, child labour, household chores, over aged children, parental and family neglect, inadequate food, inadequate or lack of scholastic materials, long distances to schools owing to few schools in the community and child safety concerns. The aforementioned factors are reportedly responsible for low school attendance levels, and eventual dropouts.

Across the target settlements, beneficiaries and other stakeholders alike highlighted the need for sensitisation of communities, specifically targeting parents/caretakers and children themselves to not only attract children to school, but also encourage parents and other family members to execute their mandate of supporting children in all ways possible and ensure that they remain in schools. Parents' effort in providing scholastic materials, positive discipline, moral and psychosocial support as well as generally feeling committed and accountable for their children's education have emerged as very key areas of need. Additionally, the role of the home environment on the learning outcomes of children should be emphasized. This is in line with a recent Save the Children Holistic Assessment of Learning and Outcome (HALDO) pilot[8] conducted in Rwamwanja and Kyangwali settlements which found that children who see someone reading at home were able to correctly answer 5% more literacy questions, 7% more numeracy questions, and 5% more Social Emotional Learning questions correctly in comparison to their peers. It is therefore important that massive sensitisation is undertaken in the intervention areas to ensure that the various stakeholders play their roles in supporting children to enrol and remain in schools, including awareness of parents in how they can support their child to be successful in school. Positive to note is that all community members that participated in the needs assessment, including those that indicated that had children that were not in school expressed their willingness to take part in education related activities. Communities and stakeholders expressed the need for mainstream education services (primary) as well as vocational skills development especially for older children.

Even though AEP is generally not known in the settlements where it has not yet been implemented, (such as Kyaka II), there is evidence of overwhelming need for it. The needs assessment revealed large numbers of children that are out of school and cannot join classes corresponding to their ages due to the many years they have stayed out of school or the language differences that have forced them to drop out of the appropriate age-specific classes.

---

[8] *Holistic Assessment of Learning and Outcome Pilot Report*. Save the Children. September 2018.

In Kyaka II, it emerged that some schools had been forced to take children to lower classes even if they had reached upper classes in their home country, because some of them knew hardly any English to be able to understand during lessons. Though this was reportedly done as a last resort, it was found to have frustrated some children that eventually dropped out of school. Such children are an appropriate target for AEP as they are already over-age and cannot be enrolled in lower classes. The need for English lessons cannot be over-emphasised as it came up as a hindrance to children's education as many of them could not express themselves in English nor understand during lessons.

The needs assessment revealed a very high need for physical infrastructure. None of the schools indicated having adequate classrooms, with some only helped by temporary structures. On average, every school indicated that they needed a minimum of 5 more classrooms, whereas close to a half of the schools indicated that they needed as much as eight (8) classrooms in order to be able to meet the required classroom pupil ratio standards. In addition to gaps in classrooms, there is evidence of need for sanitation facilities, specifically pit latrines and washrooms for adolescent girls. It is therefore important that the issue of physical infrastructure is taken as a priority in any interventions that will be executed in the target settlements.

Reasonable efforts were seen towards having appropriate schools for children's learnings. Schools had timetables in place, majority of them had learning materials displayed outside and had basic classroom equipment such as chalkboards. However, innovation and extensive use of learning materials by teachers was found wanting. This does not only point to a mere lack of materials, but also limited teacher skills and innovation to address such challenges. Though some stakeholders were quick to blame teachers for inadequately developed competencies, it is important to understand teachers need professional development through trainings, mentorships and other innovative mechanisms to enhance their capacity to drive the teaching and learning process. It is therefore important that efforts to improve the learning environment does not only focus on the physical environment, but also on improving teachers' abilities to contribute towards a supportive and favourable learning environment. This is in line with recent British Council language findings[9] in 5 refugee hosting districts (including Isingiro), on the need to develop short term trainings for teachers on "how to teach initial reading and writing, how to handle lessons with language support available (Assistant Teachers), how to use a multilingual approach in the classroom, how to teach English in mixed-ability classes, using a strong activity base."

3.8.2 Child Protection

Child protection emerges as a main area of need in the target settlements. Excessive engagement of children in household chores (as their caregivers try to earn a living), working for money in communities and engagement in small scale informal business enterprises were mentioned as main activities that involve children and constrain their school attendance or cause dropouts. In spite of the good intentions such as contributing towards purchase of food in their households, this demand upon the children unfortunately exposes them to increased physical, emotional and psychological abuse.

Though children and parents generally perceive school as a safe place to be, educationalists and other stakeholders, especially education authorities, expressed gaps with regard to child protection in schools. Issues of corporal punishments and inadequate skills in child protection especially those that have disabilities and or psychosocial problems came out prominently. It was therefore emphasised that interventions should mainstream child protection, with the adequate focus on teachers since they are not only responsible for children's development, but they also stay with children most of their daytime. Children have been reported to face abuse and insecurity along their way to school. Respondents in all target settlements

---

[9] *The Impact of Refugees on Schools in Uganda*. British Council. 2018.

highlighted motorists (along the way to school), risky compounds and surroundings (with most schools lacking fences), people in the community (such as out of school youth and drug addicts in some cases) to compromise children's safety out of school. About two thirds of children that were engaged in key informant interviews mentioned parents and other family members as perpetrators of abuse such as beating, refusal to provide basic needs and emotional abuse among other. This finding highlights the need for engagement of households and communities to address child protection issues.

3.8.3 Teachers' motivation and professional development

All existing target primary schools were found to have some qualified teachers, owing to that fact they either are government-aided schools with teachers on the government payroll or are community schools that are already supported by NGOs with funding from UNHCR and other donors. This is in exception of settlements (such as Kyaka II) which have not started AEP, hence, they do not have any teachers for AEP. Some schools have hired assistant teachers to supplement the qualified teachers especially in areas where due to high influx, schools are unable to hire adequate teachers. Though implementing partners like Windle International pay teachers a commensurate package (like that paid to teachers on the government payroll), the needs assessment revealed that some teachers are still paid packages lower than the national salary scales. This emerged as demotivating factor for teachers especially given that they are fully aware that their counterparts receive a bigger package. The school and education authorities' surveys revealed that accommodation and refresher workshops are important motivation factors for teachers in addition to appropriate remuneration packages. It is therefore important the aforementioned aspects be looked into for a motivated teacher workforce.

A dynamic and sensitive profession that it is, teaching requires constant skills enhancement, especially if it is to respond to refugee related and other emerging challenges in and out of the classroom. Findings of this needs assessment did not differ from this notion. The school and education authorities' surveys revealed that there is immense need for continuous professional development of teachers. Preferred areas of focus were improved pedagogical practices as well as complimentary skills such as psychosocial diagnosis, provision of appropriate psychosocial support to children that need it, conflict sensitive teaching and education in scarce resource settings among others. Therefore, the need for continuous teachers' professional development in target project areas cannot be more emphasised.

3.9 Safety/Psychosocial Wellbeing per Location

Child Protection/Wellbeing FGDs and KIIs: In addition to the above-mentioned KIIs and FGDs regarding Education Needs, several Child Protection/Wellbeing FGDs with children on child safety and well-being were conducted. Additionally, KIIs with Community Leaders on these same topics were conducted in each of the 5 settlements, as summarised below.

Table 3.24: Summary of child protection/wellbeing FGDs and KIIs

Settlement	Tool	# total respondents	# boys/male	# girls/female
Rwamwanja	Child safety (FGD)	12	6	6
	Well-being (KII)	3	1	2
	Community leaders (KII)	1	1	0
Kyaka II	Child safety (FGD)	35	18	17
	Well-being (KII)	18	8	10
	Community leaders (KII)	3	2	1
Kyangwali	Child safety (FGD)	26	13	13
	Well-being (KII)	3	2	1
	Community leaders (KII)	1	1	0
Orunchinga	Child safety (FGD)	20	10	10

	Well-being (KII)	0	0	0
	Community leaders (KII)	3	2	1
	Child safety (FGD)	20	10	10
Nakivale	Well-being (KII)	0	0	0
	Community leaders (KII)	2	2	0
	Totals	**147**	**76**	**71**

3.9.1 Kyaka II Settlement

a)   Family

Food plays a central role in the lives of children, refugees and host communities. It is the thing that makes children most happy when it is available. It is often the parents, who play an important role in this; mothers are the ones preparing the food, while fathers occasionally send or have money to buy meat. Children explain that they are not happy when there is no food, or when they are denied food. Denying of food is sometimes used as a punishment by parents when children come home late.

→ *Risk for children:* lack of food affects their daily activities and in particular school. Community leaders confirm the challenges for families concerning food; children are neglected, there is not enough land available for cultivation, and large or unregistered families are disadvantaged when it comes to food distribution.

Different forms of abuse (physical and emotional) are present in the daily lives of many of the children interviewed. The majority of the children narrate that someone within their household is beating them. Most often, this is the father, which related to drinking behaviour. The mother is then protecting the children. Only a few girls said that they talk to friends or their siblings about the beating that happens in their homes, but most keep it to themselves. One child explained that "I don't talk about it, because they beat me because I do things wrong". The beating makes children unhappy, except for one case whereby a child understood that the beating had disciplinary purposes. Another form of abuse was shared by a girl of 16, who lives with her 8 siblings in Uganda. Both her parents died in DRC. They miss their parents at most during the evening and night. Their neighbours are not helping, as they tell them: "Why don't you go and eat the bones of your parents?"

→ *Risk for children:* violence is part of a daily pattern, causing them to see violence as a solution for conflicts. The violence also scares children. Without talking about it, these children are at risk for more severe psychosocial and mental health issues.

Most of the children express happiness regarding being together with their family, especially when they are cared for in terms of food, clothes, paying school fees, and more. A few children were happy to be with their families because they feel emotionally cared for. They often have this relationship with their mother, who listens to them.

Children also mention the security risks in their communities. A boy (12 years) from the host community says "*people in Iganda village have anger and fear, because they were told that they will be chased away from their land and relocate refugees on it. We fear for theft by new refugees who come with guns.*" In the refugee community, a girl explained how people broke into their home and stole some of their things.

→ *Risks for children:* WCH learned from a different needs assessment (also conducted around the same time in Kyaka II) houses often cannot be locked. One of the family members (including children) has to stay home to guard their possessions when no one else is around. This often causes school drop-out or puts children at risk for SGBV incidents. All community members underline these security risks, although no severe

incidents have taken place to date. Land disputes, food shortages, poor integration of refugees, and lack of employment are mentioned causes of this violence. Violent forms of theft are reported, including use of chloroform and weapons.

b)   Friends

Friendships are extremely important for most of the children. All children interviewed have a number of friends with whom they play regularly, often at school or at home. Some of them mentioned that they undertake other activities, such as going to church and fetching water.

When asked where they would go with their friends, most of them mentioned another place in Uganda (Kampala, Fort Portal, Mbarara, or Kasese) to see new places, to see what a developed city looks like (Kampala). Boys would often mention that they would go to hotels, party, and eat a lot. Girls more often said that they would like to visit family members, either in Kampala or other settlements. Two boys said that they would love to go back to Congo; either to go from there to the USA by plane, or to live the good life again once it is peaceful. Two girls specifically said they would go to school with their friends, because for one of them it was safer than home, and for the other they wanted to go to another school as her grandmother is abusing her.

All of the children have good relationships with their friends:
- They share food, pens, books, they let each other copy notes from schools.
- They support each other in their well-being: visit in case of illness and go with each other to the health centre. One boy mentioned that his friends support him by talking when he is too hungry to walk home.
- The children only discuss bad things in their life when the friends stay close to their homes, because they know each other very well. One girl even runs at night to stay at her neighbour friend when her father comes home drunk and starts beating her and her mother.

Some things that children do not like about their friends:
- They fight with others.
- When they abuse the child.
- When they are jealous.
- When they don't share food and eat it secretly.
- But most of the children (especially the girls) said that there was nothing that they didn't like about their friends. Girls also talk about their menstruation with their friends.

c)   School

All of the children interviewed in Kyaka II were in school. Children see education as an added value for their future; they learn English, they will be able to get a job, and they want to be literate to avoid 'suffering', as one of the girls explained: *"a girl I know dropped out from school and became a house girl in Kampala"*.

Most of the children would want to change physical characteristics of their schools. They say that they need more materials (school uniforms, chalks, pens, books, and tables), more physical structures (latrines, rubbish pits, and classrooms to prevent overcrowding), more skilled teachers (they do not want to be caned, speak different languages, more salary, and more teachers in general), and more playgrounds.

Although one girl mentioned that one of the teachers is caning the children, all children claim to feel safe to talk to their teacher if they would be bullied. They see the teacher as the right person who can handle and discipline the difficult students. Some children have already talked before to their teacher when they were being bullied.

→ Make sure that the children feel safe to talk to their teachers in case of any personal problems.
→ Avail playgrounds for children: school is an important location for them to make friends.
→ Friendship is important, but not all children discuss their problems with each other.
→ Children are motivated to learn and follow education, but they indicate that many basics are lacking for a conducive learning environment.

3.9.2 Kyangwali Refugee Settlement

The RWC II leader from Kasonga Zone (male, 48 years) was interviewed on the general welfare of the community. The most significant dynamics revolve around land issues between host and refugees. Kasonga Zone is part of the "new caseload" where refugees started settling in early 2018. This results in shortage of land and soil exhaustion, which in turn can lead to problems with food stocks. There have also been reports of refugees stealing goats, food and birds from host community members. This challenges integration and cohesion between the refugee and host population.

The risks for children are mostly related to child protection (kidnapping, early marriage, drug and alcohol abuse, neglect, and heavy punishment), school drop-out, and road accidents. Many of the problems are caused by the fact that children move around late at night for movies, while their movement should ideally be restricted after 8PM, according to the RWC II leader.

Three interviews were done (1 female, 2 male) in Kyangwali settlement. One of the respondents (male, 12 years) was not in school, the other two (male 12 years, female 15 years) were both in school.

a) Family
- All are usually happy at home.
- Mother usually the person the children can talk to. The boys also have a favourite brother.
- Girl: when she does something wrong, she and her parents quarrel because they say she is 'careless'. Boys: parents beat them when they do something wrong at home.
- All the children play at home. ¨

b) Friends
- One boy has no friends: they usually beat him.
- Others have friends who really support them, talk about problems, and support each other when they are feeling sick.

c) School
- One of the boys is not in school, because of lack of money. He would love to go to school.
- The girl wants to become a flight attendant; her parents are supporting her in doing her homework and devoting her time to school.
- The girl would like to see an improved relationship between teachers and students. She would not want to talk to her teacher in case she is bullied, but rather to a senior woman *who keeps the information confidential.*
- A boy without friends wants to see someone else (other than the class seniors) intervene in his class, since his classmates beat him all the time. He also thinks that they do not teach him useful things (such as reading & writing) at school: "they only teach songs that are not important".

3.9.3 Orunchinga Settlement
Community leaders interview: 3 (1 female, 2 male).

Main risks for children:
- High school drop-out rates. There is often no money, two of the communities focus on VSLAs and other IGAs so that children can attend school. At the same time, there are also high rates of child labour & other forms of child exploitation.
- SGBV: rape, prostitution, and early marriage. These are often risks for the refugees. Rape happens at firewood collection locations.
- Alcohol abuse (also by children).
- Kidnapping of children.

Main threats for refugees in general: violence and theft from host community. Host community is often not pleased with the land that is taken from them for the refugees. This has caused several violent attacks from the host community towards the refugees.

3.9.4   Nakivale Settlement
Community leaders interview: 2 (both male)
- Drug abuse: **due to lack of parental care**.
- Child protection issues in the family: neglect, verbal abuse, and physical abuse by parents.
- SGBV: prostitution, high rates of HIV spread.

Overall issues: land disputes and language issues. Host communities accuse the refugees from taking their land and receiving services to which they are not entitled themselves. Refugees blame the host community because their animals spoil the crops they are growing. RWC's take the initiative to organise meetings between the two communities to talk to one another.

3.9.5   Rwamwanja Settlement
Community leader: LC1 chairman (host community), male.
Also in Rwamwanja, the division of land is a source of tension between host communities and refugees. This leads to a number of theft incidents and land grabbing on both sides. Because of the language barrier, refugees often end up in jail unjustified.

The main risks for children include: (1) child labour, as they participate in cash for work activities (including land digging), fetching water in large quantities, and (2) ill treatment from guardians who have taken in UAMs. Children interview: 3 children (2 girls of 13 & 14 years, and 1 boy of 14 years).

a)   Family
- Parents beat child when not listening. 2 talk to friends about this, 1 doesn't.
- Father important for material items: school fees, food, and clothes. However, father has to sell food after distribution to buy the clothes.
- Although children (girls) say that they have good lives and do not lack anything, their parents are not always able to afford their school fees. Boys seem to get preferred treatment on school fees and school materials within the family.
- Some of the family members (younger siblings) can be disturbing. One of the girls mentioned that the boys stone her.
- One girl even drew their neighbour's house, showing how 'poor families' live. This family has a small home, they are always fighting, and are 'disunited' as she explained. Her family on the contract is rich and live happy together. However, she does know that her family works hard to make sure that she can stay in school.

b)   Friends
Two of the children said they talk to their friends about problems at home, including when their parents beat them because: (1) friends remind him to treat his parents with respect; (2) friends

are bolder to speak up and report the challenges she experiences. Friends give solutions, keep secrets, and listen well. One girl does not talk to her friends about her negative experiences at home without giving a reason.

The children play with their friends at school, at home, and at the playground.

c) School
All children say that they are happy with going to school, as it helps them to become someone important in life. They mention issues such as (1) no teacher accommodation, (2) overcrowded classrooms, (3) students should behave better, (4) Congolese teachers should not can the children, and (5) lack of an English teacher.

In case of bullying, all children see an important role for the teacher, and even the head teacher. They are the ones to discipline the children.

3.10 Children's Perception of Safety using Mapping
One hundred thirteen (113) children (57 boys, 56 girls) participated in 7 Focus Group Discussions. Community drawings were used as a tool to start and guide the discussions. Three main types of locations came from the analysis: (1) sites near children's home, (2) sites in the community, and (3) natural characteristics. Find the explanations below.

i) Sites near children's home
- Home: both safe and unsafe. Children see the shelter, protection, and being together as important characteristics of the safety that home provides. But children also see the unsafe sides: parents fight, houses are not build strong, and thieves might come at night.
- Neighbours: safe. Children explain that neighbours are there for support and that they can be of help when there is an attack or thief at night. They can even support the family when the parent is sick.
- Farm: unsafe. The farms are mostly unsafe for the children, despite their positive sides: producing food. However, animals – such as snakes or cows going wild – are usually present as risks. Also, people who rape, kidnap, or steal are hiding in the fields.
- Garden: unsafe. Similar explanation as under farm.
- Latrine: both safe & unsafe. Latrines are important for children because they can ease themselves here. Yet, latrines are dangerous as children can fall in them and spread diseases.

ii) Sites in the community
- Bars: unsafe. There is a lot of drinking and fighting, in which children can get accidentally involved when they are passing by.
- Borehole: both safe and unsafe. Children say they value the borehole as it gives them water and they sometimes play at the borehole. However, there can be accidents resulting in physical injuries from collecting water.
- Church/ mosque: safe. Children feel safe when they are going for prayers with their friends and family. One girl had a negative experience; when she went to the mosque, her goods at the market were stolen.
- Hospital: both safe and unsafe. Children value the hospitals because that is where people are healed and provide medicines. However, children also associate it with death, which makes them feel unsafe. Children also share stories about people being sent away when they do not have money for the treatment.
- Market: both safe and unsafe. Children like that they can buy and sell various things at the market. However, there are risks of thieves stealing goods and money, scamming or cheating of people selling, and "bad" music is played that makes children to start drinking or gambling.

- <u>Playground</u>: both safe & unsafe. Generally, children love the playground. However, the risks they see are related to physical harm and damages that can happen when they are playing.
- <u>Roads</u>: unsafe. Although roads take children to places (school, market, etc.), roads also have a lot of risks for children. There are frequent accidents and snakes.
- <u>Schools</u>: both safe and unsafe. Children like school: this is the place where they learn new things, where they meet friends, and where teachers offer protection and education. Children do not feel safe when it comes to beating of teachers, being punished for nothing, accidents at school (children falling from trees), and rape that happens in the gardens of teachers during break time (mentioned in Nakivale).
- <u>Signpost</u>: safe. Children know that the signpost give literally direction to the services offered, which makes them feel helped.
- <u>Police station</u>: both safe and unsafe. Children value the police station as they lock in the wrongdoers. Yet, children comment that the policemen cane children and prisoners are not treated well (including beating).

iii) Natural structures
- <u>Forests/ bushes</u>: unsafe. The forests can be a source of food, yet they also cause risks when it comes to wild animals (lion was mentioned) and snakes. This is also the place were rebels, rapists, and thieves hide.
- <u>Swamps</u>: unsafe. Although a source of income (papyrus), there are also snakes and there is a risk of drowning.
- <u>Lake</u>: unsafe. Although a source of food (fish), children know that many people (including some of their friends) have drowned.
- <u>Rivers</u>: unsafe. Although a source of food (fish), children know that many people (including some of their friends) have drowned.

4. RECOMMENDATIONS

- Protection issues for both boys and girls emerge strongly as key challenges facing children in the 5 target settlements, further demanding an integrated approach between education and child protection. Supporting schools to have strong systems in place for supporting the safety and wellbeing of children is critical, including having identified people in the school that children feel safe to talk to about protection issues.
- Community awareness and sensitization should connect both education and child protection awareness and provide opportunities for community members to visit and interact in the school setting to build connections and for greater impact and sustainability of interventions.
- The majority of out of school learners are age-appropriate for Accelerated Education with the majority having been out of school for more than one academic year. This makes the provision of Accelerated Education Programmes a relevant intervention for education provision. Partners should scale up and enhance current AEPs to accommodate more learners.
- Provision of additional school infrastructure/WASH facilities to make learning environments more conducive.
- School fees, uniforms, and other scholastic materials prove to be major barriers to school enrollment and attendance. Education programmes should remove these barriers for both out of school and in schoolchildren.
- Notable language barriers exist for DRC refugee children with less than 2% having had any prior instruction in English. Education programmes need to take these language

barriers into consideration when designing programming and include the purposeful and strategic use of Assistant Teachers for language support as well as additional opportunities for learners to practice English (remedial lessons, use of ICT for English language acquisition, etc.)

- Teachers should receive trainings and be provided with coaching and mentoring in how to use multi-lingual approaches to teaching and how to support English language acquisition, along with child protection, positive discipline, and inclusive education strategies. These trainings should be practical and school-based wherever possible to encourage school-based strategies and solutions feasible within the context.
- A significant percentage of out of school children (17%) have never attended school. Education programming, and AEPs specifically, need to take this into consideration, particularly in Level 1 where there is a large range of ability levels. These learners will require additional support and remediation.
- There is currently a very high burden of work being placed on children. A significant portion of a child's day is currently being spent on chores and housework. Education programmes, along with engaging with parents/guardians to ease this work burden, should also maintain flexibility of hours and class times to accommodate children with more significant responsibilities (child mothers, heads of household, etc.)
- Further targeted provision of psychosocial support to children including: dealing with violence, life skills to transform conflict and increase teamwork and coping strategies.
- Provision of menstrual hygiene management supplies and/or trainings on how to make reusable menstrual pads to both primary school and AEP learners. These trainings should include Senior Women/Men teachers and other school leadership to support a whole school approach to menstrual hygiene management.