ChildFund
Uganda



Child Protection, Early Childhood Development & Livelihoods in Palorinya Refugee Settlement and Host Communities in Obongi District.

A Multi-Sectoral Needs Assessment Report
November 2023

Contents

ACRONYMS AND ABBREVIATIONS....4
1.1 Background....7
1.2 Child Fund Uganda....8
1.3 Purpose of the Assignment....14
1.4 Justification of Needs Assessment Study....14
2.0 METHODOLOGY....16
2.1 Approach to the assignment....16
2.2 Assessment Study Design....17
2.2.2 Assessment Study Sampling Design....18
2.3 Data Management, Analysis and Report Writing....20
2.3.2 Data Management....20
2.3.3 Data analysis (qualitative and quantitative)....20
2.3.4 Report Writing and Structure of the final report....21
2.4.5 Ethical Considerations....22
3.0 FINDINGS....23
3.0 Demographics of Participants:....23
3.1 Child Protection Issues affecting children in the settlement and surrounding host communities....25
3.2 Participant involvement in ECD activities....26
3.3 Quality of ECD activities for children....28
3.4. ECD Needs....30
3.5 ECD service delivery gaps....32
3.6 Recommendations for improvement of ECD centre....33
3.7 Livelihoods activities in the settlement....33
3.8 Factors limiting livelihood activities in the settlement....35
3.9 Where participants get credit from....36
3.10 Livelihood needs....37
3.11 Livelihood opportunities....39
5.0 TEAM COMPOSITION....42
APPENDICES....44
MULTISECTORAL NEEDS ASSESSMENT IN PALORINYA REFUGEE SETTLEMENT-OBONGI....48
MULTISECTORAL NEEDS ASSESSMENT IN PALORINYA REFUGEE SETTLEMENT-OBONGI....49
Consent Form....57

ACRONYMS AND ABBREVIATIONS

CP	Child Protection
ECD	Early Childhood Development
FGD	Focus Group Discussion
GBV	Gender Based Violence
IDI	In-depth Interview
KII	Key Informant Interview
LC	Local Council
ODK	Open Data Toolkit
OPM	Office of the Prime Minister
SGBV	Sexual and Gender Based Violence
SACCO	Savings and Credit Cooperative Organizations
UNHCR	United Nations High Commissioner for Refugees
VSLA	Village Savings and Loan Association

EXECUTIVE SUMMARY

Introduction:

Uganda currently hosts 1,547,981refugees and asylum-seekers (1,500,708 refugees and 47,273 asylum seekers[1]) who reside mostly in settlements (91%.) They are comprised of 82% Women and Children, 52% Women and Girls, 3% elderly, and 24% youths. Refugees from South Sudan comprise 57% (875,783), DR Congo 32% (491,880) and 4% from Somalia (69,531) of the total refugee population (1,547,981). Palorinya refugee settlement was established in December 2016 in the then Moyo district in the West Nile region which was later split and the settlement is currently found in Obongi district. The settlement has a total surface area of 37.58 squarekilometres and hostsSouth Sudanese refugees. According to the United Nations High Commissioner for Refugees (UNHCR), by the end of 2016, 25,212 South Sudanese refugees were received at Palorinya settlemenPta. rolinya Refugee Settlement is composed of four zones (Base camp, zone 1, zone 2 and zone 3) and 31 villages. By 31st December 2021, it had a total population of 127,594 refugees living in 30,493 households (OPM2, December 2021).

The refugee population in the settlement has continuously increased due to the high numb6 reercoent arrivals, resulting in congestion in schools hence high teacher per student ratios in classes due to the lack of adequate educational facilities in the settlement. This has not only affected service deliveryutb also compromised the quality of theservices provided to refugees and the host community with p-re primary pupils (ECD) . The enrolment records from 25 ECD centreshowed that 77% of refugee children and 25.3% of host children were enrolled in ECDcentre, although the overall total gross enrolment rate was 69.3%. The plan showed that access to ECD services outside the refugee settlement (host communities) was very low.

Most recent statistics indicate that 8 8% of refugees have insufficient income to be able to economically access their basic needs, although 83% and 92% of thehouseholds' participants had men and women of working age respectively. The main source of income was identified as casual labour (in agricultural farms, and construction sites), followed by selling assistance aid (i-nkind food items) or selling natural resources such as firewood to earn incomeT. he same assessment also found that the most commonly reported livelihood challenges include lack of work opportunities (77%), lack of credit to start or continue a business (75%), and lack of skills or qualifications (43%).

The main purpose ofmulti-sectoral assessmentwas to assess the current needs and gaps for ECD and livelihood service delivery in Palorinya Refugee Settlement and host communities in Obongi District. The needs assessment focused on the following areas:existing ECD (including infrastructure) needs, service delivery gaps and opportunities; Livelihood service delivery gaps/ challengesand role of different stakeholders (including the government) play in the provisnioand sustainability of ECD and Livelihood services.

Methodology:

A mixed-methods study design was used for the assessmenTth. e needs assessment study employed both quantitative and qualitative designs in addition to participatory methoTdhse. qualitative tools were administered to children and key stakeholders while the quantitative tools were administered to household

[1] UNHCR - OPM (May 2023), Uganda population dashboard: Overview of refugees and asylum seekers in Uganda aosf 31-May- 2023.

participants) while household heads comprised of 63% (197 households) randomly sampled to participate in the study. Participant data was entered electronically using a password protected tablet. Customized the data collection tool with quality checks to minimize entry errors.

Results:
Majority of the participants were females (63%), of the participants were aged between 20 - 50 years and the people aged below 20 years compose 17%. Participants above 50years were 12%. Of the participants 65% were refugees and 35% were nationals (host community). The majority of the participants (32%) had completed primary as their highest level of education compared to 31% had never gone to school.

Majority of participants had knowledge on ECD activities (78%) and were satisfied with ECD programs. Majority were willing to allow their children participate in ECD activities (78% refugees and 27% nationals). Participants identified child protection issues affecting children in the settlement and host communities including beating of children, child neglect including leaving children alone in the houses as parents go back to South Sudan to check or guard their properties and plant crops for both food and income. Also identified was lack of basic needs including shelter and food as well as children going to school on empty stomachs. They acknowledged that staff of ECDs are supportive and sensitive to children's needs (67% refugees and 32% nationals).

The ECD centre were rated as being few compared to the children in the area (58%) with some ECDs having poor structures and conducting activities under trees. Current level of children participation in ECD activities was rated at 46% as high although almost the equal rate of 41% rated it low. This was attributed to less accessibility to ECD centre due to their few numbers in the settlement. On the whole, participants were satisfied with the services offered at ECD centre (34% very satisfied and 52% averagely satisfied). On the whole, participants were satisfied with the services offered at ECD centres (34% very satisfied and 52% averagely satisfied). Recommendations for ECD included Improve learning spaces, license and registration of ECD centre, recruitment of more caregivers, support school feeding program, Empowerment of community to support ECD services, construction of more durable structures for sustainability and train peer educators to act as leaders of children.

Majority of people in the area engage in agricultural activities and earn below UGX 50,000= and spend their income mostly on food. The most challenging factor to starting income generation projects is lack of capital (34%) and lack of skills (25%). When there is a balance on income, it is kept with VSLAs (34%) and this where majority get credit from. training in skills that are appropriate to the labour needs. Formation of livelihood groups and work as groups so as to access loans and credit facilities from financial institutions. Farmers should be trained in horticultural farming for quick maturing crops. OPM should link potential farmers to land lords and land owners. Mind-set change programs to promote increase on community ownership of programs. Adapt to the prevailing market other than 'doing business as usual'. Use of technology should be promoted to engage young people into projects.

Conclusion:
There are delivery gaps and challenges for ECD are both in inadequate facilities, quality and teachers and Livelihoods in the settlement experience limited skills, inaccessibility to capital as well as dependant on few traditional economic opportunities. ChildFund should expand ECD program to all zones and design economic empowerment programmes that community based.

1.0. INTRODUCTION

1.1 Background

Uganda currently hosts 1,547,981 refugees and asylum-seekers (1,500,708 refugees and 47,273 asylum seekers[2]) who reside mostly in settlements (91%). They are comprised of 82% Women and Children, 52% Women and Girls, 3% elderly, and 24% youths. Refugees from South Sudan comprise 57% (875,783), DR Congo 32% (491,880) and 4% from Somalia (69,531) of the total refugee population (1,547,981). The rest of the refugees come from countries such as Burundi, Eritrea, Rwanda, and Ethiopia.

Uganda has been widely praised for its progressive and inclusive approach to hosting refugees. Uganda follows a policy known as the "Self-Reliance Strategy[3] for Refugees." This approach encourages self-reliance and local settlement for refugees so as to promote social development in the refugee-hosting districts. The settlement approach[4], combined with laws and freedoms, provide refugees in Uganda with some of the best prospects for dignity, normality, and self-reliance found anywhere in the world.

Key elements of Uganda's refugee management approach include:

- **Freedom of movement:** Refugees in Uganda have the freedom to move within the country. This policy contrasts with more restrictive approaches in some other countries.
- **Integration and local settlement:** Uganda allows refugees to live in settlements, and there is a focus on integrating refugees into local communities. This approach allows refugees to engage in agriculture, start businesses, and access education and healthcare services.
- **Right to work:** Refugees are granted the right to work and engage in economic activities. This approach is designed to promote self-reliance and reduce dependency on humanitarian aid.
- **Access to education and healthcare:** Refugees in Uganda have access to education and healthcare services on a similar basis as the host population.
- **Community-based approaches:** Uganda emphasizes community-based approaches that involve collaboration between refugees and host communities, fostering social cohesion.

Rather than being hosted in camps, refugees are settled in villages, located within refugee-hosting districts. To comprehensively respond to displacement in Uganda and provide services to refugees, Uganda has put in place a Refugee and Host Population Empowerment (ReHOPE) policy with the help of World Bank and UNDP. ReHOPE seeks to bring together a wide range of partners in Uganda and to do so in a coordinate, harmonized and cohesive manner to overcome fragmented programming. It is a response to specific challenges to developing durable solutions for refugee and host communities, and it is a practical application of the Comprehensive Refugee Response Framework as stipulated in the New York Declaration on Refugees and Migrants (September 19, 2016). Following ReHOPE strategy, a Settlement Transformation Agenda (STA) has been initiated aimed at transforming the refugees and host communities around the settlement. The empowerment and improvement of wellbeing of refugees and host community through ReHOPE is designed as a collective humanitarian and development response. ReHOPE recognises that the line between a humanitarian and a development response to displacement is very thin. Therefore, ReHoPE recognises that the interventions be sequenced in a coordinated manner across the spectrum ranging from protection, assistance and relief to development.

Therefore, ReHOPE seeks to:

1. Design interventions that are multi-year and multi-sectoral to support both host communities and refugees with coordinated delivery under government leadership;
2. Ensure line ministries, local government and communities are key partners in ReHoPE.
3. Enhance resilience and sustainability at three levels at the individual, community and systems levels including building sustainable livelihoods at household level (harmonizing approaches to targeting & inclusive economic growth). To achieve this, activities should be planned to match different levels of need and capacities within the target population.

The community level involves empowering refugee and host communities to plan, implement, and account for activities that build the enabling environment for both community and household resilience. Women and men from refugee and host communities should fully and equally be involved in the planning, delivery, and monitoring of the Government, the UN and development partner-funded programmes in refugee-hosting districts28 as well as in the key governance mechanisms.

In addition, the Government of Uganda together with UNHCR and other implementing partners have had to ensure that settlement land is managed efficiently and sustainably so as to achieve sustainable livelihoods for both refugees and host communities. Further, peaceful co-existence has been promoted through the creation of an enabling environment for safety, harmony, and dignity among refugees and host communities and the promotion of environmental protection and conservation of the natural environment and community infrastructures that enhance economic and social development in refugee-hosting areas.

Given the changing landscape of humanitarian response, host governments and development partners are beginning to shift the philosophy of refugee assistance to durable solutions for addressing humanitarian and development needs of refugees and their host communities[5]. Although establishing systems to protect and sustain the livelihoods of refugees presents challenges at the global, continental, regional and national, the Government has, since 2006, pursued a progressive approach to refugee management backed by a conducive operational environment by establishing a conducive legal framework and including refugees in the National Development Plan (NDP 11 -2015-2020) that articulates the Settlement Transformation Agenda (STA). therefore, as part of the inclusive reforms, the Government of Uganda allocates land for residential and agricultural purposes, to refugees, irrespective of ethnicity and origin, although the ever increasing number of refugee population threatens this purpose of building self-reliance.

1.2 Child Fund Uganda

Child Fund is a child-focused International Development Organization that works through local organizations in 24 countries across Africa, Asia, and the Americas to connect children with people, resources, and institutions they need to grow up safe, healthy, educated, and skilled, no

5

UNDP, (2018), Understanding land dynamics and livelihood in refugee hosting districts of Northern Uganda, Yusuf Lule Road, Kampala, Uganda

matter where they are. In Africa, Child Fund operates in nine countries: Uganda, Kenya, Ethiopia, Zambia, Senegal, Sierra Leone, Gambia, Guinea, and Mozambique.

Child Fund Uganda is a child focused development agency which has been operating in Uganda for over 35 years. Child Fund programs have been running in Uganda since 1980 in three (3) of the four (4) regions- Central, Eastern, and Northern Uganda as well as through affiliates to run projects in all parts of the country. The programs focus on Child Protection; Education, Early Childhood Development (ECD), Advocacy, Emergency Response, Health and Nutrition, Food Security, WASH (Water, Sanitation and Hygiene), Household Economic Strengthening, and Youth Development.

Child Fund uses the Life stage program approach to design interventions targeting children of age 0-5, 6-14, and 15-24 years of age. Since 2016, Child Fund, as a non-state actor has been implementing programmes in Early Childhood Development /Early Learning, Protection as well as Livelihoods. For instance, under the *"Building Resilience and Protection Systems (BRePS) project"* for the Well-being of Children in Parolinya Refugee settlement and Host Communities in Obongi District, Uganda, Child Fund was able to sensitize communities on children protection, prevention and response to child abuse, neglect, and violation of child rights where together with the Obongi DLG, OPM and community-based structures, they conducted community awareness sensitizations and child advocacy meetings on Child Protection in Zone 3 of Palorinya settlement. BRePS Project also promoted children's protection measures such as issues of child marriage, child labour, child safe-guarding, and children's rights. This was done through meetings, home-to-home visits and by use of megaphones to reach out to communities in different blocks. The project also has conducted sensitizations on reporting, referral, management of cases and prevention of Sexual Exploitation and Abuse (PSEA) to community service providers and how to support Survivors of Abuse (VAC & SGBV). Systems for Sexual and Gender Based Violence prevention and response were enhanced in Zones 3; and surrounding host communities and disseminated the GBV referral pathways and standard operating procedures strengthening of psychosocial support services for vulnerable children and site improvement (lighting, planting, and fencing), and material maintenance. The project established children's clubs and trained on violence against children, life skills, rights, and responsibilities children to conduct peer to peer support and sensitized other children on ending violence against children.

1.3 Study setting: Palorinya refugee settlement

Palorinya refugee settlement was established in December 2016 in the then Moyo district in the West Nile region which was later split and the settlement is currently found in Obongi district. The settlement has a total surface area of 37.58 square kilometres and hosts South Sudanese refugees. According to the United Nations High Commissioner for Refugees (UNHCR), by the end of 2016, 25,212 South Sudanese refugees were received at Palorinya settlement.

The refugee population increased to approximately 166,000 people by May 2018, then to approximately 121,000 people in 2022, and to 128,143 people as of September 2023 (OPM/UNHCR, 2023). The table below shows the current refugee population (without asylum seekers) by country of origin, age group and gender as of 30th September 2023.

Table 1: Palorinya Refugee Population by Country of Origin, Age Group and Gender

Palorinya Refugee Settlement Population (OPM / UNHCR 2023)											
Refugees by Country of Origin, Age Group and Gender (as of 30th September 2023)											
	0-4 years		**5-11 years**		**12-17 years**		**18-59 Years**		**60+ years**		**TOTAL**
Gender	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	
South Sudan	9097	8978	14041	14377	11508	12335	29582	23013	3271	1858	**N/A**
DRC	2	4	0	0	1	0	3	32	2	0	
Sudan	2	1	2	2	1	2	4	4	0	0	
Total	**9101**	**8983**	**14043**	**14379**	**11510**	**12337**	**29589**	**23049**	**3273**	**1858**	
TOTAL	**18084**		**28422**		**23847**		**52638**		**5131**		**128122**
Asylum seekers	3	1	2	1	3	1	3	6	1	0	21

1.2.1 Early Childhood Education services (ECD) (Pre-primary education) in Palorinya Settlement

According to UNHCR (2018), the refugee population in the settlement has continuously increased due to the high number of recent arrivals, resulting in congestion in schools hence high teacher per student ratios in classes due to the lack of adequate educational facilities in the settlement. This has not only affected service delivery but also compromised the quality of the services provided to refugees and the host community with pre-primary pupils (ECD) taught in poor infrastructures or under trees. Many of the young people have limited opportunities for employment and are always redundant and have resorted to misuse of alcohol and drugs.

Early Childhood Education services (ECD) (Pre-primary education) are critical provisions in humanitarian settings. The Ministry of Education and Sports policy is that provision of ECD services is led by the private sector while the ministry provides policy guidelines and implementation framework for monitoring the quality of ECD services. The limited involvement of government in the provision of ECD services is due to the high cost of delivering universal pre-primary education in Uganda although this has affected access to ECD services.

According to the Education Response Plan for Refugees and Host Communities in Obongi District[6], in Palorinya refugee settlement, in 2019, there were 13,612 refugee children of pre-primary age (3-5 years). The female gross enrolment was 50.2% refugee children and 52.9% host children although overall female gross enrolment was 50.3%. The enrolment records from 25 ECD centre showed that 77% of refugee children and 25.3% of host children were enrolled in ECD centre, although the overall total gross enrolment rate was 69.3%. The plan showed that access to ECD services outside the refugee settlement (host communities) was very low.

[6] *Education Response Plan for Refugees and Host Communities - Obongi District (2019)*

The figures also showed that more than 11,000 children were accessing ECD services including 5% (601) from the host community who were accessing ECD services in the settlement in Itula sub-county as shown in the table below.

Table 2: Pre-primary (ECD) Enrolment in Palorinya Settlement

Group	Education level	Population	Gross enrolment	Gross enrolment rate (GER)	% female of gross enrolment
Refugees (Palorinya settlement)	Pre-primary (3-5 years)	13,612	10,483	77%	50.2%
Host Community (Itula Sub-County)	Pre-primary (3-5 years)	2,376	601	25.3%	52.9%
TOTAL		**15,988**	**11,988**	**69.3%**	**50.3%**

Source: *Education Response Plan for Refugees and Host Communities in Obongi District (2019),*

Quality of ECD centre in Palorinya Settlement

The Palorinya settlement has more ECD services than the host community although the quality of ECD services is still poor.

In 2019, the 26 ECD centre had 21 classrooms, where 6 were semi-permanent and 15 were temporary classrooms.14 centre (54%) had no classrooms and were operating under trees (ERP, Obongi district, 2019).

The temporary shelters do not provide an appropriate learning environment for learners since the plastic materials used to construct them are too hot and can easily be damaged by harsh weather in the region.

Also, the classrooms are congested and there are few caregivers in the ECD centre which affects the quality of care in the centre.
There were 124 caregivers in the 26 ECD centre taking care of more than 11,000 children, giving an average of 87:1 pupil-to-caregiver ratio although in some ECDs such as Sacred Heart, the pupil-caregiver ratio was as high as 340:1. In about 11 ECD centre out of the 26 centre had a pupil- caregiver ratio of more than 100:1 hence, need for more than 300 caregivers required to provide appropriate care based on the national standards on 25:1. The current ratio is not readily available although there is limited change.

The ERP, Obongi district (2019) identified other challenges affecting the quality of ECD services in the district including inadequate latrine facilities and safe water (only 34% of ECD centre had latrines), hence caregivers had to use the same latrines with children, inadequate play materials, poor outdoor play facilities, and limited support supervision from the Obongi District education department which is responsible for inspection and supervision of ECD centre.

1.2.2 Livelihood services in Palorinya Settlement

Due to the magnitude of forced displacement and growing vulnerabilities, compounded by diminishing resources and strained essential social services in refugee-hosting districts, refugees are faced with numerous protection challenges despite Uganda's favourable protection environment.

In Uganda, the CRRF continues to seek to advance refugee inclusion in national services to increase self-reliance and reduce the dependence on humanitarian aid as outlined in its National Plan of Action to Implement the GCR and CRRF 2021-2022. Uganda's National Development Plan III (2020/21-2024/25) makes explicit reference to integrate refugee planning in national, sectoral and local government plans, paving the way for further inclusion of refugees in sustainable social and economic development processes. Efforts are operationalized through Comprehensive Sector Response Plans in four areas Education, Health, Water & Environment and Jobs & Livelihoods. These plans enable Uganda to clearly highlight where the international community may usefully channel support for a comprehensive and people-centred refugee response.

Although application of the Global Compact on Refugees and the Comprehensive Refugee Response Framework (CRRF) in Uganda[7] places a strong focus on self-reliance of refugees and host communities and strengthening local service delivery for both, drastic food ration cuts and COVID-19 prevention measures have posed additional challenges for refugees in terms of their livelihoods and food security.

According to UNHCR (2022:16), refugee children (65% of the population) continue to face particular risks, including child labour, and exposure to being trafficked especially the thousands of unaccompanied/separated children who suffer harassment, exploitation, neglect and abuse. These challenges generate increased needs for mental health and psycho-social services (MHPSS), strengthened child protection systems, enhanced community structures and reinforced GBV prevention and response mechanisms. There is also an urgent need to develop sustainable energy solutions to mitigate protection and GBV risks and prevent environmental degradation.

In In 2018, the Uganda refugee response monitoring[8] by Government of Uganda and UNHCR in Palorinya settlement found out that there was lack of educational facilities which resulted into congestion and high teacher per student ratios in classes. This led to compromised quality of the education provided to refugees and the host community with pre-primary students taught under trees.

Additionally, a lack of extracurricular activities and vocational education led to disillusionment for many adolescents. Due to high numbers refugee population, degradation of natural resources both at the settlement and host community level had arisen. Environmental problems were exacerbated by lack of sustainable energy sources for cooking, which contributed to deforestation. Moreover, flooding during the rainy season led to displacements and reduced access to services. It was also found out that both refugees and the host community had limited access to livelihoods and income-generating activities due to lack of vocational institutions for skills training and individual small-scale enterprises, with livelihoods partners challenged by a lack of resources. The host community reported, the absence of cash grants, which prevented them from starting small-scale businesses at the household level.

---

[7] UNHCR, (2022), South Sudan regional refugee response plan, January – December 2022, UNHCR, Regional Bureau for East and Horn of Africa, and the Great Lakes

[8] OPM and UNHCR, (2018), Uganda Refugee Response Monitoring: Settlement Fact Sheet: Palorinya | May 2018

Refugees in Palorinya settlement rely on agriculture as their common livelihood although it is smallholder-based, with farmers owning small plots of land on which they grow crops for consumption and one or two cash crops and rely on family labour. The host community is highly dependent on local natural resources to sustain their livelihoods as the land is used for farming and raising livestock, while the woodlands provide firewood which is their primary source of fuel.

An assessment carried out in 2019 by NRC[9] indicated that 88% of refugees had insufficient income to be able to economically access their basic needs, although 83% and 92% of the households participants had men and women of working age respectively. The main source of income was identified as casual labour (in agricultural farms, and construction sites), followed by selling assistance aid (in-kind food items) or selling natural resources such as firewood to earn income.

The same assessment also found that the most commonly reported livelihood challenges include lack of work opportunities (77%), lack of credit to start or continue a business (75%), and lack of skills or qualifications (43%).

However, it was also indicated that men aspired to carry out computer work, driving, and mechanics while women aspired to do hairdressing, tailoring, and computer work.

A basic needs and market assessment carried out by Relief International[10], Save the Children, and Dan Church Aid in the Palorinya refugee settlement in 2017 found that there are opportunities for refugees to access credit from savings and credit cooperative organizations (SACCOs) such as Moyo SACCO, Itula SACCO, Microfinance institutions such as Rural Finance Initiative (RUFI), particularly serving South Sudanese refugees or banks. Some refugees and host communities also have an opportunity to borrow from informal institutions such as village saving and loan associations (VSLAs) as well as individual traders.

Therefore, Child Fund through competitive bidding awarded the bid to Promise Consult International (PCI) to undertake an assessment of the current needs for ECD and livelihood service delivery in Palorinya Refugee Settlement and host communities in Obongi District.

Given that about 83 per cent of the South Sudanese refugees are women and children, (UNHCR, 2022:22) who are prone to multiple protection risks, including gender-based violence, harmful traditional practices, loss of income and livelihood opportunities, overcrowded shelters, lack of domestic energy supply and reduced humanitarian assistance, protection needs keep increasing. Protection monitoring and multi-sectoral coordinated assessments indicate that opportunities for equitable participation and fair representation need to be further increased through the integration of an age, gender and diversity approach in all refugee settings. South Sudan's refugee situation justifiably continues to be characterized as a children's and adolescents' crisis, given that children account for 65 per cent of the total South Sudanese refugee population and many have separated from their parents and caregivers and are registered as unaccompanied or separated minors.

[9] Norwegian Refugee Council (NRC), (2019), Refugee Access to Livelihoods and Housing, Land, and Property in Palorinya settlement, Moyo district, Uganda, funded by European Union Civil Protection and Humanitarian Aid

[10]

1.3 Purpose of the Assignment

The main purpose of this assignment is to assess the current needs and gaps for ECD and livelihood service delivery in Palorinya Refugee Settlement and host communities in Obongi District.

The Specific Objectives are:
The assessment specifically focuses on:

i. Assessing the existing ECD (including infrastructure) needs, service delivery gaps and opportunities in Palorinya refugee settlement and host communities.
ii. Assessing the Livelihood service delivery gaps/challenges in both refugees and host communities in Obongi District.
iii. Assess the role different stakeholders (including the government) play in the provision and sustainability of ECD and Livelihood services in the Palorinya refugee settlement and host communities[11].

1.4 Justification of Needs Assessment Study

Although records from OPM indicate that at least 50% of the refugee population in Palorinya Refugee settlement is of school-age children who need education, several communities of ECD were closed by the district in 2021 because they did not meet the minimum standards for ECD in Uganda. Consequently, several ECD - going children dropped out of learning while others self-promoted themselves to Primary one.

Prior reports by UNHCR and its implementing partners also show that refugees experience limited employment opportunities and hence limited income due to challenges in accessing credit because of lack of assets, collateral or other documentation required by savings and credit cooperative organizations (SACCOs) or banks. Other challenges faced by both refugees and the host community in the district include environmental challenges due to increased refugee population, unemployment, climate change, pests, and poor roads that increase the costs of doing business.

Therefore, Child Fund Uganda intended to conduct a **Multi-Sectoral Needs Assessment** in Palorinya Refugee settlement and host communities in Obongi district to ascertain the status of ECD and Livelihood service delivery to inform the response to the existing gaps.

The needs assessment assignment will focus on the following areas:

a. Assess the existing ECD (including infrastructure) needs, service delivery gaps and opportunities in Palorinya refugee settlement and host communities.
b. Assess the Livelihood service delivery gaps/ challenges in both refugees and host communities.
c. Assess the role different stakeholders (including the government) play in the provision and sustainability of ECD and Livelihood services in the Palorinya refuge settlement and host communities.

Parolinya Refugee Settlement is composed of four zones (Base camp, zone 1, zone 2 and zone 3) and 31 villages. By 31st December 2021, it had a total population of 127,594 refugees living in 30,493 households (OPM2, December 2021).

[11] Settlement Transformative Agenda (STA) and ReHoPe.

2.0 METHODOLOGY

2.1 Approach to the assignment

A mixed-methods study design was used for the assessment. The needs assessment study employed both quantitative and qualitative designs in addition to participatory methods. Mixed methods approach is where an investigator (researcher) collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study (Punch (2009:298). Such integration permits more synergistic utilization of data than separate quantitative and qualitative data collection and analysis (Wisdom & Creswell, 2013:1) and the researcher can generalize findings and develop a detailed view of why those findings occur.

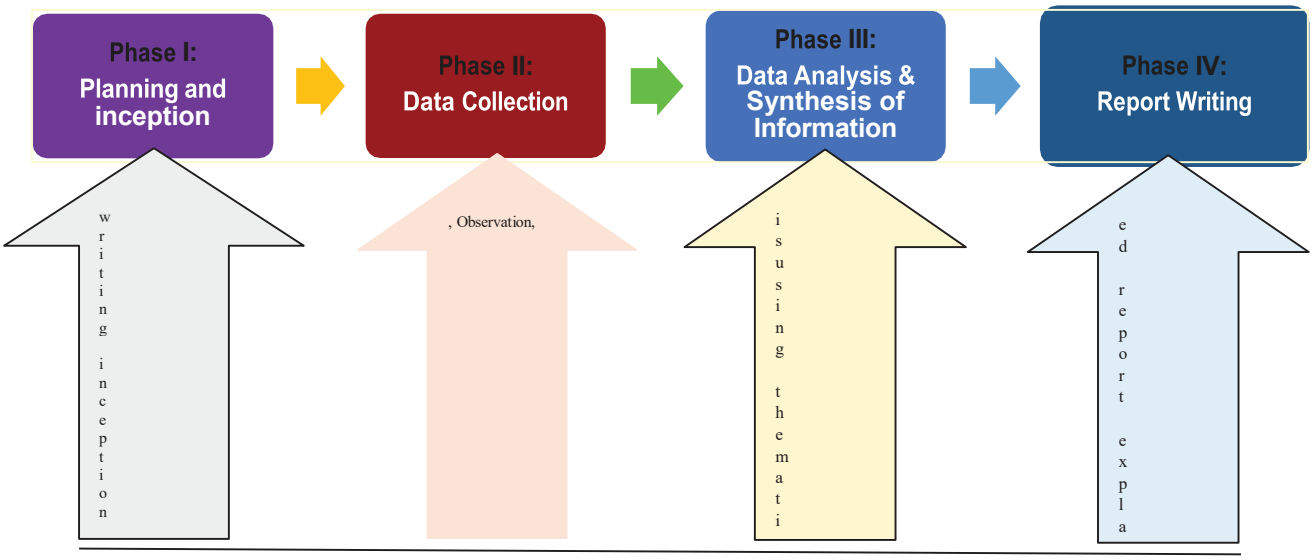
According to Teddlie & Tashakkori (2009), mixed methods sampling techniques confer creative ways to answer various research questions and are very useful when diverse types of data are required to understand the research problems since mixed methods provide an expanded understanding of research problems and address problem-centred and pluralist research questions (Creswell, 2009).

The qualitative tools were administered to children and key stakeholders while the quantitative tools were administered to household heads and children 12-17 years throughout the Parolinya Settlement and host communities.

The approach to the assignment was be based on four different but interlinked stages including; (i) Planning and inception; (ii) Field work/ Data collection; (iii) Data analysis and synthesis of information; and (iv) Report writing and Finalization of the Deliverables.

The figure below summarizes the key activities under each phase.

Figure 1: Phased Approach to the Assignment



2.2 Assessment Study Design

2.2.0 ECD and Livelihoods Needs Assessment Design

This was a cross-sectional and descriptive study following a convergent mixed methods approach of data collection where data was collected at once and commenced during the second week of November 2023. The assessment aimed to determine the needs, service delivery gaps, opportunities and existing challenges as well as mapping the roles of different stakeholders in the provision and sustainability of ECD and Livelihood services in the settlement and host communities.

Both primary and secondary data of quantitative and qualitative nature was collected to ensure the triangulation of information through a variety of means. Quantitative data analysis was expected to make use of both descriptive statistics, and bivariate and multivariate analysis.

The needs assessment methodology was highly participatory and has ensured disaggregation of key data by gender, age group, status/level and disabilities status among others. Thus, primary data was gathered from both refugee and host community households.

Data was collected from both girls and boys, caregivers, parents, ECD facilitators, Livelihood groups and leaders. The instruments for data collection included questionnaires/surveys, interviews with key stakeholders and FGDs with girls and boys and caregivers/parents.

The combination of both quantitative and qualitative research methods enables us to gain more insights about the ECD and Livelihood needs and service delivery gaps in the settlement.

Figure 1 shows conceptual frame work of the study

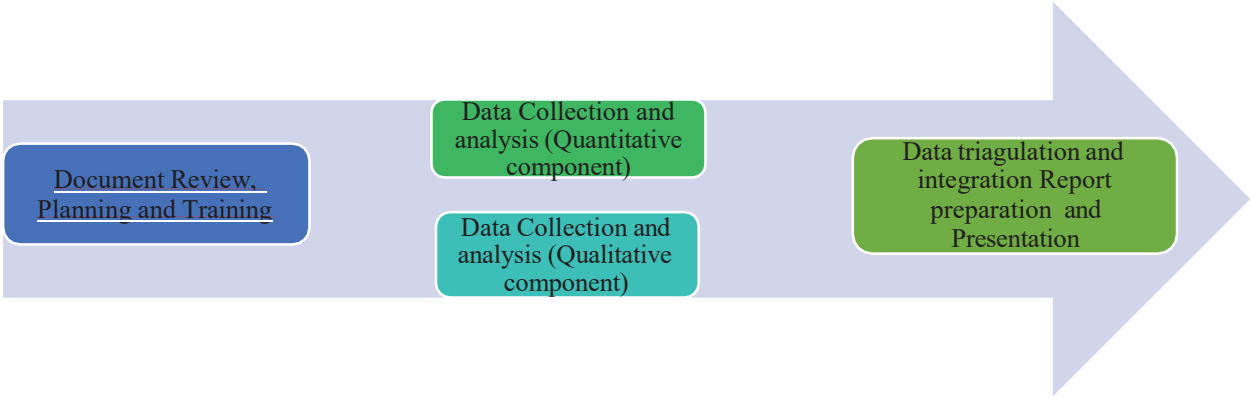


Figure 1: Conceptual frame work (convergent mixed methods approach)

2.2.2 Assessment Study Sampling Design

2.2.2.0 Need Assessment Sampling Design

In terms of sampling design, both probability and non-probability sampling designs were adopted. Purposive sampling was used to select key informants, while Probability sampling was used to select the households and to participate in the structured survey. The sampling design is detailed in the table below;

Table 2: Design for selecting different respondents for the assessment

Type of Participants	Sampling Method	Expected Data
Selection of participants in KIIs.	Purposive sampling, which is a non-probability sampling method was used to select key informants for key informant interviews from the ECD facilitators, Microfinance institution and caregivers. The stakeholders among others, included; Obongi DLG, OPM/ UNHCR staff and other partners for bench-marking and to provide viable information. In total, 24 participants were selected and participated in the study.	● CP, ECD and Livelihood needs ● CP, ECD and Livelihood gaps ● CP, ECD and Livelihood service delivery challenges
Selection of households for the survey	Systematic random sampling was used to select a representative sample of households in Palorinya refugee settlement and host communities. Household heads and children (12-17 years) were sampled with the help of zone RWC chairpersons. In total, 314 households were selected and interviewed.	● CP, ECD and Livelihood needs ● CP, ECD and Livelihood gaps ● CP, ECD and Livelihood service delivery challenges
Selection of FGD participants	Purposive sampling was used to select participants for the Focus Group Discussions (FGDs). Each FGD consisted about 10 participants. The FGDs were held with Girls (12-17 years), Boys (12-17 years), ECD facilitators, Livelihood groups, including PWDs to guarantee equal gender & social inclusion/representation. In total, 6 FGDs were held comprising of an average of 60 participants.	● CP, ECD and Livelihood needs ● CP, ECD and Livelihood gaps ● CP, ECD and Livelihood service delivery challenges ● Opportunities for livelihood projects

2.2.3 Sampling and sample size determination

Using the Taro Yamane formula of sample size determination, PCI sampled 13 (40%) of the 31 targeted villages in the four zones of (Base Camp, Zone 1, Zone 2 and Zone 3) for both

assessment data collections. The representative sample for households in the project area was randomly selected since random selection gives each household head the same chance of inclusion in the sample (Cochran, 1977; Wandiembe, 2009). This was done with the help of RWC chairpersons who provided lists of household heads in each zone.

Using Krejcie and Morgan (1970) Sample Determination table, 314 households (65% - 203 households for refugees and 35% - 111 households host community) were randomly selected for needs assessment from all the zones (Refer to the sample matrix above).

In total, 24 individuals were selected purposively as key informants and 314 participated in the household survey while an estimated 60 people took part in 6 FGDs.

However, both purposive and random sampling techniques were used to select individual key informant participants and household heads respectively.

Sample size

A total of 16 villages in three zones in the settlement were selected for the assessment. For the quantitative component, a total of 314 households were surveyed where children aged 12-17 years comprised of 37% (117 participants) while household heads comprised of 63% (197 households) randomly sampled to participate in the study. In order to have equal representation of the three zones, participants were systematically selected at the village level and secondly at block level.

To have an in-depth understanding of the topic, we also interviewed 19 key stakeholders (OPM, UNHCR, and other organizations working in the settlement).

2.2.4 Sample matrix

Based on the Krejcie and Morgan (1970) sample determination table, a total study population (N) was selected. The overall sample size was 314 for the survey (quantitative). The sample size (S) is determined using Krejcie and Morgan (1970) Sample Determination Table.

Table 3: Sample Selection

Tool	Respondents	Target Population (N)	ECD /Livelihood assessment (S)
Stakeholder consultative meeting	1. Local government (DEO, Production officer, Commercial Officer, CDOs etc, UNHCR, OPM, organizations	20	19
KIIs	2. ECD facilitators 3. Microfinance institutions / SACCOs	10 5	4 1
FGDs	1. Children 2. ECD Facilitators 3. Livelihood groups/market/SACCOs	5 5 5	2 2 2
Survey	Targeted community members/heads of households	127,594	197
	Children (12-17 years)	?	117
Total			**344**

Trainings

Recruited 8 research assistants with previous research experience and with valid certificate of human subject protection. We provided a one - day training on the study protocol, electronic data collection methods and conducting and FGDs. We emphasized the need of assenting and consenting participants. After the one-day training, we piloted the tools by both face-to-face interactions and virtually to ensure research assistants were familiar with the tools, consistent in the way they delivered the interviews and to ensure that the tools were accurate.

Approach to OPM, UNHCR and IPs (KIIs)

We engaged and worked closely with OPM, UNHCR and IPs and the community structures on the ground as well as with other different stake holders that provided access to the population for data collection opportunities. We recruited girls and boys from all the zones to participate in the survey. We also reached key informants at district and settlement level.

For objective 1, and 2 we recruited schooling and non-schooling adolescents and household heads. For objective 3 we held a stakeholder coordination meeting for key informants and organizations working in the settlement and district education office.

2.3 Data Management, Analysis and Report Writing

2.3.1 Designing of study tools

Study tools were designed as attached in appendix of this report.
Different study tools were designed as described below:

- Key informant interview guide
- Focus Group Discussion guide for beneficiaries and Caregivers
- Household Survey questionnaire
- Document review checklists

2.3.2 Data Management

Participant data was entered electronically using a password protected tablet. Customized the data collection tool with quality checks to minimize entry errors. The data captured was uploaded to the study folder upon completion of each interview. The study data manager (Statistician) was tasked with the duty of overseeing enrolments and quality of the data entered each day with support from the Social scientist. In case of any queries the data manager was reached for clarification and corrections. Only authorized study participants accessed this data.

After the data was collected, it was carefully reviewed and edited. All the data was coded, entered, and analysed in a way that is agreeable to the client. We believe that collecting data is one thing and analyzing it effectively and turning it into useful information is another. We employed different approaches in analyzing data taking into consideration both quantitative and qualitative data.

2.3.3 Data analysis (qualitative and quantitative)

This study used two kinds of primary data: the quantitative data from the household questionnaires and the qualitative data from KIIs and FGDs.

A structured questionnaire designed in English was uploaded on tablets and administered to individuals to collect the required quantitative data. The data was collected electronically using the Computer-Assisted Personal Interviews (CAPI) technology -ODK platform.

The survey tool was programmed onto hand-held telephones using ODK (Xls forms/Tools). Tools designed in English were hosted on our cloud account whose URL address was fixed on each phone.

Completed questionnaires were checked for errors at the end of every field day and edited accordingly, where applicable. Finalized forms were directly sent or uploaded from the phones onto the cloud account. The data was downloaded from the phones daily with assistance from the statistician. During field data collection, the statistician and PI attended to any queries raised by the research assistants.

Quantitative data was analysed quantitatively using appropriate analysis techniques. We used descriptive statistics i.e. mean, 95% confidence intervals, frequency, proportions, percentages, cross-tabulations, and totals. These are presented in the form of charts and tables. Measures of variability such as standard deviation was generated where applicable. These statistics were generated using SPSS.

Qualitative thematic data analysis technique was used to analyze qualitative data collected from key informant interviews and Focus Group Discussions. Data collected using KIIs and FGDs guides was transcribed verbatim and those in the local languages translated carefully into English not to alter meaning. The typed transcripts were edited, and codes and code definitions developed based on the objectives of this study. Codes were grouped into categories and then themes identified.

The thematic analysis method is a qualitative method of identifying, analyzing, and reporting patterns (themes) within data and organizing and describing the data in rich detail. We analysed data for patterns and themes using the thematic analysis method (Braun & Clarke, 2006). This method of data analysis facilitates the understanding of the experiences, meanings, and realities of the participants. The thematic analysis emphasizes the participants' views, perceptions, feelings, and experiences as the paramount object of study.

After reading several times the verbatim transcripts and listening to the audio interviews for overall understanding data was coded to identify themes. We then present an analytic narrative with data extracts, that is, quotations from participants for each of the themes identified and themes are discussed in detail. Quotes illustrating meaning or key message from the analysis were selected based on code count or how illustrative to the theme or sub-theme the quotes were.

2.3.4 Report Writing and Structure of the final report

After the analysis and synthesis of the data, this report presents the methodology, the study findings, and key conclusions/recommendations.

Therefore, we have endeavoured to ensure that the findings bring out; Knowledge, practices, ECD and livelihood needs, gaps, challenges and opportunities for livelihood improvement. The challenges, and existing service delivery gaps are highlighted as well as recommendations for the future programs.

The report has the following sections:
Section one is the introduction and background information about refugees and refugee operations in Uganda and Child Fund Uganda and its activities in Obongi district. Section two explains the methodology used including sampling, data collection and analysis techniques,

and report writing. Section three discusses the findings of ECD/Livelihood needs assessment. Section four is the conclusion and recommendations for improved future project implementation are also included and the last section is the appendices showing the data collection tools and the assessment team.

2.4.5 Ethical Considerations

The assessment study is informed by ethical considerations necessary in undertaking studies of this nature. Permission to conduct the assessment was sought from Office of the Prime Minister (OPM) at the settlement level using a recommendation from Child Fund Uganda. The Settlement Commandant stamped the letter from Child Fund as a sign of permission to conduct the study. The stamped letter was photocopied and used in the villages and blocks to seek for permission from community gate keepers including Refugee Welfare Committee members (RWCs), church leaders and other opinion leaders.

The study took into consideration gender issues, stakeholders' participation and culture. Adult study participants gave verbal informed consent to participate and were assured and accorded privacy, anonymity, and confidentiality. This detail constitutes the background information on the study tools. Study participants seeking more information beyond the scope of this assessment study were referred to potential sources of information including CFU. All study sources of oral data are protected.

The study team interfaced with children below 18 years in conducting the survey, therefore, the consulting team, in addition to adhering to the ethical principles ensured that the principles of child safeguarding policy are adhered to by;

- Seeking and confirming written informed consent from children's legal caregivers/guardians/parents, or any other adult in whose care the children were.
- After obtaining consent from the caregivers of the children, assent was sought from the child to participate in this evaluation study before data collection. This was in addition to the permission and voluntary participation of the children themselves.
- A statement of confidentiality was included for the respondents in all our tools, explaining the purpose of the assessment study and committing not to divulge individual respondent details but rather report on them as an aggregate thus protecting them.
- In addition to the necessary research ethical principles, the team upheld CFU's Safeguarding Policy and code by ensuring that the safety of respondents is not compromised as well as key ethical considerations when collecting data from children
- Commitments made to respondents regarding privacy and confidentiality were clearly articulated and upheld- the exception to this is in the case where violence is reported or suspected against a child in which there is an obligation to report as per the established procedures of CFU Safeguarding Policy.
- The team asserted to all respondents and their caregivers that their participation was voluntary and they were aware that they can opt out at any time. We noted that participants could leave or refuse to answer any questions at any time and that this would not affect their standing with CFU. The team was supported along the process of administering the questionnaire sensitively and appropriately as it could bring up feelings of emotional distress (using gender-neutral language to avoid perpetuating gender stereotypes; ensuring whether or not support and services would be available to participants during and after the study).

Potential risks to participants

There were minimal risks to participants in this study. The primary risk to participants was the potential loss of confidentiality but none was reported. We did not collect participant names to minimize the potential for loss of confidentiality. We also provided both verbal and written consent to minimise breaching confidentiality in terms of personal identification. Research assistants ensured to conduct participant interviews in private places, away from noise and crowds and data collected was stored on a locked and password protected tablet and database only accessible to authorized persons. We provided verbal informed ascent and or consent to participants before conducting the interviews.

The other primary research risks for key informants was punitive action by the parent, guardian, partner or employer in response to the information they provided for research. However, with appropriate training, working along with local leaders, and implementing organizations and availability of safe places including play grounds, school compounds, community gathering centre, data could occur. We therefore felt that working closely with these institutions helped to secure suitable places, away from noise and disruptions to hold interviews with the possible respondents.

3.0 FINDINGS

3.0 Demographics of Participants:

1. Gender and Age of participants

The majority (63%) of participants were females. The higher proportion of female participants particularly among refugees can be explained by the higher proportion of females among the refugee population in general and in the settlement in particular.

Table 1: gender and age

Gender and Age of participants (N=314)						
Age (Years)	Gender					
	Male	%	Female	%	Total	%
10-20	22	7	31	10	53	17
21-30	17	5	47	15	64	20
31-40	30	10	56	18	86	27
41-50	30	10	41	13	71	23
51-60	7	2	15	4.7	22	7
61-70	9	3	5	1.5	14	5
71+	1	0	3	1	4	1
Total	**116**	**37**	**198**	**63**	**314**	**100**

The above table shows that 63% of the participants were females and the majority of the participants were aged between 20 - 50 years and the people aged below 20 years compose 17% of the participants. Participants above 50years were 12% which agrees with the general refugee populations which have few older persons, mainly defined as individuals above 60 years or older.

2. Marital status of participants

Table 2: Marital status of participants and whether they have children

Do you have any children?	Marital Status							
	Married	%	Divorced/ separated	%	Single	%	Total	%
Yes	151	48	50	16	33	11	234	75
No	34	11	9	3	37	12	80	25
Total	**185**	**59**	**59**	**19**	**70**	**22**	**314**	**100**

Of the 59% of participants who are married, 48% had children and 16% of the divorced participants also have children. There were also 11% of the single participants who have children. The data shows that 11% of the married participants have no children.

Table 3: Marital status and number of children

		Marital Status			Total
		Married	Divorced	Single	
How many children do you have?	1-3	83	26	39	148
	4-6	78	23	23	124
	7-9	24	10	8	42
Total		**185**	**59**	**70**	**314**

For the participants who had children, we sought the number of children they have. It was found out that majority of the participants have one to three children. This is seen at 56% (n=148) for married participants, 17% (n=148) for divorced/ separated and 26% (n=148) for the single participants.

3. Nationality of participants

Table 5: Nationality of participants and their highest level of education

What is your nationality status?		Refugee	National	Total	Percentage
What is the highest level of education you have attained?	**None**	61	36	97	31
	Primary	68	34	102	32
	Secondary	52	26	78	25
	Post-secondary training	22	15	37	12
Total		**203**	**111**	**314**	**100**

The survey involved 65% refugees and 35% nationals (host community) of 314 participants. The majority of the participants (32%) had completed primary as their highest level of education and 31% had never gone to school. However, 12% of the participants had completed post-secondary training. The levels of education among participants are low in both refugee and host communities which reflects the general situation in settlements and host communities of low levels of education.

The low levels of education (insufficient formal education rates) are associated with barriers to access and use of financial services, skills training and employment opportunities since such persons will have difficulty in reading or writing or using the digital technology such as telephone for mobile banking opportunities.

3.1 Child Protection Issues affecting children in the settlement and surrounding host communities

According to UNHCR (2022:123), about 91 per cent of South Sudan refugees are considered highly economically vulnerable due to limited livelihoods opportunities, leading to increased poverty that has disproportionally affected refugees hence high levels of food insecurity and increased protection challenges. Coupled with this is diminishing resources and strained essential social services in refugee-hosting districts.

Further UNHCR explains that disputes on how food rations should be managed have contributed to increased exposure of women and girls to physical and psychological abuse. There has also been a high incidence of suicide (attempted and completed) arising from the psychological distress that children experience, and the overall rise in attempted suicides observed in settlements demonstrates that this situation is not improving. Mental health conditions are often left untreated due to the inadequacy of health staff to identify these conditions.

Severe underfunding compromised the quality of child protection and education, and the capacity to fully provide mental health and psychosocial support (MHPSS) as well as implementation of quality prevention and response to gender-based violence (GBV) programming.

The study participants identified child protection issues affecting children in the settlement and host communities including beating of children, child neglect including leaving children alone in the houses as parents go back to South Sudan to check or guard their properties and plant crops for both food and income. Also identified was lack of basic needs including shelter and food as well as children going to school on empty stomachs.

What are the protection issues children experience in both refugee settlement and host communities?

- Corporal punishment
- Child neglect
- Lack of provision of school feeding programs to learners
- Lack of basic needs

(Inter Agency consultative meeting,14th Nov. 2023)

Other protection issues experienced by children

Child marriage
Child neglect
Domestic violence
Child labour eg over working
Child abuse
Early pregnancy, early school outdrop
Some parents are not sending their children to school.
Forced marriage

Therefore, there is need for empowering communities to identify and reduce child protection risks, so as to ensure that children have access to timely and quality protection services including comprehensive case management services, harmonized and adequate alternative care, and community-based and psychosocial interventions.

3.2 Participant involvement in ECD activities

1. Participation in ECD activities

Early Childhood Development (ECD) activities and programs may be home-based or centre-based. However, in Palorinya settlement, the activities are centre-based where children come to an ECD centre and are supported by teachers. Centre-based childcare is often referred to as day-care centre or preschools and are programs that a child will visit outside of a home setting. Often centre will have more extensive facilities such as larger playgrounds and classrooms.

Centre-based programs are an early classroom opportunity, introducing children to an outside environment where they can interact with other children and scenery, as well as a larger variety of teachers and caregivers. Centre-based childcare tend to have more scheduled itineraries and rhythms of the day. There are many opportunities for children to engage in different activities and be based within age-appropriate curriculum than home-based ECD activities.

We asked participants whether they have participated in the ECD related activities so as to understand their knowledge of what takes place at ECD centre. More refugees than nationals had participated since most of the ECD are found in the settlement.

Table 1: Participation in ECD activities and which activities

What is your nationality status?			*Which ECD activities have you participated in? (N=197)*		**Total**
			ECD Centre activities	**Parenting Sessions**	
Refugee	*I have participated in or benefited from ECD activities in this community.*	Yes	26 (13%)	48 (24%)	74 (37.5%)
		No	32 (16%)	25 (13%)	57 (29%)
	Total		**58 (29%)**	**73 (37%)**	**131 (66.5%)**
National	*I have participated in or benefited from ECD activities in this community.*	Yes	11 (6%)	19 (10%)	30 (16%)
		No	17 (9%)	19 (10%)	36 (19%)
	Total		**28 (14.2%)**	**38 (19.3%)**	**66 (33.5%)**

Table 1 above shows that out of the 197 participants (refugees and nationals), more than half had benefited or participated in programs implemented at ECD centre including various ECD activities (13% refugees and 6% nationals) and parenting sessions (24% refugees and 10% nationals).

The table also shows that 44% of the refugee participants (n=131) had not participated in ECD programs compared to 55% of the nationals' participants (n=66). This was attributed to limited ECD centre in the settlement as well as limited access to the few ECD centre by the nationals living outside the settlement.

2. Participated or Benefited from ECD supported recreational and sports activities

Asked about knowledge of children who have participated in recreational and sports activities at ECD centre, both refugees and nationals had knowledge of some children who had

participated and benefited. This implies that ECD activities are known to people living in the settlement and surrounding host communities.

Table 3: knowledge of child who has benefited from ECD activities

		What is your nationality status		Total
		Refugee	**National**	
I know of a child or my child that has participated in ECD supported recreational and sports activities	Yes	102	52	154
	No	29	14	43
Total		**131**	**66**	**197**

When asked whether they had children or knew other children who had participated in ECD supported recreational and sports activities, majority (78%) had the knowledge. This means that although there are a few ECD centre, both refugees and nationals knew their importance and recommended their children to take part in the ECD activities.

However, 22% of the total 131 refugees had not had their children participate or had knowledge of any children who had participated in ECD supported activities compared to 21% of the total 66 nationals. This means that both refugee and national children have not had a chance to access ECD centre due to few ECDs in the settlement.

3. Willingness to take child to participate in ECD activities

Since participants had knowledge of ECD activities, they were asked whether they are willing to take their children to the ECD centres to participate in these activities. The results show that majority of the participants are willing to let their children participate in ECD activities and programs. This points to the importance that both refugees and nationals attach to ECD programs owing to noticed improvements in their children's well-being.

Table 4: Willingness to take child to participate in ECD activities.

		What is your nationality status		
		Refugee	**National**	**Total**
I am always willing to take my child to participate in ECD activities/ programs	Yes	106	54	160
	No	25	12	37
Total		**131**	**66**	**197**

When asked whether they were willing to take their children to participate in ECD activities/ programs, majority of the participants (82%) were willing. Of those who said they were willing to take their children to participate, 66% were refugees. This is due to the importance attached

to children taking part in ECD activities and programs by refugees in the settlement despite availability of few centre in the settlement.

3.3 Quality of ECD activities for children

1. Number and appropriateness of ECD centre.

Both household heads and children (12-17 years) who participated in the survey were asked to rate the number and quality of ECD facilities in their communities. The results show that 58% of the participants said the ECD facilities are few compared to the high number of children in the settlement.

Table 5: Number and appropriateness of ECD centre.

	Frequency (N=197)	Percent
Enough qualified staff to engage the number of children	51	25.9
Few compared to the number of children	115	58.4
Are not well trained/ facilitated to handle children	23	11.7
Well trained but lack structures to carry out ECD activities.	8	4.1
Total	**197**	**100.0**

Those who said the ECD facilities had enough qualified staff to engage the number of children (26%) accessing the facilities reportedly said so due to the work the caregivers (ECD staff) were carrying out in the few available centre. Other participants revealed that ECD staff are not well trained to handle children (12%).

2. Quality of ECD activities

The table below shows that the general perception of participants is that ECD activities and programs are good (96%) for the well-being of their children.

Table 6: Quality of ECD activities for children

		What is your nationality status					
		Refugee	**%**	**National**	**%**	**Total**	**%**
The ECD activities/ programs in my community are good and appropriate for the young ones	Yes	127	64	62	31	189	96
	No	3	2	2	1	5	3
	Don't Know	1	1	2	1	3	2
Total		**131**	**67**	**66**	**34**	**197**	**100**

When this was noted, participants were asked the level of children's participation in ECD activities and programs. Results are shown in table below.

Table 7: Level of children participation in ECD activities in 2023

		What is your nationality status		
		Refugee	National	Total
Based on your experience, how do you rate the level of children's participation in ECD activities in 2023?	High	62	28	90
	Low	52	29	81
	Not at all	6	5	11
	Not sure	11	4	15
	Total	**131**	**66**	**197**

When asked to rate the current level of children participation in ECD activities, 46% participants rated it high although almost the equal rate of 41% rated it low. This is attributed to less accessibility to ECD centre due to their few numbers in the settlement. It conversely implies that if ECD centre were many and accessible, the level of children's participation would be high given that participants already said it's important for children to participate due to the advantages to the children's well-being.

2. Level of support by ECD staff and level of satisfaction about ECD services

The table below shows that although half of the participants (51%) revealed that ECD caregivers were supportive and sensitive to children's needs, 34% said not always and 6% said not at all.

Table 8: Level of support by ECD staff and level of satisfaction about ECD services

		What is your nationality status		Total
		Refugee	National	
In your opinion do you think the staff at ECD are supportive and sensitive to children's needs?	Always	68	32	100
	Not always	40	26	66
	Not at all	9	3	12
	Not sure	14	5	19
Total		**131**	**66**	**197**

Out of the 51% who think staff at ECDs are supportive, 35% are refugees compared to 16% nationals.

This implies that those who had been trained were supportive but others who had not been trained lacked the skills to handle children well. Also the limited number of caregivers could account for not being supportive since the numbers of children attending ECD activities are overwhelming.

3. Level of satisfaction about services offered to children at ECD facilities.
The level of satisfaction about services offered to children at ECD facilities standards at 34% (very satisfied) and 52% (averagely satisfied). The refugees account for 23% very satisfied and nationals who are very satisfied are 11%. For those averagely satisfied, the refugees are 33% and nationals are 19%. On the whole, both refugees and nationals are satisfied with services offered at ECD centre.

Table 9: Level of satisfaction about services offered to children at ECD facilities.

		What is your nationality status (n=197)		**Total**
		Refugee	**National**	
In your opinion, what is the level of satisfaction about services offered to children at ECD facilities?	Very satisfied	46	21	67
	Averagely satisfied	65	38	103
	Not at all	7	5	12
	Not sure	13	2	15
	Total	**131**	**66**	**197**

On the whole, participants were satisfied with the services offered at ECD centres (34% very satisfied and 52% averagely satisfied). This was attributed to the activities that promote self-confidence to children and impart knowledge and give children time to play and develop life skills.

The few participants (6%) who were not satisfied at all complained about congestion in classrooms at ECD centre, few caregivers compared to the number of children and few ECD centre which leads to congestion.

For instance, a focus group discussion (FGD) with girls (aged 12- 17 years) held at Lwakoka village in Zone 3 East revealed that some children develop life skills and are able to guard against distractions and as they play in a school environment, their love for education develops. When such students start schooling, they continue with their studies.

> *"Most of the children are attending school because of the ECD activities which attract children. playing has helped us improve our health status through doing physical exercises"*
>
> (FGD) with girls, aged 12- 17 years, held at Lwakoka village in Zone 3 East, on 12th November 2023).

> *"we have carried out sensitizations to parents and community on child labour, dangers of early marriages and child marriages and health and importance of education and children rights . . . the community is now aware of child protection and guarding against child violence"* (CFS Monitor, Idiwa)

3.4. ECD Needs

1. **Quality of ECD centre and whether they are enough in community.**

Participants were asked to rate the number and quality of ECD institutions in their communities, their responses are shown below:

Table 10: Quality of ECD centre and whether they are enough in community.

	Frequency (N=197)	Percent
Are far away from many homes	84	42.6
Have limited activities and play materials	84	42.6
Lack enough structures	14	7.1
Lack trained staff	15	7.6
Total	**197**	**100**

There are still many ECDs with temporary structures and some are established under trees
(Inter Agency consultative meeting,14th Nov. 2023)

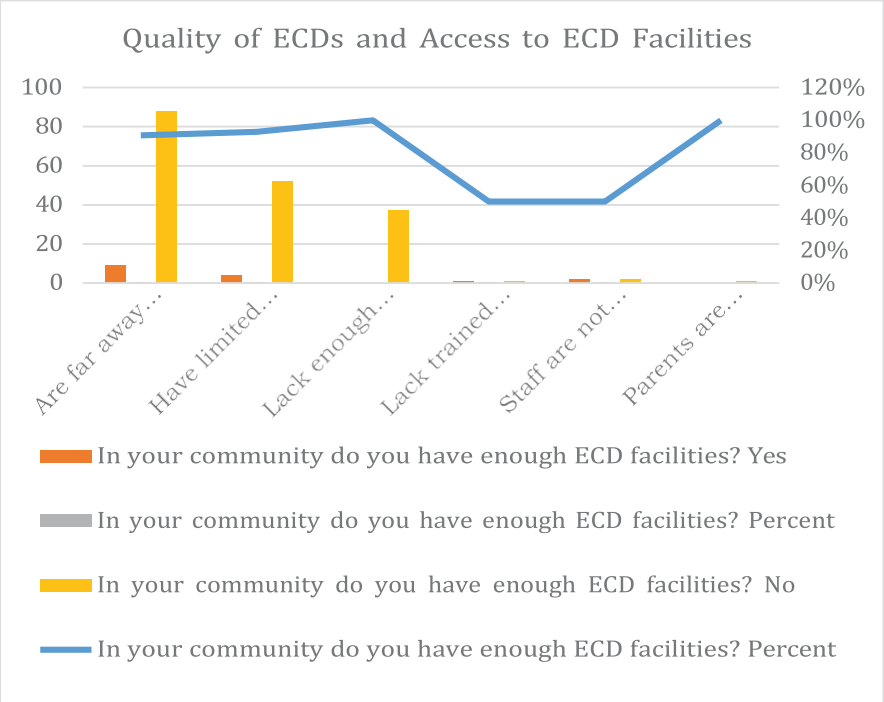
The available ECD centre were said to be far away from many homes (43%) since they are few in the settlement and have limited activities and play materials (43%). However, some participants felt that the available ECD centre lack enough structures (7%) especially class rooms and facilities such as toilets and lack trained staff (8%).

The lack of structures and other amenities at some ECD centre agrees with what came out from inter agency consultative meeting and other assessments done before in the settlements such as the Education Response Plan for Refugees and Host Communities - Obongi District (2019).

2. Number of ECD centre and qualifications of ECD staff

The ECD facilities were rated as being far away from most homes, having limited activities and lacking enough structures, hence being congested.

Graph 1: Quality of ECD centre and whether they are enough in community.



Some of the organizations managing ECD centers in the settlement include:

- Windle Trust Uganda
- Palm Corps
- CEFORD
- War Child Holland
- RICE West Nile
- Communities (Care givers)

Some of the organizations managing ECD centre were identified and listed as seen above.

3.5 ECD service delivery gaps

Key informant interviews identified the following as ECD service delivery gaps.

- Low level of access
- Inadequate classrooms and latrines, furniture and play materials
- Lack of specialized caregivers
- Challenge of non-payment of school fees
- Negative attitude of parents

For instance, this was seen at Idiwa ECD centre where the centre monitor revealed that the centre structures are not enough compared to the number of children accessing the centre including limited classrooms and toilets.

He said that:

> *"Here at Idiwa centre, we have more than 200 children and baby class has more than 100 children while middle class has more than 60 children. We have only two classes. The hall is used by the top class and the bigger class if used by the baby class. All the classes are packed and it is difficult to teach the children. The furniture is not enough and the mats for baby class are few. Also, we have only one latrine with five stances that both caregivers and children share. Sometimes it is not easy to access especially during break time when most children want to use it. It gets dirty quickly which is a danger to the health of children"*

(Interview with Idiwa ECD centre Monitor, on 13th November 2023)

Further, a FGD with girls revealed "t*he need to extend water points to some ECD centre and to organise trainings for children on GBV in the communities"* (FGD with girls (aged 12- 17 years) held at Lwakoka village in Zone 3 East).

The interagency consultative meeting with stakeholders recommended the following:

- Improve learning spaces
- License and registration of centre
- Recruitment of more caregivers
- Support school feeding program
- Empowerment of community
- Structures for sustainability

3.6 Recommendations for improvement of ECD centre

Some of the key recommendations for improvement of ECD centre and services by key informants include the following.

- Improve learning spaces
- License and registration of ECD centre
- Recruitment of more caregivers
- Support school feeding program
- Empowerment of community to support ECD services
- Construction of more durable structures for sustainability
- Train peer educators to act as leaders of children

3.7 Livelihoods activities in the settlement

Participants identified various livelihoods activities in the settlement and host communities. However, some of the identified activities have negative impact on the environment and health of the people. For instance, a livelihood group composed of women in Umijo in Basecamp zone identified selling of firewood and charcoal and brewing alcohol as some of the livelihood activities that members were carrying out. Although they are earning income from them, there is effect on environment in the long run which can cause devastating environmental changes and members should be advised on such activities.

Livelihood activities taking place in the settlement and host community

- *Financial institutions, VSLAs SACCOs available in the community*
- *Trainings on financial literacy*
- *Availability of input and output markets*
- *Livelihood partners in the settlement*
- *Available vocational skill training institutions*
- *Availability of land for production*
- *Available road networks*
- *Good government policy in place*
- *Security*
- *Skilling programs for youth*
- *Economic empowerment programs for families*
- *Value addition trainings*
- *Market linkages of the products*
- *Small scale farming/group farming*

However, the various livelihood activities currently taking place in the settlement and host communities supported by various organizations are as shown here.

1. Participation in/ Benefited from livelihood activities in the settlement

Participants were asked whether they had participated in or benefited from any livelihood activities in the settlement. Both refugees and nationals had participated and benefited from the livelihood activities taking place in the settlement.

Table 11: Participated/ benefited from livelihood activities.

		What is your nationality status		**Total**
		Refugee	**National**	
I have participated in or benefited from Livelihood projects.	Yes	77	41	118
	No	54	25	79
	Total	**131**	**66**	**197**

The table above shows that 40% of the participants had not participated in or benefited from livelihood activities in the settlement. By implication, slightly less than half of refugees and nationals living in and around the settlement have not been reached by livelihood trainings and projects in the settlement. These are the ones who need to be targeted for new livelihood programs/ projects.

2. Livelihood activities and estimated income

According to UNHCR (2022:123), the reduction in food rations to 60 per cent in 2021 due to funding shortfalls. Accordingly, the 60 per cent ration is only able to cover 37 per cent of the food minimum expenditure basket. As a result, refugees have adopted negative coping strategies such as borrowing or begging for food, reduced use of healthcare, withdrawing children from school, child labour, transactional sex and forced/early marriage. Disputes on how rations should be managed have contributed to increased exposure of women and girls to physical and psychological abuse. The 2020/2021 Uganda Refugee High Frequency Phone Survey indicated that 38 per cent of South Sudanese refugee households had insufficient drinking water. It is also noted that certain challenges are unique to girls, such as GBV, teenage pregnancy and child marriage.

Therefore, participants were asked where they earn their income from and how much they earn from those livelihood activities per month in Uganda shillings. Bearing in mind that refugees get monthly humanitarian cash based interventions from UNHCR/NGOs as well as remittances from relatives outside the country, for purposes of this assessment, we restricted our assessment on what they do to earn income on their own within the settlement.

Majority of the participants indicated that they earn from agricultural activities (66%) and earn below Uganda shillings 50,000=. This is followed with those who earn income through offering

casual labour (18%) either in other peoples' farms, building sites, road works or working in markets.

Table 2: Livelihood activities and estimated income

In your household earn income from: * Probe for estimated monthly income in UGX						
			Estimated monthly income in UGX			Total
			Below 50,000	50,000 - 100,000	100,000 - 150,000	
In your household where do you earn income from:	Agricultural activities	Count	147	28	16	191
		%	65.6%	46.7%	53.3%	60.8%
	Casual labour	Count	40	11	0	51
		%	17.9%	18.3%	0.0%	16.2%
	Business (road stand kiosks, shops, markets)	Count	23	9	12	44
		%	10.3%	15.0%	40.0%	14.0%
	Boda	Count	8	9	2	19
		%	3.6%	15.0%	6.7%	6.1%
	Mobile money	Count	2	2	0	4
		%	0.9%	3.3%	0.0%	1.3%
	Salary Earners	Count	4	1	0	5
		%	1.8%	1.7%	0.0%	1.6%
Total		Count	224	60	30	314
		%	100.0%	100.0%	100.0%	100.0%

It was revealed that more than 71% earn below Uganda shilling 50,000= per month while only about 10% earn between Uganda shillings 100,000- 150,000= per month. This implies that majority of both refugees and nationals need support in accessing paying livelihood activities to improve their lives.

3.8 Factors limiting livelihood activities in the settlement

Participants were asked to identify the factors limiting livelihood activities for young people in the settlement. The factors are presented in the table below.

Table 12: Factors limiting livelihood activities for young people

Factors limiting livelihood activities for young people	Frequency (N=314)	Percent
Lack of skills	84	26.8
Lack of capital	106	33.8
Limited livelihood / employment opportunities	43	13.7
Limited land	25	8.0
Limited organizations to support young people	23	7.3
Young people do not want to work	12	3.8
Young people are engaged in alcohol/ drug abuse	9	2.9
Abusive / irresponsible parents	12	3.8
Total	**314**	**100.0**

Majority of the participants identified lack of capital (34%) as the major factor limiting them from engaging in livelihood activities in the settlement. Also, lack of skills (27%) was identified as a limiting factor.

Other factors included limited livelihood opportunities

In the area and limited access to land and

limited organizations to support young people (7%)

to start their own livelihood ventures.

Further, key informant interviews revealed challenges

- Negative mindset towards activities
- Sense of ownership
- Limited access to financial services
- Mismatch skills for the required activities

such as mind set towards work, ownership of activities, access to financial services and matching skills to the required work (activities/ projects) available in the settlement and host communities.

3. Where income balance is kept

Parents were asked where they keep their money in case they want to save some money, and it came out that majority save with VSLAs (34%). The results are shown in the table below.

Table 13. Where income balance is kept

	Frequency (N=314)	Percent
SACCOs	11	3.5
VSLAs	107	34.1
Banks	48	15.3
Houses	45	14.3
Parents	29	9.2
Friends	74	23.6
Total	**314**	**100.0**

The participants who save with SACCOs are few since they need a lot of documentation and SACCOs have strict regulations and requirements for a member to borrow. Some of the SACCOs require collateral which refugees do not have, hence difficult to become members and save from there.

However, VSLAs do not require collateral and members save as little as Uganda shillings 500= daily or weekly and a member can borrow the equivalent of what they have saved hence easy to be a member and to borrow and save. The members of VSLAs know one another and usually are neighbours and have cordial relationships and social support.

Some participants identified other ways of keeping their savings as keeping it with friends (24%), in houses (14%) and banks (15%).

3.9 Where participants get credit from

Participants in a FGD with a livelihood groups at Kegulu village in zone two identified where they get credit from or loan facilities in the settlement so as to run their livelihood activities. It was revealed that financial institutions such as World Vision and RICE West Nile support

livelihood groups with small cash grants. The cash grants are accessed by individuals who borrow the money at small interest rates in the livelihood groups.

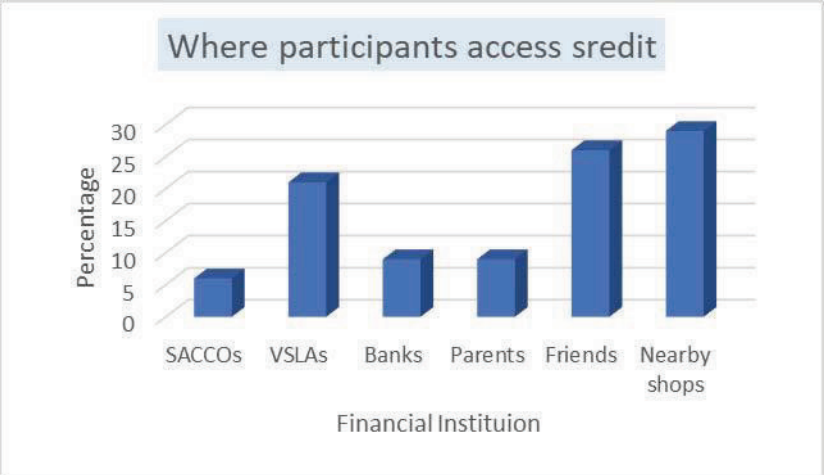
Individuals are required to save with their groups if they want to borrow. Saving is done every week and each group members is at liberty to save any amount of money that he/she can afford ranging from UGX 100 to UGX 10,000=. the members can then borrow up to the amount of their savings at 1%.

The results from the survey are shown in the table below:

Table 14. Where participants access financial credit

	Frequency (N=314)	Percent
SACCOs	18	5.7
VSLAs	66	21.0
Banks	27	8.6
Parents	28	8.9
Friends	83	26.4
Nearby shops/Businesspersons	92	29.3
Total	**314**	**100.0**

Since most of the participants said they save their incomes with VSLAs, it follows that they get credit (loans facilities) from the same places (21%).

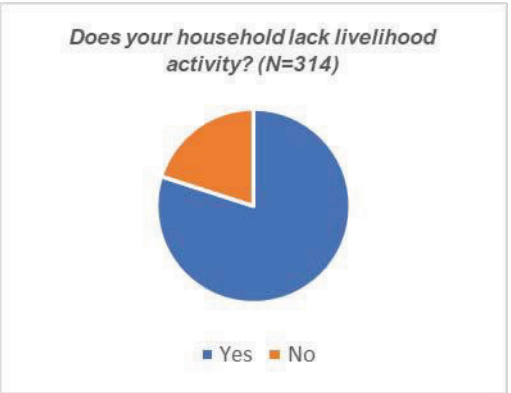


However, results also show that many get credit from nearby shops (29%) and friends (26%). Very few get access credit from SACCOs (6%) and banks (9%) since refugees lack collateral needed by both.

3.10 Livelihood needs

Participants were asked whether their household lacked livelihood activities. Majority of the participants said they lack livelihood activities (80%).

Table 15: Households which lack livelihood activities.



	Frequency (N=314)	Percent
Yes	251	79.9
No	63	20.1
Total	**314**	**100.0**

Participants who indicated that they lacked livelihood activities were 20%. This indicates that those participants were entirely living on hand outs and need urgent attention. The reasons for not having any livelihood activities are as indicated below.

Table 7: Livelihood related challenges

The challenges faced by refugees and host community in accessing livelihood opportunities were identified as shown in the table below.

Table 16: Livelihood related challenges

	Frequency (N=314)	Percent
Lack of skills	77	24.5
Lack of capital	149	47.5
Limited livelihood / employment opportunities	46	14.6
Limited land	42	13.4
Total	**314**	**100.0**

Majority of the participants identified lack of capital (48%) and lack of skills (24.5%) as the major livelihood related challenges they face. These changes limit their capacity to start and maintain livelihood activities in the settlement.

Further, an interview with the Accountant of Rural Finance Initiative (RUFI), a microfinance institution (SACCO) revealed that refugees as well as nationals face challenges in accessing credit from them due to lack of information and skills. He explained that RUFI supports on-going enterprises and does not give start-up capital which eliminates the new entrepreneurs. He also explained that most of the borrowers deal in agricultural enterprises which are easily affected by weather seasonal changes, thus affecting their seasonal incomes and capacity to borrow. This affects many people in and around the settlement.

3.11 Livelihood opportunities

8. Opportunities available to refugee households compared to host community households

In the settlement and communities adjacent to the settlement, there are opportunities for starting livelihood activities and projects. These opportunities were identified as shown in the table below with majority identifying leaders who are willing and committed to help the people (42%) as a major opportunity. This is because all support targeting both refugees and host communities is usually passed through the peoples' leadership structures such as the Refugee Welfare Committees (RWCs) and the Local Council (LCs) for refugees and host communities respectively.

Table 17. Opportunities available to refugee households compared to host community households

		What is your nationality status		Total
		Refugee	**National**	
In your opinion does your household have the following opportunities?	Access to land	25	19	44
	Vocational institutions	63	37	100
	Leaders who are committed to help them	86	46	132
	Training opportunities	21	7	28
	Employment opportunities	8	2	10
	Total	**203**	**111**	**314**

Other opportunities identified included existence of vocational training institutions/ programs (32%), access to land (14%) and existence of other training opportunities (9%).

9. Livelihood related trainings and programs

During the inter agency meeting, it was agreed that some organizations working in the settlement have offered trainings on livelihoods. Indeed, participants indicated that they had attended such trainings (45%) as shown in the figure below.

Table 18: Participants who have attended livelihood related trainings

	Frequency (N=314)	Percent
Yes	141	44.9
No	173	55.1
Total	**314**	**100.0**



However, the majority had not attended any training (55%) hence the limited livelihood activities by most households in the settlement.

Table 19: How livelihood trainings helped participants

1.	*I know how to get money and how to spend money.*
2.	*I know how to keep money and how to get money also*
3.	*I know the resources of getting money*
4.	*I know where and how to get money though not very day*
5.	*I now know how to keep money*
6.	*I now know how to take care of children's*
7.	*it has boost my knowledge*
8.	*it helped in resource allocation*
9.	*it helped me to get money*
10.	*it helped to start up my small business*
11.	*Taking carers of the children*

10. Livelihood trainings needed

Key informant interviews revealed a number of areas where training is needed to be able to empower both refugees and nationals to have income and be able to improve their well-being.

11. Recommendations for Livelihood Interventions

1. Both refugees and nationals should train in skills that are appropriate to the labour needs of the settlement and are applicable to the current challenges facing people in the area.

Training/skilling needed

- Agronomic practices, apiary, chicken farming, horticulture, crop production and apprenticeship
- Economic empowerment
- Value chain (processing, branding ad packaging)
- Linkages (Market, input dealers, suppliers and output)
- Support to farmers (startup kits, seeds ad hoes)
- Training/skilling
- Cash for work
- Farming (animal and crop production)
- Market linkages
- Financial services
- Business management skills

2. Both refugees and nationals should form livelihood groups and work as groups so as to access loans and credit facilities from financial institutions that target group security/ guarantor such as VSLAs and SACCOs. When a member improves his incomes, he/she can graduate and access credit as an individual

3. Farmers should train in horticultural farming for quick maturing crops. This can be done in green houses so as to get better incomes. OPM should link potential farmers to land lords and land owners.

4. Mind-set change programs should be promoted in the settlement so as to increase on community ownership of programs.

5. Livelihood projects to be undertaken in future should be those that adapt to the prevailing market other than 'doing business as usual' such as engaging beneficiaries in tailoring or saloon for girls.

6. Use of technology should be promoted to engage young people into projects such as
   - mobile money
   - computer services
   -mechanics (boda or motor vehicles)
   - computer servicing
   - repairing, telephone servicing and repair, internet-based projects etc

4.0 ROLE OF STAKEHOLDERSFOR ECD SERVICES AND LIVELIHOODS

Table 20: Roles of stakeholders for improving livelihoods

Organization	Activities	Target
Early Childhood Development		
Case workers	help in solving cases in ECD centre and the community	Children and youth
Animators	support Bonga participants in their saving activities	Children and youth
ECD Teachers	Provide life skills and teach	children
Livelihood		
Community based facilitators	supporting saving groups	Children and women
Community based trainers	training the community on different skills of livelihood activities	Community Livelihood groups

	train the livelihood groups with different skills and knowledge	Livelihood groups
Community leaders e.g RWC's	mobilization of local resources	Community
	collaborate with parents and the organizations to ensure smooth running of livelihood activities at the communities	community
	livelihood groups have access to land for agricultural activities	Community
	Support groups in coordinating with different partners	community
Partner staffs like project officers	supervise livelihood activities in the community	community
Trainers/ facilitators	Promotion of mentorship programs	Community
	support saving groups in mentoring the members and monitoring their saving activities	Community
NGOs	Train and provide soft loans	Community
Local government leaders (DLG)	Sensitization on Government programs eg Parish Development Model (PDM) for nationals	
Child Protection		
Religious leaders	Provide psychosocial support	Children, women and youth
Teachers	Provide psychosocial support	Children and youth

5.0 TEAM COMPOSITION

5.1 Team Composition

The assignment will be undertaken by specialists with distinct and appropriate technical, professional and working experience in relevant fields. The consultants will work as a team and will work closely with the Client to execute the assignment. It is anticipated that the Client will identify counterpart staff from within to enable the consultants conduct the assignment efficiently and effectively within the stipulated period.

5.2. Task Assignment

For purposes of ensuring efficiency and proper coordination of activities, the consultants' specific tasks are indicated below:

	Consultant	Designation	Tasks
1	Jimmy Mugisha Maguru	Team Leader/ Livelihood Expert	• Lead the Team on the Client Post Treatment Data Collection • Participate in Review of the relevant documents and tools • Supervise Research Assistants • Take a lead in the preparation and submission of all the data set, audio recording and data collection report • Take a lead in the presentations to the Client • Contact person with SF
2.	Thomson Odoki Mangeni	ECD/Child Protection Expert and Study Coordinator	• Participate in Review of the relevant documents and tools • Supervise Research Assistants • Preparation and submission of all the data set, audio recording and data collection report • Lead person on education and training
2	Harriet Abeda	Evaluation Specialist	• Participate in review of the relevant documents and tools • M&E Specialist • Participate in the preparation and submission of all the reports • Participate in the presentations to the Client
3	Caroline Otike	Statistician	• Analysis of data

APPENDICES

Appendix 1: Data collection tools

Appendix 1:

Assessment Data Collection Tools

CP, ECD and Livelihood Assessment November 2023

FGD Guide

Target: ECD FACILITATORS

Introduction

I am..... from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by Child Fund to undertake an assessment of the ECD and Livelihood needs and service delivery challenges. You have been identified in partnership with Child Fund as key stakeholders in child protection. Please feel free to share with us your experiences with CP, ECD and Livelihood programs in this community.

.

Note that if you agree to participate, the information that you provide will remain confidential and will not be shared with anybody other than those involved in the study. Also, note that it is your right to refrain from answering any questions or to stop the interview at any time.

General Instructions

- *This discussion will contribute toward the generation of evidence-based data for future refugee programming and management to benefit refugees in Uganda.*

General information about the participants

Gender	

Age
Ethnicity
Level of education
Marital status
Main occupation
Leadership roles
Religion

Section 1: CP issues

1. What does child fund do in this settlement?
2. What are some of the main responsibilities that you undertake in your role as ECD facilitators? How long have you been carrying out this role?
3. What are the main CP, GBV, and Psychosocial support issues facing children (girls and boys) in this settlement/community?
4. What are the protection issues (physical abuse, GBV, and psychological) children experience in this Community?
5. On which issues related to CP is there frequent occurrence?
6. What has been the level of access and utilization of child protection services in this community?
7. Are there child friendly spaces in this community? How many? In what shape are they?

Section 2: ECD issues

8. How are the ECDs managed in this community? Who is in charge?
9. Are the existing ECDs enough to engage the children who are eligible to take part in the ECD activities?
10. Have the existing ECDs achieved their objectives? Why?
11. What has been done to expand the ECDs in this community? Who is involved? What is each partner doing?
12. What have been the challenges in implementation of ECD in this community?
13. What should be done to improve ECD in this community?

Section 3: Livelihoods

14. What livelihood activities take place in this community? How are young people involved in these activities?
15. What have been the challenges related to livelihoods of young people?
16. Who is involved in the improvement of livelihoods of young people? What are they doing?
17. What should be done to improve the livelihoods of young people in this community? Any opportunities available?

END

Assessment Data Collection Tools

CP, ECD and Livelihood Assessment November 2023

FGD Guide:

Target: CBCPM ACTORS

Introduction

I am..... from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by Child Fund to undertake an assessment of the ECD and Livelihood needs and service delivery challenges. You have been identified in partnership with Child Fund as one of the key stakeholders in this project hence this interview. Please feel free to share with me any insights as I ask the few questions that I have. Note that if you agree to participate, the information that you provide will remain confidential and will not be shared with anybody other than those involved in the study. Also, note that it is your right to refrain from answering any questions or to stop the interview at any time.

General Instructions

- *This discussion will contribute toward the generation of evidence-based data for future refugee programming and management to benefit refugees in Uganda.*

General information about the participants

Gender	

Age
Level of education
Marital status
Main occupation
Leadership roles

Section 1: CP

1. What does child fund do in this settlement?
2. How have you interacted with Child Fund over the last 2 years, ***(Probe: in what capacity?)***
3. What are the main issues/dangers facing children (girls and boys) in this settlement/community?

Section 2: ECD

4. How are the ECDs managed in this community? Who is in charge? How many? In what shape are they?
5. How do you describe the quality of existing ECDs in this community? Are they enough to engage the children who are eligible to take part in ECD programs?

Probe for: *child safeguarding guidelines/policy,*
- ✓ *safe and secure environment for children,*
- ✓ *existence of trained facilitators,*
- ✓ *existence of safe and play facilities and structures*

6. How do you rate the level of access and utilization of ECD activities? What are some of the Gaps identified?
7. How have the existing ECDs achieved their objectives? **Probe for** achievements
8. What has been done to expand the ECDs in this community? Who is involved? What is each partner doing?
9. What should be done to improve ECD in this community?

Section 3: Livelihoods

10. What livelihood activities take place in this community? How are young people involved in these activities?
11. What are the challenges faced by young people in starting livelihood projects? What are the challenges in sustaining the livelihood projects?
12. What should be done to improve the livelihoods of young people in this community? Who should do what?
13. What are the existing opportunities for livelihood improvement? ***(Probe for credit, market, training facilities / organizations, roads, access to land, business environment)***

END

Assessment Data Collection Tools

CP, ECD and Livelihood Assessment November 2023

FGD Guide

Target: PRIVATE SECTOR/MARKET/VALUE CHAIN DEVELOPMENT ACTORS, FINANCIAL INSTITUTIONS, LIVELIHOOD SUPPORT GROUPS

Introduction
I am..... from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by Child Fund to undertake an assessment of CP, ECD and Livelihood needs and service delivery challenges. You have been identified in partnership in the promotion of child wellbeing in this community.

Please feel free to share with us any insights on child protection and wellbeing as well as livelihoods of young people. Note that if you agree to participate, the information that you provide will remain confidential and will not be shared with anybody other than those involved in the study.

General information about the participants

Gender	

Age
Level of education
Marital status
Main occupation
Leadership roles

Section 1: CP
1. How have you interacted with Child Fund over the last 2 years, ***(Probe: in what capacity?)***
2. What are the main issues/dangers facing children (girls and boys) in this settlement/community?
3. What are the protection issues (physical abuse, GBV and psychological) children experience in this Community?

Section 2: ECD
4. How are the ECDs managed in this community? Who is in charge? How many? In what shape are they?
5. How do you describe the quality of existing ECDs in this community? Are they enough to engage the children who are eligible to take part in ECD programs?

Probe for:
- ✓ *safe and secure environment for children,*
- ✓ *existence of trained facilitators,*
- ✓ *existence of safe and play facilities and structures*

6. How do you rate the level of access and utilization of ECD activities? What are some of the Gaps identified?
7. How have the existing ECDs achieved their objectives? **Probe for** achievements
8. What has been done to expand the ECDs in this community? Who is involved? What is each partner doing?
9. What should be done to improve ECD in this community?

Section 3: Livelihoods
10. What livelihood activities take place in this community? How are young people involved in these activities?
11. How have you interacted with young people in provision of your services?
12. What has been the level of access and utilization of your services (loans, credit, trainings, advisory services) in this community? What are the gaps?
13. What are the challenges faced by young people in starting livelihood projects? What are the challenges in sustaining the livelihood projects?
14. What should be done to improve the livelihoods of young people in this community? Who should do what?
15. What are the existing opportunities for livelihood improvement? ***(Probe for credit, market, training facilities / organizations, roads, access to land, business environment)***

END

MULTISECTORAL NEEDS ASSESSMENT IN PALORINYA REFUGEE SETTLEMENT-OBONGI

GROUP 3: CHILD PROTECTION AND EARLY CHILDHOOD DEVELOPMENT (ECD) DELIVERY GAPS/ NEEDS

1. What are some of the main responsibilities that your organization undertakes in relation to child protection in this settlement?
2. What are the main CP, GBV, and Psychosocial support issues facing children (girls and boys) in this settlement?
3. What are the protection issues (physical abuse, GBV, and psychological) children experience in this settlement?
4. On which issues related to CP is there frequent occurrence?
5. What has been the level of access and utilization of child protection services in this settlement?
6. How are the ECDs managed in this settlement? *Who is in-charge? How many? In what shape are they?*
7. How do you describe the quality of existing ECDs in this settlement? Are they enough to engage the children who are eligible to take part in ECD programs?

Probe for: *child safeguarding guidelines/policy,*

- ✓ *safe and secure environment for children,*
- ✓ *existence of trained facilitators,*
- ✓ *existence of safe and play facilities and structures.*

8. How do you rate the level of access and utilization of ECD activities? What are some of the Gaps identified?
9. How have the existing ECDs achieved their objectives? *Probe for achievements*
10. What has been done to expand the ECDs in this settlement? *Who is involved? What is each partner doing?*
11. What should be done to improve ECD in this settlement?

MULTISECTORAL NEEDS ASSESSMENT IN PALORINYA REFUGEE SETTLEMENT-OBONGI

GROUP 4: CHILD PROTECTION AND LIVELIHOOD DELIVERY GAPS/ NEEDS

1. What are some of the main responsibilities that you undertake in your role as ECD facilitators? How long have you been carrying out this role?
2. What are the main CP, GBV, and Psychosocial support issues facing children (girls and boys) in this settlement/community?
3. What are the protection issues (physical abuse, GBV, and psychological) children experience in this Community?
4. On which issues related to CP is there frequent occurrence?
5. What has been the level of access and utilization of child protection services in this community?
6. What are the main issues/dangers facing children (girls and boys) in this settlement/community?
7. What livelihood activities take place in this community? How are young people involved in these activities?
8. What are the challenges faced by young people in starting livelihood projects? What are the challenges in sustaining the livelihood projects?
9. What should be done to improve the livelihoods of young people in this community? Who should do what?
10. What are the existing opportunities for livelihood improvement? *(Probe for credit, market, training facilities / organizations, roads, access to land, business environment)*

Survey Questionnaire tool

CP, ECD and Livelihood needs assessment

November 2023

Target group: Heads of Households

Hello. My name is..... from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by ChildFund to undertake an ECD and Livelihood needs assessment. You have been identified in partnership with CF as one of the key stakeholders in this project hence this interview. Please feel free to share with me any insights as I ask the few questions that I have. Thank you.

I would like to ask you some questions about your household. I will ask about participation in ECD and Livelihood activities. Your participation in this study is voluntary and your decision to participate in this interview or not, will in no way affect, either positively or negatively, your chances of receiving benefits from Child Fund Uganda

Note that if you agree to participate, the information that you provide will remain confidential and will not be shared with anybody other than those involved in the study. Also, note that it is your right to refrain from answering any questions or to stop the interview at any time.

SECTION 1: GENERAL INFORMATION

	Questionnaire No:			
	Enumerator tel number			
	Name of Enumerator			
	Zone			
	Village name:			
	Interview date:			
	GPS Point			

SECTION 2: RESPONDENT INFORMATION/DEMOGRAPHY

1.	Gender	1. Male 2. Female	Table 1
2.	Age of respondent	Years _____ ***(for school going children skip to Q.9)***	
3.	Marital status	1. Married 2. Divorced 3. Single 4. Co-habiting	
4.	Do you have any children?	1. Yes 2. No (if no, skip to question 10) 3. I don't know	
5.	How many children do you have	1_____	
6.	How many people live in this Household?		
7.	What age- groups of children do you have	1. 0-4 years 2. 5-9 years 3. 10-14 years	5.

	(tick all that apply)	4. Above 15 years	
8.	What is your nationality status	1. Refugee 2. National	3.
9.	What is the highest level of education you have attained?	1. None 2. Primary 3. Secondary 4. Post-Secondary training 5. Tertiary (Diploma, Degree)	6.

SECTION 3: INVOLVEMENT IN ECD ACTIVITIES

10.	I have participated in or benefited from ECD activities in this community	1. Yes 2. No
11.	Which ECD activities for instance ECD centres, parenting sessions etc have you participate in?	1. ECD Centre 2. Parenting sessions 3. Other (Specify) _____
12	I have participated in or benefited from Livelihood projects.	1. Yes 2. No
13	I know of a child or my child that has participated in ECD supported recreational and sports activities	1. Yes 2. No
14	I am always willing to take my child to participate in ECD activities/ programs	1. Yes 2. No
15	The ECD activities/ programs in my community are good and appropriate for the young ones ***(If answer is No, Ask why?)***	1. Yes 2. No 3. Do not know
16	I think it is not good to involve children in ECD activities and programs in this community	1. Yes 2. No 3. Do not know
17	I think children of a certain age should **NOT** be taken to ECD centre	1. 0-2 years 2. 3-5 years 3. 6-8 years 4. Do not know
18	In your opinion, who should facilitate ECD centre?	1. Female refugee 2. Male refugee 3. A qualified teacher 4. A trained refugee 5. Others specify_____
19	I know of a child or my child that has received Livelihood support Services	3. Yes 4. No
20	I know the livelihood programs targeting young people in my community	1. Yes 2. No

SECTION 4: OPERATION OF ECDS AND IMPLEMENTATION OF ACTIVITY PROGRAMS

21	Based on your experience, how do you rate the level of children's participation in ECD activities in 2023?	HIGH = 1	LOW = 2	NOT AT ALL = 3	NOT SURE = 4
22	In your opinion, do you think ECDs provided safe learning activities in 2023?	OFTEN = 1	NOT OFTEN = 2	NOT AT ALL = 3	NOT SURE = 4

23	In your opinion do you think the staff at ECD are supportive and sensitive to children's needs?	ALWAYS = 1	NOT ALWAYS = 2	NOT AT ALL = 3	NOT SURE = 4
24	In your opinion, what is the level of satisfaction about services offered to children at ECD facilities?	VERY SATISFACTORY = 1	AVERAGELY SATISFACTORY = 2	NOT SATISFACTORY = 3	NOT SURE = 4
25	Basing on your experience, have you ever had a complaint about ECD?	YES = 1	NO = 2	NOT SURE = 3	If yes, continue to Q.25
26	If YES, did you report the complaint?	1	2	3	If yes, continue to Q.27
27	If YES, did you receive feedback?	1	2	3	If yes, continue to Q.28
28	If YES, explain where you reported				

SECTION 5: ECD NEEDS

29	In your opinion how do you rate the number and quality of ECD institutions in this zone? ***(Probe for who started them and who maintains them)***	1. Enough to engage the number of children 2. Few compared to the number of children 3. Have poor structures 4. Existing but not well managed 5. Other specify_____
30	In your opinion how do you rate the number and qualifications of the ECD staff?	1. Enough qualified staff to engage the number of children 2. Few compared to the number of children 3. Are not well trained/ facilitated to handle children. 4. Well trained but lack structures to carry out ECD activities.
31	In your opinion how do you rate the ECD facilities? (***Probe for number of ECD facilities in the zone and their physical status)***	1. Are far away from many homes 2. Have limited activities and play materials 3. Lack enough structures 4. Lack trained staff 5. Staff are not paid 6. Parents are not responsive
32	In your community do you have enough ECD facilities?	1. Yes 2. No
33	In your opinion how can ECD programs be improved in this zone?	1. _____ 2. _____ 3. _____
34	Who can work with CF to improve ECD programs in your community?***(Probe for their roles)***	1. _____ 2. _____ 3. _____

SECTION 6: LIVELIHOOD INCOME, EXPENDITURE AND CREDIT

35	In your household earn income from:	1. Agricultural activities 2. Casual labour 3. Business (road stand kiosks, shops, markets) 4. Boda Boda 5. Mobile money 6. Salary Earners 7. Others specify_____

36	***Probe for estimated monthly income in UGX***	***1. Below 50,000=_____*** ***2. 50,000 - 100,000= _____*** ***3. 100,000 - 150,000= _____*** ***4. 150,000 - 200,000= _____*** ***5. 200,000 and above _____***
37	In your household what do you spend your income on:	1. Food 2. Scholastic materials 3. Health care 4. Clothes 5. Alcohol 6. Others specify_____
38	In your household when you have income balance, where do you keep the money:	1. SACCOs 2. VSLAs 3. Banks 4. Houses 5. Parents 6. Friends 7. Others specify_____
39	Where does your household access credit / loan facilities from:	1. SACCOs 2. VSLAs 3. Banks 4. Parents 5. Friends 6. Nearby shops/Business persons 7. Others specify_____

SECTION 7: LIVELIHOOD NEEDS

40	Does your household lack livelihood activities	1. Yes 2. No
41	What are your challenges to livelihood opportunities?	1. Lack of skills 2. Lack of capital 3. Limited livelihood / employment opportunities 4. Limited land 5. Others (Specify) _____
		6.

SECTION 8: LIVELIHOOD OPPORTUNITIES

42	In your household do have the following opportunities	1. Access to land 2. Vocational institutions/ Organizations engaged in skilling t hem 3. Leaders who are committed to help them 4. Access to capital 5. Training opportunities 6. Employment opportunities
43	How can existing Livelihood programs be improved in your community?	1. _____ 2. _____ 3. _____
44	Who can work with CF to improve Livelihood programs in your community? ***(Probe for their roles)***	1._____ 2. _____ 3. _____
45	Have you ever attended any training on livelihood?	1. Yes 2. No
46	If yes, what was the training about?	
47	How did the livelihood training help you?	
48	Give recommendations to improving your livelihood opportunities?	

Survey Questionnaire tool

Needs Assessment for CP and Livelihood - Youth

November 2023

Target group: Youth (12 – 17 years)

Hello. My name is.....from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by Child Fund to undertake an ECD and Livelihood needs assessment. You have been identified in partnership with CF as one of the key stakeholders in this project hence this interview. Please feel free to share with me any insights as I ask the few questions that I have. Thank you.

I would like to ask you some questions about your household. I will ask about participation in ECD and Livelihood activities. Your participation in this study is voluntary and your decision to participate in this interview or not, will in no way affect, either positively or negatively, your chances of receiving benefits from Child Fund Uganda

Note that if you agree to participate, the information that you provide will remain confidential and will not be shared with anybody other than those involved in the study. Also, note that it is your right to refrain from answering any questions or to stop the interview at any time.

SECTION 1: GENERAL INFORMATION

	Questionnaire No:			
	Enumerator tel number			
	Enumerators Names			
	Zone			
	Village name:			
	Sub county			
	Interview date:			
	GPS			

SECTION 2: RESPONDENT INFORMATION/DEMOGRAPHY

12.	Gender	1. Male 2. Female
13.	Age of respondent	Years _____ ***(for school going children skip to Q.9)***
14.	Marital status	1. Married 2. Divorced 3. Single 4. Co-habiting
15.	Do you have any children?	1. Yes 2. No (if no, skip to question 10) 3. I don't know
16.	How many children do you have	1_____
17.	What age- groups of children do you have ***(tick all that apply)***	6. 0-4 years 7. 5-9 years 8. 10-14 years 9. Above 15 years
18.	Are you a refugee	4. Yes 5. No

19.	What is the highest level of education you have attained?	7. None 8. Primary 9. 2. Secondary 10. 3. Post-Secondary
20.	Have you participated or received any support, sensitization or training through Child Fund over the last two years?	1. Yes 2. No

SECTION 3: CHILD PROTECTION IN LIVELIHOOD PROGRAMS

9.	Have you participated or received any support, sensitization or training through Child Fund over the last two years?	**1. Yes** **2. No**
10.	What are the main issues/dangers facing children (girls and boys) in this settlement/community?	**List them**
1.	What are the protection issues (physical abuse, GBV and psychological) children experience in this Community?	**List them**

SECTION 4: LIVELIHOOD INCOME, EXPENDITURE AND CREDIT

12	In our zone young people earn income from:	8. Agricultural activities 9. Casual labour 10. Business (road stand kiosks, shops, markets) 11. Boda Boda 12. Mobile money 13. Others specify_____
	Probe for estimated monthly income in UGX	***1. Below 50,000=_____*** ***2. 50,000 - 100,000= _____*** ***3. 100,000 - 150,000= _____*** ***4. 150,000 - 200,000= _____*** ***5. 200,000 and above _____***
13	In this zone, young people spend their income on:	7. Food 8. Scholastic materials 9. Health care 10. Clothes 11. Alcohol 12. Others specify_____
14	In this zone, young people have income balance, they keep their money in:	8. SACCOs 9. VSLAs 10. Banks 11. Houses 12. Parents 13. Friends 14. Others specify_____
15	In this zone young people can access credit / loan facilities from:	8. SACCOs 9. VSLAs 10. Banks 11. Parents 12. Friends 13. Nearby shops/Business persons 14. Others specify_____

SECTION 5: LIVELIHOOD NEEDS

16	In our zone young people lack livelihood activities	3. Yes 4. No
17	In this zone, the livelihood activities for young people are limited due to:	7. Lack of skills 8. Lack of capital 9. Limited livelihood / employment opportunities 10. Limited land 11. Limited organizations to support young people 12. Young people do not want to work

		13. Young people are engaged in alcohol/ drug abuse 14. Abusive / irresponsible parents

SECTION 6: LIVELIHOOD OPPORTUNITIES

18	In our zone young people have the following opportunities	7. Access to land 8. Vocational institutions/ Organizations engaged in skilling t hem 9. Leaders who are committed to help them 10. Access to capital 11. Training opportunities 12. Employment opportunities
19	How can existing Livelihood programs be improved in your community?	4. _____ 5. _____ 6. _____
20	Who can work with CF to improve Livelihood programs in your community? ***(Probe for their roles)***	1._____ 2. _____ 3. _____

MULTISECTORAL NEEDS ASSESSMENT IN PALORINYA REFUGEE SETTLEMENT AND HOST COMMUNITIES IN OBONGI DISTRICT.

Consent Form

Consent Form

Hello. My name is.....from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by Child Fund to undertake an evaluation of the BRePS Project and assessment of ECD and Livelihood needs. You have been identified in partnership with Child Fund as one of the key stakeholders in this project hence this interview. Please feel free to share with me any insights as I ask the few questions that I have. Thank you.

I would like to ask you some questions about your household. I will ask about your participation in BRePS project and ECD and Livelihood needs and challenges. Your participation in this study is voluntary and your decision to participate in this interview or not, will in no way affect, either positively or negatively, your chances of receiving benefits from Child Fund Uganda

Note that if you agree to participate, the information that you provide will remain confidential and will not be shared with anybody other than those involved in the study. Also, note that it is your right to refrain from answering any questions or to stop the interview at any time.

Do you have any questions?

If at a later time/date you have a question or concern you would like to have addressed, complaints as a result of being part of this interview please contact:

Jimmy Maguru, at telephone number 0772932444 Principal Investigator.

Would you like to take part in this study? (Please mark one of the choices)

- Yes, I voluntarily agree to participate _____
- No, I decline to participate _____

I hereby agree to participate in this study. I understand that I am participating freely and I am not being forced in any way to do so. I also understand that I can refuse to discuss any specific issues and can withdraw at any point should I not want to continue and that withdrawing will not in any way affect me or anyone close to me negatively. Receipt of any services is not dependent in any way on whether I participate or not.

I have received the telephone number of **Jimmy Maguru [***Principal Investigator***]** should I need to speak about any issues which may arise from my participation in this discussion.
I understand that my name and my answers will remain confidential.

Name of the interviewee _____

Signature of the interviewee _____ Date _____

MULTISECTORAL NEEDS ASSESSMENT IN PALORINYA REFUGEE SETTLEMENT AND HOST COMMUNITIES IN OBONGI DISTRICT.

Assent Form

Hello. My name is.....from Promise Consult International, a consultancy firm registered in Uganda that has been contracted by Child Fund to undertake an evaluation of the BRePS Project and assessment of ECD and Livelihood needs. You have been identified in partnership with Child Fund as one of the key stakeholders in this project hence this interview. Please feel free to share with me any insights as I ask the few questions that I have.

(We have already got permission from your parent/caregiver for you to participate*)- *if respondent is below 18 years.

Your responses will help us to better understand areas/interventions that are working well and those where improvement/change is needed.

You do not have to answer all the questions or questions that you feel you are not comfortable answering. Also, you may stop participating in the discussion at any time. There is no penalty if you choose to stop answering questions, and it will not affect you or your family in any way.

Likewise, while there is no personal benefit from answering our questions or any payment, the responses you give will help CFU, government and other partners to design better programs here and elsewhere. Your responses will remain completely confidential and will not be shared with anyone in your family, community, or school. This should take about one hour.

Name of the interviewer _____

Signature of the interviewer _____ Date _____

A copy of this assent form has been provided to the participant (if asked for). (Initialled by the interviewer).

Appendix 2: How ECD programmes can be improved and who should improve them.

Row Labels	National	Refugee	Grand Total	Percent
(blank)	12	37	49	29%
Awareness on ECD programs to the community		3	3	2%
Bring more playing material to allow more children come for session		2	2	1%
By conducting dialogues for example on parenting.		1	1	1%
Care givers should write reports.		1	1	1%
Construct more ECD centre		13	13	8%
Construction of structures for our children to have access to the ECD activities		1	1	1%
Creating awareness on children safety		1	1	1%
Creating strict rules for parents who are living there children to stay home		1	1	1%
Dialogues on parenting sessions		1	1	1%
Distribution of scholastic materials		1	1	1%
Electing new committee for CPC		3	3	2%
Employ more ECD facilitators	5	32	37	22%
Employing Security Guard .		3	3	2%
Encourage parents to send their children to ECD.		1	1	1%
Enough ECD playing materials		1	1	1%
Extend water point to ECD centre		4	4	2%
Fetch the available ECD centre	1	2	3	2%
Giving training		1	1	1%
Having group constitution		1	1	1%
Learners should be manage in a way that their needs are provided by the parents		1	1	1%
Meetings to share issues concerning the ECD programs		3	3	2%
More counselling psychology		1	1	1%
More training for child protection		1	1	1%
More training on livelihood	1		1	1%
Parents should be involved.		1	1	1%
Partners should at least support the children by providing feeding for the children		1	1	1%
Partners should support the ECD centre with materials.	3	4	7	4%
Providing breakfast at school	1		1	1%
Providing instructional materials		1	1	1%
Providing of scholastic material		2	2	1%
Reduce the amount of school fees		1	1	1%
Refresher training for the teachers		1	1	1%
Staffs should be paid in time.		1	1	1%
Support of Vulnerable children by scholastic materials		1	1	1%
Teachers has very serious when teaching children's		1	1	1%
The ECD centre has to be fetch		1	1	1%
They should be no payment of children in the ECD		1	1	1%
Through conducting dialogues.		1	1	1%
Through formation of clubs like the child rights clubs, music and dance		3	3	2%
Through therapy sessions	1		1	1%
Timely payment of Teaching staffs		1	1	1%
Training of children good skills like reading and writing		1	1	1%

Training of ECD management committees.		1	1	1%
Well trained teachers to handle the children	1	2	3	2%
Writing Report monthly		1	1	1%
Grand Total	**25**	**142**	**167**	**100%**

Appendix 3: Recommendations for improving livelihoods

Employ more teachers at ECD centre. Frequently arrange trainings with the parents.
Engage youth's in livelihood projects
Establish livelihood programs in the settlement
Give out cash grant to saving groups
child fund should train on livelihood
More trainings on saving skills
Avoid discrimination, and segregation .
Organize vocational trainings for youth's to boost their business knowledge
Provision of more technical skills near the settlement.
Sensitize the community on livelihoods
Support livelihood programs in the community
Support livelihood projects by close monitoring
Organize skill trainings
Promote access to land for agricultural activities
Promote active participation in the livelihood activities
Bring scholastics materials
Encourage people to form groups so that they can be supported.
Provide cash grant to the groups
Construct good roads to ease movement
Construction of markets .
Continued monitoring of enterprises
Create peaceful co-existence between the hosts and refugees
Initiate Employment opportunities for the community members.
Engage the households to start income generating activities to get money
Exchange visits should be organized amongst the saving groups.
Financial institutions have to be established.
Form saving groups
Give materials for livelihood
Give out inputs to the farmers
Give trainings on livelihood
Promote Good relationship with the host community to acquire land for agricultural activities as a business
Government to license the business operators.
Encourage Group members to save money for the future .
Support Groups to be registered by the sub county Authority.
Increase the number of financial institutions who support business operators
Involve every person in the community in livelihood activities
Promote Marketing of produce by the partners.
Offer psychosocial support to group members.

Distribution of seeds by implementing partners to refugees
Provide more cash to invest in businesses
Provide materials like saving kit.
Sensitise Young people involved in drug abuses like alcoholism etc
Sensitize community on livelihood projects
Skill Training for all members in the group.
Involve women in the livelihood programs
Support groups through cash grant
Training the livelihood groups with skills and knowledge
Initiate employment opportunities to let the community earn some small capital to improve on their livelihood activities.
Promote innovation and creativity .
provision of land for cultivation.
Promotion of skill learning for both elders and youths
Promote vocational skills training.
Train Business operators on management.

Appendix 5: Stakeholders for improving livelihoods

Animators who support Bonga participants in their saving activities.
Cases workers who helps in solving case in ECD centre and the community.
Community based facilitators who help in supporting saving groups.
Community based trainers to facilitate skills trainings to the community.
Community based trainers to train the community on different skills of livelihood activities
Community based trainers to train the livelihood groups with different skills and knowledge
Community leaders e.g RWC's
Community Leaders through mobilization of local resources.
Likelihood officers who provides knowledge on managing Business.
Livelihood officers to help impart their knowledge and skills to the community
Local leaders to collaborate with parents and the organizations to ensure smooth running of livelihood activities at the communities
Parents
Partners staffs like project officers who supervise the activities in the community.
Trainers to train the community members on livelihood skills
The LCs to help the livelihood groups have access to land for agricultural activities
The local leaders to help the groups in coordinating with different partners
Trainers/ facilitators to help in mentorship
Village agents who manage and support saving groups in mentoring the members and monitoring their saving activities.
Religious leaders who help in providing psycho-social support
NGO
Partners like LWF
Teachers
Local leaders to help in formation of livelihood groups at the community
Government programs
Partners to help the community have employment opportunities to earn some capital for improving livelihood groups

Appendix 5: Main child protection issues/dangers facing children in Palorinya settlement

Sexual abuse
Child labour
Food shortages
Child neglect and abuse
Teenage (Child) pregnancy
Violence against children
Education and health of children
Family care and support
Hardship at stepmother/fathers homes
Defilement
Child theft
Children engaging in gambling, sports betting
Children being arrested for thieving
Young girls being raped and not reported
~~S~~chool fees problem,
Children are not allowed to play.
Domestic violence
Drug abuse
Fighting each other
Lack of basic needs e.g food, child abuse, peer influence
Lack of parental care
Lack of playing materials for children.
Lack of proper medication.
Lack of scholastic material
School drop out
Some children are orphan and nobody is providing for them including school fees too

Appendix 6: Overall Assessment Work plan

Phase & Activities	**Time lines (2023)**						**Lead person**
Phase / Activities	25th Oct - 3rd Nov	7th -14th Nov	16th-21st Nov	22nd-26th Nov	29th-30th Nov	4th - 15th Dec	
Planning and inception							
Assignment kick off meetings with the client							**Child Fund**
Identification and mapping of key stakeholders for the evaluation							**Child Fund**
Compilation and review of key documentation							**Child Fund/PCI**
Development and Refinement of study methods							**PCI**
Design and discussion of study tools							**PCI / Child Fund**
Preparation of the inception report							**PCI**
Upload of tools onto digital tablets							**PCI**
Travel to Obongi	6th Nov						**PCI/ Child Fund**
Recruitment of research Assistants and Training of research assistants		7th - 8th					**Child Fund/PCI**
Primary Data collection		9-16th					**PCI**
Travel back from the Obongi			17th Nov				PCI
Data analysis and writing of the draft Needs assessment report			18th - 26th Nov				PCI
Submission of the draft needs assessment report for review, feedback and validation meeting				27th Nov			PCI/ Child Fund
Incorporation of feedback							PCI
Submission of Final Report					30th Nov		PCI
Data analysis and writing of the draft Evaluation report						4th- 10th Dec	PCI
Submission of the draft Evaluation report for review, feedback and validation meeting						11th - 13th Dec	PCI / Child Fund
Incorporation of feedback						14th - 15th Dec	PCI
Submission of Final Report						15th Dec	PCI

ChildFund®

Because we need each other.

Plot71/72 Namirembe Road, Kampala
PO Box 3341, Kampala, Uganda
Tel: +256(0)414270544, +256(0)312260069/70
Fax: +256(0)414345353
www.childfund.org

@ChildFund Uganda