KULEA WATOTO
Nurturing Children

Baseline Assessment Report

Implemented in Kampala, Kyegegwa and Yumbe districts

Target Population: Refugees & Host Communities

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Acronyms

CAO	Chief Administrative Officer
DAC	Development Assistance Committee
DEO	District Education officer
ECCD	Early Childhood & Care Development
ECD	Early Childhood Development
FGD	Focus group discussion
GOU	Government of Uganda
HH	Household
IECD	Integrated Early Childhood Development
IGA	Income Generating Activity
IRC	International Rescue Committee
JLIRP	Jobs and Livelihoods Integrated Response Plan
KII	Key Informant Interview
LABE	Literacy and Adult Basic Education
LC	Local Council
LG	Local Government
MDD	Minimum Dietary Diversity
M&E	Monitoring & Evaluation
MAAIF	Ministry of Agriculture, Animal Industry & Fisheries
MoGLSD	Ministry of Gender, Labor & Social Development
MoES	Ministry of Education & Sports
MoH	Ministry of Health
NDP	National Development Plan
NCP	National Child Policy
NIECD	National Integrated Early Childhoods Development
OPM	Office of the Prime Minister
PP	Percentage Points
PWD	People with Disabilities
rCSI	Reduced Copying Strategy Index
SDSP	Social Development Sector Plan
SOP	Standard Operating Procedure
TPC	Technical Planning Committee
UGX	Uganda Shillings
VEC	Village Education Committees
YO	Years Old

Executive Summary

The Kulea Watoto project was conceptualized with the objective of increasing cognitive and learning outcomes among children under 5 years old using a two generational approach in which interventions are implemented with both parents and the children. The project is also founded upon the nurturing care framework which is intended to influence key outcomes including adequate nutrition, good health, responsive caregiving, safety and security and opportunities for early learning. The approach is meant to promote responsive parenting as well as provide the children with opportunities, resources, and access to Early Childhood Care and Education (ECCE) through Early Childhood Development (ECD) centers set up within the communities. In addition, there will be a set of interventions targeting incomes and livelihoods improvement for target clients at the household level aimed at increasing agricultural and livestock production, as well as engagement in non-farm enterprises. The logic behind the project is to increase access to early education while supporting the parents in creating a conducive environment at home, as well as enabling them to enroll their children in learning centers. It is expected that this will increase the cognitive and learning abilities of the children, as well as promote literacy among children which can help spur their social, emotional, and educational development. The project is to be implemented in the refugee settlements in Kyegegwa (Kyaka II refugee settlement), Yumbe (Bidibidi refugee settlement) and in Kampala targeting urban refugees.

The baseline survey was commissioned to collect information about the clients of the Kulea Watoto project, prior to the intervention to understand the state of the children under 5 years old with respect to access to education and their development outcomes as well as the engagement of parents in income generating activities.

Methodology

The baseline study employed a mixed methods approach with the quantitative component being a cross-sectional study performed with 1,025 male and female respondents from both the host and refugee communities. Respondents were randomly selected from the project population of clients to provide information about the indicators of interest. Qualitative data was also collected through open ended questions from other stakeholders including project staff, policy makers, local leaders, and Early Childhood Care and Development (ECCD) management committee members, among others.

Key Findings

The study population was made up of 77% female and 23% male respondents with 63% of the study population being refugees while the remaining 37% were nationals. Of the population interviewed, findings indicate that 39% of nationals and 42% of refugees reported that their child was enrolled in an early childhood education program.

Responsive Caregiving and Early Learning Skills: Findings indicated that a majority (94%) of the respondents were aware of practices needed to ensure that children develop to their full potential and that parenting practices can be categorized into: investing in children's future, protection, care, relationships with neighbors, intimate partner relationship, and child upbringing.

Attitudes of the caregivers towards responsive parenting was generally high with 81% of parents reporting using at least 5 out of 9 positive parenting practices; while about 30% of the caregivers reported that disciplining a child physically was necessary when raising children. Parent child relationships were associated with better social, cognitive, and learning outcomes with children of parents with higher scores being up to 50% more likely to score higher on the Early Child Development Index (ECDI) total score.

Engagement in agricultural and livestock production: The study established that 56% (570) of the respondents cultivated in the last planting season compared to 44% (455) who did not cultivate; while 62% of nationals engaged in agriculture compared to 52% of refugees. Livestock rearing was more common in Yumbe and Kyegegwa (41% and 49% respectively) compared to 3% in Kampala. 40% of nationals engaged in livestock rearing compared to 29% of refugees.

Income generating activities: 41% of the respondents reported being engaged in gainful employment. Income sources and diversification varied between refugee and host populations with refugees receiving significantly more income from remittances (89,000 UGX per month versus 2,000 UGX per month) and donations (44,000 UGX per month versus 500 UGX per month) as well as self-employment in the home (23,000 UGX per month versus 20,000 UGX per month). Income disparities were also recorded at the district level with respondents in Kampala being more likely to report getting incomes from salaried or wage employment (70,000 UGX per month compared to Yumbe-19,000 UGX per month and Kyegegwa-5,000 UGX per month).

Learning outcomes: learning outcomes among children under 3 were measured using the Caregiver Reported Early Development Instruments (CREDI) tool with 82% of the children falling below the standardized population mean in terms of their CREDI score. CREDI scores were significantly higher among the population of children of nationals though the discrepancy decreased with increasing age. Among children between 3 to 5 years of age, we used the (ECDI). Only 5% of the total population attained 3 out of the 4 measures of development which measure levels of literacy, learning, socioemotional and physical development.

Access to safe and conducive learning environment: Interviewed respondents indicated that ECD is a new approach, and not commonly known by parents because they are not enough and widely spread within the host communities, the data shows that parents often take their children to nursery schools which are part of primary schools. Of the total population, 38% reported that their child was attending ECD with the lowest attendance recorded being in Kampala where only 18% were in an ECD center or school.

Conclusion and Recommendations

- Create continuous awareness on the importance of ECD or education in general throughout project implementation while focusing on a clear exit strategy and sustainability after the project.
- Consider scaling up livelihood activities through providing agricultural inputs, training, and cash for agriculture as a way of increasing productivity and household incomes. Other categories of people such as urban refugees that may not engage in agriculture due to limited access to land can be supported to start small business through business skills training and start-up capital.
- Integrate child protection interventions to provide specialized care and attention to deal with grief and disorientation. Efforts need to be made to safeguard children's rights and ensure that they have access to basic services such as health, nutrition, education, and attachment to significant adults.
- Increase advocacy efforts geared towards increasing government investments and budget allocation for ECD.

Overall, the study concludes that ECD in Uganda has undergone an uneven development experience, with some challenges around limited capacity of caregivers, and low public investment in ECD among others. However, there are opportunities identified such as positive attitudes for communities towards ECD, INGO engagement and policy frameworks that can improve ECD's development when collaboratively implemented by all stakeholders.

Introduction

Project Background

Kulea Watoto is an initiative aimed at improving early childhood development and transforming livelihoods of refugees and host communities in Uganda by providing nurturing care and early childhood learning opportunities, and to build their own skills to generate income for their families. Kulea Watoto will use a unique two-generation approach to reach out to young children under five years of age and their caregivers in the districts of Yumbe, Kyegegwa and Kampala.

To achieve this, the project plans to offer learning sessions for parents and caregivers on responsive caregiving and provision of early learning opportunities, improved links to children's services in local communities, livelihoods training, and start-up funding for promising business ideas. Kulea Watoto is implemented in partnership with four established local partners – including the AfriChild Centre, Madrasa Early Childhood Program, Kabarole Research and Resource Centre (KRC Uganda) and Literacy and Adult Basic Education (LABE). The project will target 6,500 households with children under 5 years of whom 80% of the clients will be women and 20% being men. 65% of the target population will consist of refugees.

Specifically, the project aims to achieve the following objectives.

Objective 1: Empower households with responsive caregiving and early learning skills.
Objective 2: Improve economic well-being and household income generation opportunities.
Objective 3: Improve the availability of quality Early Childhood Development (ECD) services.
Objective 4: Advocacy for an enabling environment for quality ECD service provision

To achieve the above objectives, the project will aim to implement the following main activities under the different project objectives:

Objective 1: Implement learning and activity sessions as groups or in home visits; support caregivers to define their own ECD action plans and implement them; Inform caregivers on how to access essential ECD services in their communities.

Objective 2: Engage agricultural communities to adopt nutrition-sensitive agricultural practices that can help meet children's nutritional needs; contribute to household income; Start-up funding and enabling inputs given to progressive business ideas; Connect households to financial services, such as savings groups to stabilize their household and business finances; Link people to the private sector through on the-job training and job placement.

Objective 3: Improve learning facilities through infrastructure upgrades; Develop play and supervised care groups for children facilitated by parents; Offer start-up funds to budget-trained ECD Management Committees for autonomous decisions on school development projects.

Objective 4: Identify the barriers for progress on relevant policy implementation thus far; evaluate steps to foster process; Identify key decision makers and influencers; Engage local ECD and livelihoods champions; train and mobilize for action.

Research Design, Approach and Methodology

Purpose and Objectives of the Baseline Survey

The study primarily sought to understand the baseline status of children under 5 years old, parents/ caretakers, and households at the conception of the project interventions. It is also meant to provide a framework around which specific indicators of the project will be benchmarked. This includes benchmarking the status of the parents/ caregivers' with regards to responsive parenting practices, socioeconomic welfare of the household, engagement in livelihoods, and the parenting approaches they apply. A number of child related outcomes will also be benchmarked including their cognitive and non-cognitive development, access to ECCD services, and health & nutritional outcomes among others.

Study Design

The survey employed a cross-sectional study design with the objective of gathering data that is representative of the population of interest while ensuring that inferences that are made about the indicators are replicable and reflect the status of the general population within the target communities. This was achieved by performing simple random sampling in the communities in which the project will be implemented while stratifying by gender, age of the child, district, and community (refugee or host). In addition to this, information was collected through qualitative surveys, hence a mixed methods approach. A desk review was conducted to gather relevant data which answered comprehensively questions related to the study objective. The quantitative component provided the foundation for measurement of the baseline indicators and understanding of the status of the children and households before the interventions are implemented. As highlighted above, a survey of a cross-section of the population allowed us to generate a study population that can be used to represent the project study participants in its entirety.

Study Population and Locations

The study was carried out in the districts of Kampala, Kyegegwa and Yumbe and data collected from individuals from both refugee and host communities. According to the project design, 65% of the study populations at the study sites were meant to be from the refugee community while the remaining 35% were from the host community. The population was also recruited based on gender with 80% of the population comprising female respondents and 20% being male respondents. The main study population was made up of male and female adults above the age of 18 years old, with at least one child under 5 years old in the household. The baseline study sampled respondents from the Kulea Watoto project population with the intention of having a study population that is representative of the project population[1].

Sampling Method

The sampling was stratified at the district level to account for variations that exist at this level. With the intention of achieving a confidence level of at least 95%, and an error margin of 5%, and based on the population of clients in the three districts, a sample of 354, 344 and 281 was deemed to be sufficient in Yumbe, Kyegegwa and Kampala respectively. An estimated sample size of 979 was sufficient for this study. We oversampled by about 5% to account for non-response rates, and this gave us an effective sample size of 1,028 households. In addition, for the qualitative component, we engaged a total of 170 clients, project staff, local leaders, policy makers etc. through Key Informant Interviews (KII) and Focus Group Discussions (FGD).

Data Collection, Cleaning and Analysis

Data Collection

Quantitative Survey: The quantitative survey made up most of the data collected, population recruited and contributed the largest amount to answering questions relating to the objectives of the research. As summarized in the overall study design, a cross-sectional survey whereby data was collected from study

[1] Summaries of the populations surveyed are highlighted in the annex.

participants through a structured questionnaire was used as the primary source of data. The quantitative survey involved randomly recruiting participants into the study and collecting relevant data that was used to quantify empirically, the status at baseline. The population was representative of the target population and random sampling was conducted to ensure that there is an equal chance of anyone being chosen to participate in the study. The sampling frame for the quantitative component was made up of the listing of project participants who met the criteria for inclusion into the project. This therefore comprised the total project population and the baseline was implemented with the intention of understanding the characteristics of the population at the project onset.

Qualitative Survey: The qualitative data collection activities were a critical component of the entire study. The objective of the qualitative component was to allow the triangulation of information and to help explain the change pathways. The qualitative data was collected through FGD's with the clients, KII's and other selected interlocutors. Overall, 170 individuals were interviewed through FGDs and KIIs. The information from the FGDs was synthesized together with the data from the quantitative survey and the desk review process and information was integrated into the final report. The qualitative work enabled us to identify unique themes and enrich data that was collected through the desk review and quantitative field surveys. The categories of targeted respondents are indicated in annex 4.

Data Analysis

The activity focused on providing analysis of several indicators of interest. The analysis was descriptive to assess the status of the parents, children, and households with respect to the baseline indicators. In addition, data was disaggregated by district, gender, and residential status of the project participants (whether they were nationals or refugees). Regression analysis was performed to determine what factors drive ECCD outcomes. The multivariate regression analysis was useful in providing insight into the major factors that influence cognitive and learning outcomes with the objective of informing programming. The analysis also included graphical visualizations to highlight the most prominent results. The data was cleaned, labeled, and coded before the analysis was done. All quantitative data was either numerical or categorical and analyzed using STATA and R applications.

The qualitative interviews were arranged by the project teams and sought to ensure substantial variation in the information being collected in order to capture a wide range of views. The objective was to get a clear understanding of the inner workings of the project, opinions of the clients and relate information gathered from FGD participants to other data sources. FGD discussions were recorded using voice recorders, transcribed and analysis of qualitative data was done using Nvivo software.

Assessment Limitations and Mitigation Strategies

- During the start of the assessment, there were delays in making appointments with some key informants due to busy schedules and the assessment timebound. Impact Measurement Partners (IMP) engaged International Rescue Committee (IRC) and partner focal points who greatly supported in mobilization activities.
- The data collectors spent more time in travelling to meet respondents due to poor road network and transport. This was especially in Yumbe and Kyegegwa whereby some project sites were distant from each other. IMP later engaged local service providers which hired vehicles to save time during the survey.

Demographic Profiles of the Respondents

This section examines the gender, age, residency status, educational level, employment status and family size of the survey respondents.

Map showing surveyed refugee settlements

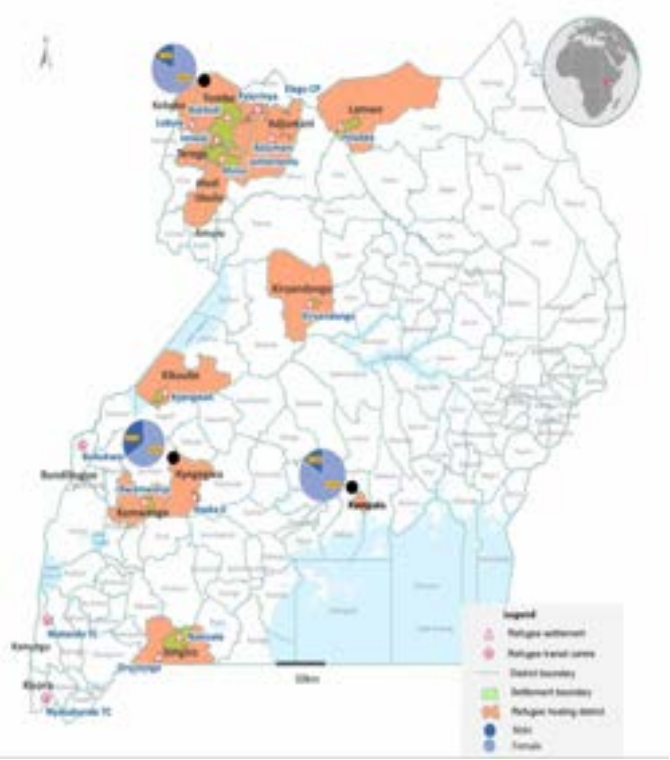

Figure 1: Map showing surveyed refugee settlements

OVERVIEW

1,025 (236 men and 789 women) participants were interviewed during the survey with 100% response rate. 77% of the respondents were female and 23% male. The largest category of interviewed respondents were adults between 19 and 35 years, with an average age of 36 years across the three districts (Kampala-34, Yumbe-35 and Kyegegwa-37).

An average household size in the assessed locations is 5 members.

Overall, some 9% (94) of all interviewed respondents had at least one member with People living with disabilities (PWD's), especially difficulty in seeing, hearing, walking, and remembering or concentrating.

89 (27 men and 62 women) elderly participants (over 50 years) were interviewed during the survey

Most of the respondents (63%) were refugees, while 37% were national. 80% of the respondents were heads of household (Kampala-77%, Yumbe-83% and Kyegegwa-78%).

Table 1: Respondents demographic information

Respondents demographic information				
Demographic Information	**Kampala**	**Yumbe**	**Kyegegwa**	**Total**
Average Household size	6	5	5	5
Level of Education Completed				
No Education	8% (23)	32% (119)	35% (124)	26% (266)
Primary	41% (118)	59% (224)	56% (200)	53% (542)
Secondary	34% (99)	9% (34)	9% (32)	16% (165)
Tertiary	17% (50)	0% (0)	1% (2)	5% (52)
Employment Status				
Unemployed	38% (111)	82% (308)	76% (273)	68% (692)
Employed	62% (179)	18% (69)	24% (85)	32% (333)

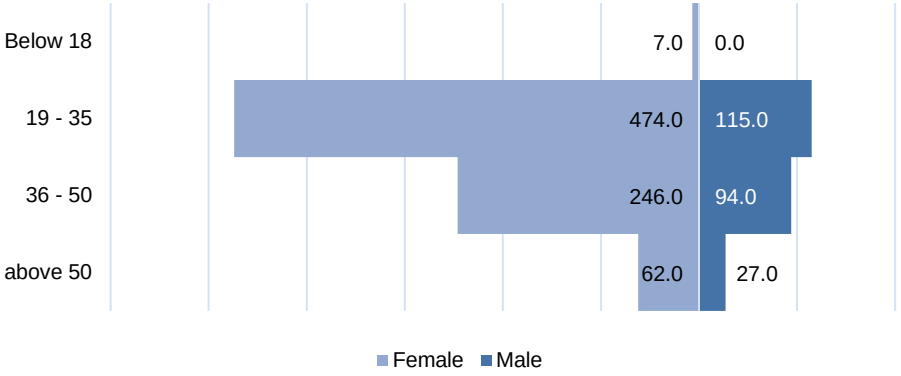

Figure 2: Respondents' Age category by Sex

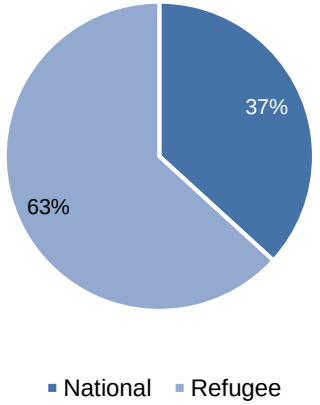

Figure 3: Respondents' Status

When assessing the level of education completed, the majority (53%) of respondents completed primary while 26% had no education. 68% or 692 of the respondents indicated that they were unemployed, while 32% were in some form of employment.

Table 2: Table showing HH members with a disability

Does any member of the HH have a disability?			
Status	No	Yes	Grand Total
National	33%	4%	37%
Refugee	58%	6%	63%
Grand Total	91%	9%	100%

Study Findings

In this section, we report in detail the findings of the study and the report is structured to provide information about the main indicators and outcomes of interest with respect to livelihoods and incomes, nutrition and health outcomes, responsive parenting, access to ECCD services, child development outcomes and finally the existing policy frameworks and environment in Uganda with regards to early childhood care and development. We further use the data collected to benchmark and populate the project specific outcome indicators.

The data is triangulated and synthesized to integrate data collected from the quantitative surveys which is presented in the tables and graphs as well as the qualitative data which is presented as opinions in quotes.

We provide summaries of the main demographic indicators of the surveyed household below before reporting about the main outcome indicators in the sections following.

Incomes and Livelihoods

Engagement in Agricultural & Livestock Production

In this section, we report several indicators on access to agricultural means of production, engagement in cultivation and enterprises, livestock production, yields, and sources of income.

Engagement in Agricultural Production

Of the total population interviewed, the survey established that 56% of the respondents cultivated in the last planting season compared to 44% who did not. 64% of male and 53% of female respondents reported cultivating in the last planting season. The corresponding figure was 62% among nationals and 52% among refugee respondents. In the district level analysis, a higher majority of respondents indicated cultivating in the last planting season in Kyegegwa-76% and Yumbe-78% compared to only 1% in Kampala where access to land is very low.

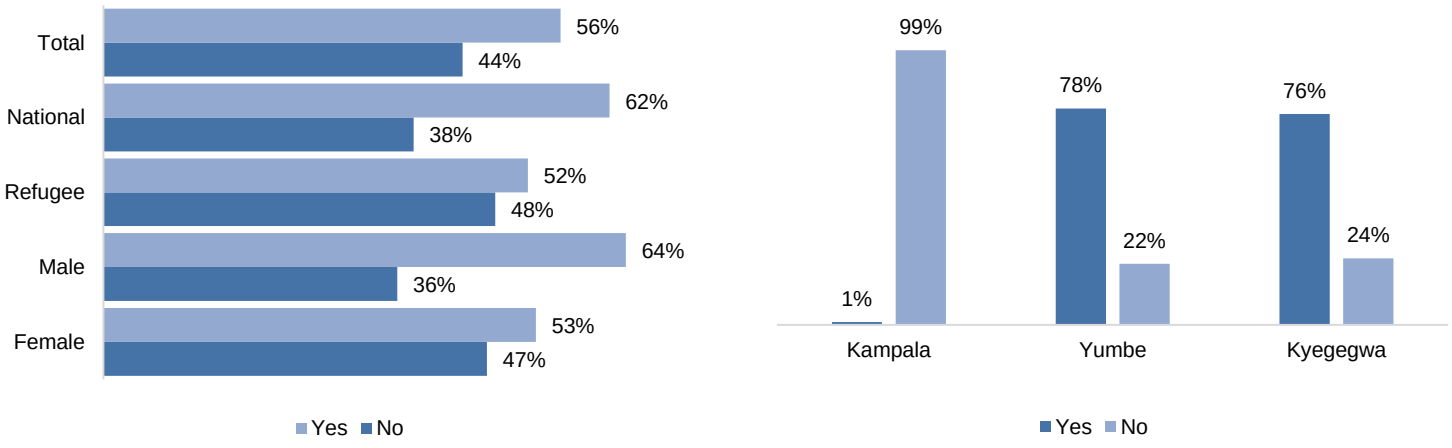

Figure 4: Percentage of clients reporting engagement in agriculture disaggregated by status & gender (Panel A) and district (Panel B)

Crop Production

The main crops cultivated depended largely on the district. Overall, the main crop that the respondents cultivated were maize (40% of the population), beans (30% of the population), cassava (20% of the population) and sorghum (9% of the population). Other crops (ground nuts, sweet potatoes, simsim/sesame, Irish potatoes, okra, millet, cabbage, cowpeas, soya bean, eggplant, etc.) cultivated accounted for less than 1% of the crops cultivated.

Table 3 summarizes the main crops cultivated, number of crops cultivated, and incomes gained from sale of produce by district, residence status and gender to understand whether there is any variation in crop production and incomes. 46% of respondents in Kyegegwa reported cultivating beans compared to only 8% in Yumbe, while cultivation of cassava and sorghum was considerably higher in Yumbe. Cultivation of maize which is a common staple countrywide was grown by 36% of the population in Yumbe and 43% of the population in Kyegegwa. The implications based on the variation in preferences in the different districts are that certain enterprises may be more popular among clients in the different districts. The average number of crops cultivated was quite low with most households cultivating 1 or 2 crops. Incomes from crop production were calculated based on the crop yields in kilograms that were sold, multiplied by the median price of the different crops. The average incomes from sale were quite low with the average reported income being around 80,000UGX.

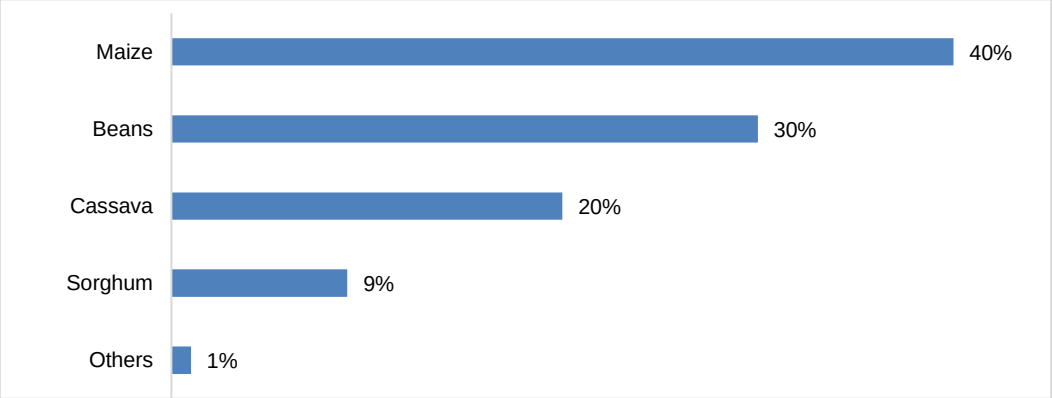

Figure 5: Crop production in the most recent season

Table 3: Crop production by districts, residence status and gender

Crop Production	Total	Locations			Residence status		Gender	
		Kampala	Yumbe	Kyegegwa	National	Refugee	Female	Male
Main crops cultivated								
Beans	30% (291)	20% (1)	8% (33)	46% (257)	33% (138)	28% (153)	28% (193)	35% (98)
Cassava	20% (197)	20% (1)	34% (135)	11% (61)	25% (105)	16% (89)	21% (141)	20% (56)
Maize	40% (389)	60% (3)	36% (143)	43% (243)	39% (160)	42% (227)	41% (276)	40% (113)
Sorghum	9% (84)	0% (0)	21% (82)	0% (2)	2% (10)	14% (74)	10% (71)	5% (13)
# of crops cultivated	1 (1-1)	1 (1-1)	1 (1-1)	1 (1-1)	1 (1-1)	1 (1-1)	1 (1-1)	1 (1-1)
Maize yield (kgs)/ (IQR)	40 (15-80)	63 (25-100)	40 (18-60)	30 (15-80)	50 (20-100)	20 (10-50)	30 (10-60)	40 (20-100)
Bean yield (kgs)	20 (8-50)	10 (10-10)	10 (0-50)	20 (10-50)	40 (20-80)	12 (5-29)	20 (5-40)	35 (15-60)
Cassava yield (kgs)	40 (0-100)	1000 (1000-1000)	60 (0-200)	40 (13-80)	60 (0-200)	35 (5-100)	40 (0-100)	90 (20-300)
Sorghum yield (kgs)	40 (0-64)	0(0)	40 (0-72)	20 (20-20)	70 (20-140)	25 (0-60)	30 (0-60)	40 (0-100)
Income from sale of produce (in UGX)	80,000 (0-128,000)	1,000 (1,000-1,000)	80,000 (0-144,000)	40,000 (40,000-40,000)	140,000 (40,000-280,000)	80,000 (0-144,000)	140,000 (40,000-280,000)	80,000 (0-144,000)

*IQR- The interquartile range summarizes the median values of the 1st and 3rd quartiles meaning that 50% of the population are within the ranges

Land Access

We observe overall that about 50% (515) of all the respondents interviewed report that they have access to any land resources for agricultural production. This, however, varies considerably by district. Only 1% of respondents in Kampala report having any land that they can use for agricultural production compared to 66% in Yumbe and 73% in Kyegegwa.

61% of male respondents had access to land compared to 47% of female respondents. Additionally, 65% of nationals had access to land while 42% of refugee respondents reported having access to cultivable land.

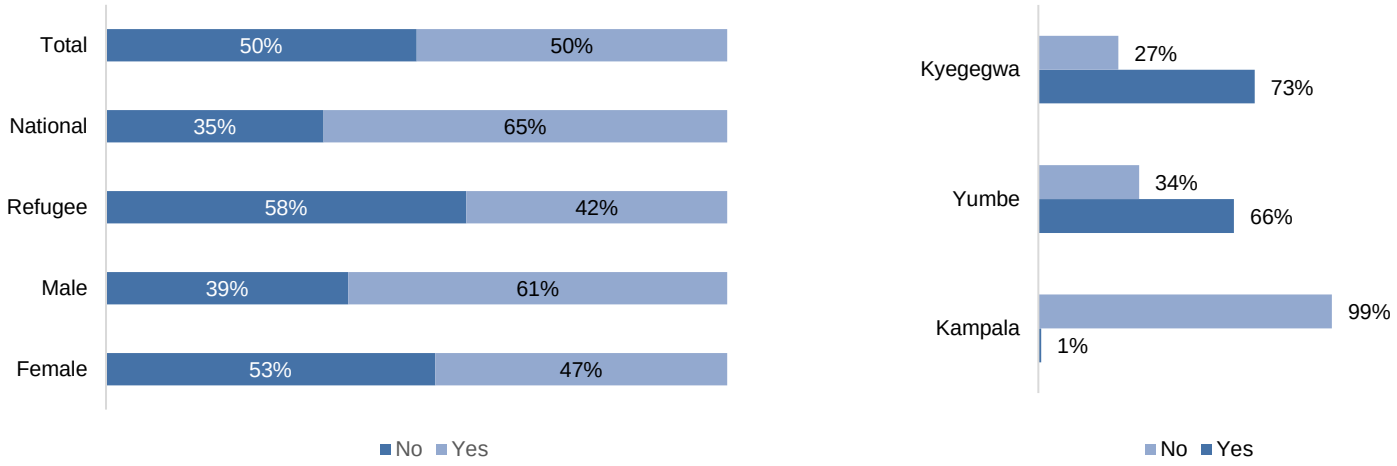

Figure 6: Percentage of clients with access to land by status & gender (Panel A) and district (Panel B)

Of the 50% who have access to land, 64% (329) of the respondents owned the land, 30% (156) rented the land, and 6% (30) reported that they communally accessed the land for free. District level analysis showed that land ownership was more common in Kyegegwa-65% and Yumbe-63% compared to Kampala. Additionally, respondents in Yumbe-35% rented more land compared to Kyegegwa-26%.

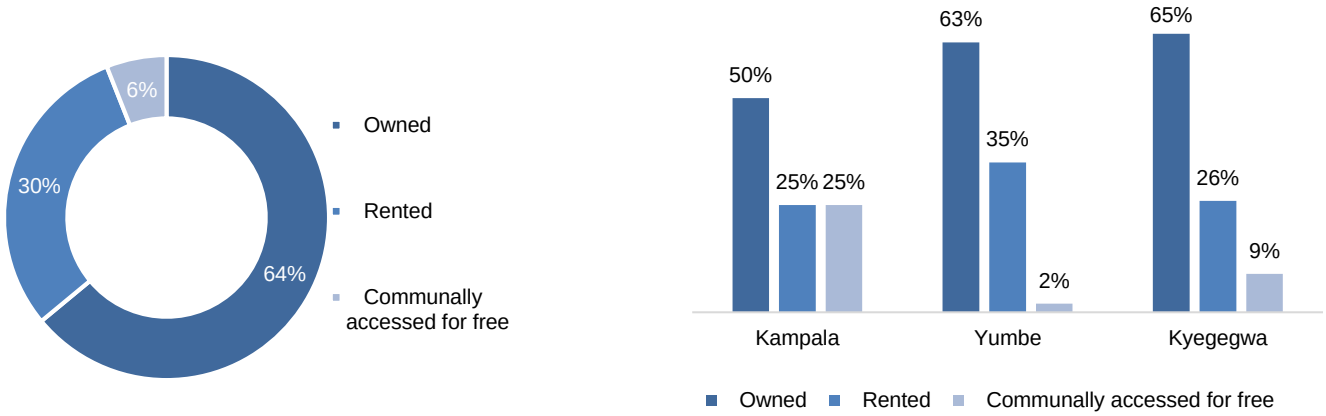

Figure 7: Percentage of clients that own, rent of have communal access to land disaggregated by status and gender (Panel A) and district (Panel B)

In figure 8 below, we summarize the land ownership status disaggregated by gender and residential status of the clients. 62% (231) of female respondents reported owning land compared to 68% of male respondents, while 33% and 24% of female and male respondents rented land for cultivation. The trends differed when comparing the refugee and national populations. The proportion of refugees that reported owning land was 50% (136) while the proportion of nationals that reported similarly was 78% (190). Refugees were more likely to report renting land for agricultural production with 40% of refugees renting land in the last season compared to 20% of nationals. The indications therefore are that access to land resources for agricultural production vary, as expected, by residential status with locals being more likely to own land resources and refugees more likely to rent productive land resources.

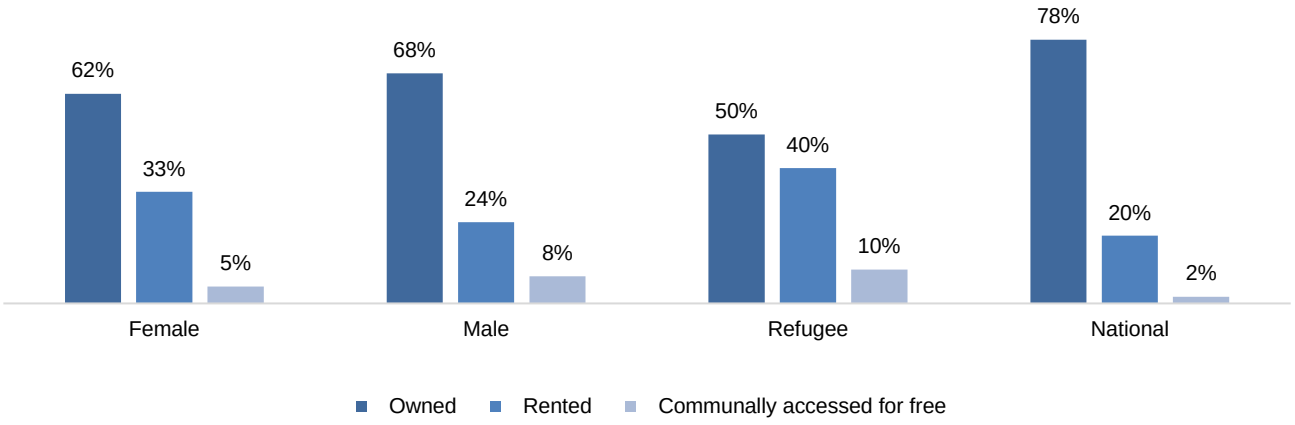

Figure 8: Percentage of clients that report they own, rent, or have communal access to land by gender.

In terms of acreage, respondents owned, rented, or accessed a total of 4 acres of land on average (Kampala-7 acres, Yumbe-5 acres and Kyegegwa-3 acres). When assessing the primary use of land, 95% (488) of respondents indicated cultivating in the last planting season and 2% reported using it for fallow and 1% as grazing land. The district level analysis shows that respondents in two districts of Kyegegwa-98% and Yumbe-93% cultivated more on their plots of land than Kampala district-25%.

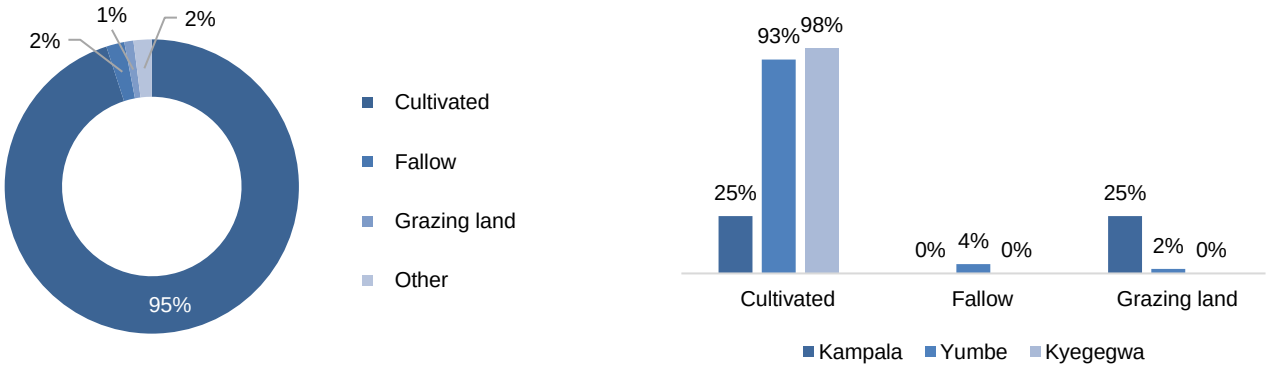

Figure 9: Main use of land resources (Panel A) and Main use of land resources by district (Panel B)

Observations:

- **Land access:** There are indications of gender disparities with access to land resources with female clients reporting less access to land for agricultural production. Only 47% of female clients compared to 61% of male clients reported that they had land that they were able to cultivate. However, among those that had access to land, the ownership status did not vary much by gender with reporting being more or less equal. The choice of agricultural enterprises was also generally matched irrespective of the gender of the client. Respondents in refugee settlements (Yumbe-66% and Kyegegwa-73%) have greater access to land and can cultivate compared to respondents in urban settings (Kampala-1%). Nationals were significantly more likely to report having access to land with 65% reporting in the affirmative compared to only 42% of refugees.
- **Land ownership:** Respondents in the three districts reported owning land (Kampala-50%, Yumbe-63% and Kyegegwa-65%) than renting or communally accessing it for free. Of the clients that reported having access to land, nationals were also significantly more likely to own the land (78% compared to 51% of refugees[2]).
- **Land renting:** Refugees were also considerably more likely to report renting land or having access to communal land. Given that in the settlements the refugees are usually allotted a plot of land on which they can cultivate the communal access to land would reflect this.

[2] According to the Uganda's land tenure system, Refugees in Uganda legally cannot own land, except through a leasehold.

- **Crop production**: The main crops cultivated by nationals and refugees did not vary significantly with the most common being maize, beans and cassava for both populations. Reported production of other crops was relatively low. Staple crops produced varied by region with sorghum being much more common in Yumbe district.
- **Incomes from crop production:** Income from the sale of agricultural produce was on average also higher among national who reported an average income about 60,000 UGX compared to refugees.

Gainful employment (wage or self-employment)

The survey established that 41% or 420 respondents engaged in gainful employment[3] (wage or self-employment) compared to 59% (605) who were not engaged. 42% of male respondents were engaged in gainful employment while 58% of males were not. The proportions did not differ much by gender with 41% of female respondents reporting being engaged in gainful employment versus 59% of females that were not. The findings disaggregated by residential status showed similar patterns with 41% of nationals, and 42% of refugees being engaged in gainful employment. In the district level analysis, a higher majority of respondents indicated not engaging in any gainful employment in Yumbe-80% compared to Kyegegwa-43% and Kampala -50%. More respondents have gainful employment in Kyegegwa -57% compared to Kampala -50% and only 20% in Yumbe. Overall, all assessed participants reported that communities are mainly peasant communities. However, they also practice some agriculture focusing on livestock (chicken and goats) and crop husbandry, volunteer work with NGOs, small scale business such as selling food stuffs and general merchandise. We also observe that based on the location, certain income generating activities dominate over others.

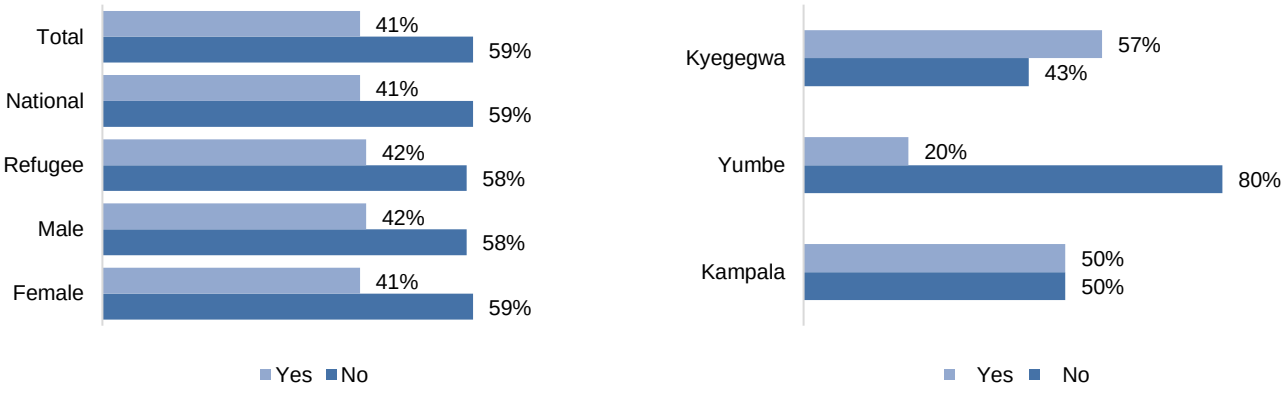

Figure 10: Percentage of clients that report engaging in gainful employment disaggregated by status & gender (Panel A) and by district (Panel B)

Respondents engaged in self-employment outside of the home and freelance work (61,000 UGX per month) and who received remittances from abroad (57,000 UGX per month) earned higher incomes compared to other types of gainful employment.

At the district level analysis, households in Kampala were more likely to report being engaged in salaried employment (70,000 UGX per month compared to an average of 30,000 UGX per month), professional or semi-professional freelance work (123,000 UGX per month compared to 20,000 UGX per month in Yumbe and 35,000 UGX per month in Kyegegwa), and received a lot of their income from remittances from abroad (167,000 UGX per month compared to less than 1,000 UGX per month in the other districts). Residents in Kampala also reported higher incomes from self-employment in different vocations in production and the service industry such as tailoring, tutoring and food making. The average incomes from daily labor were similar across the 3 districts.

[3] Gainful Employment refers to an employment situation where the employee receives steady work, payment from the employer and that allows for self-sufficiency.

Households in Yumbe and Kyegegwa were more likely to report being engaged in seasonal labor whereby the average income was about 10,000 UGX in the previous month. This includes engagement in on and off farm wage labor. Households in Kyegegwa particularly received around 50,000 UGX per month more than the two other districts from cash donations and relied a lot on the sale of assets such as household assets and livestock as a source of income.

Table 4: Engagement in income generating activities and incomes from different sources by district

Did you or anyone in your household engage in any gainful employment?	Total-1,025	Kampala-290	Yumbe-377	Kyegegwa-358
No	59%	50%	80%	43%
Yes	41%	50%	20%	57%
Salaried employee (paid regularly, with consistent wage (in UGX).	29,536 (98,762)	69,688 (154,637)	19,468 (58,232)	4,873 (20,542)
Daily labor paid daily but with inconsistent wage or work (in UGX).	19,258 (52,221)	21,708 (68,529)	14,039 (31,569)	19,500 (44,681)
Seasonal Labor wage and work schedule depends on the time (in UGX).	10,710 (28,385)	0 (0)	24,001 (41,228)	13,266 (29,866)
Self-employed outside of the home consultant/freelancer (in UGX).	61,880 (158,932)	122,917 (216,360)	19,573 (35,963)	34,631 (123,228)
Self-employed in the home (Tutoring, tailor, food maker) (in UGX).	21,729 (83,996)	59,097 (135,887)	4,481 (14,636)	1,764 (10,601)
Paid Volunteer paid work for local community organization (in UGX).	1,255 (9,871)	0 (0)	2,987 (17,701)	1,488 (9,156)
Other work (in UGX).	18,793 (77,882)	47,569 (125,315)	5,625 (18,637)	3,374 (23,637)
Cash donations from charity organizations (in UGX).	28,241 (157,504)	5,347 (36,526)	1,143 (10,029)	54,759 (222,723)
Remittances from abroad (in UGX).	57,264 (356,197)	167,361 (597,293)	649 (4,084)	640 (6,201)
Sale of assets and belongings (example: gold, livestock) (in UGX).	21,318 (164,822)	2,917 (22,153)	3,896 (18,239)	40,980 (235,945)
Sale of food aid (food vouchers or parcels) (in UGX).	1,816 (14,861)	0 (0)	1,364 (6,720)	3,276 (20,997)
Sale of non-food assistance (in UGX).	59 (1,001)	0 (0)	65 (570)	99 (1,404)
Savings (in UGX).	10,756 (42,344)	5,882 (26,398)	6,708 (34,621)	15,749 (52,557)

Table 5 below summarizes the engagement in income generating activities (IGA) as well as income earning from different activities by gender. Generally, engagement in IGAs is similar between female and male clients with on average 41% of them reporting that they were engaged in some form of gainful employment. Incomes from the different activities were largely balanced across the genders except for reported income from charity organizations whereby males reportedly received about 56,000 UGX per month compared to 20,000 UGX per month amongst female clients. The biggest sources of collective income were from self-employment outside the home which included professional and semi-professional engagements, remittances from abroad where it should be noted that female clients reported considerably higher incomes from this source (71,000 UGX per month versus 13,000 UGX per month) though not statistically significant; and salaried employment which came in as the third most common income generating activity bringing in a monthly income of close to 30,000 UGX per month.

Table 5: Engagement in income generating activities and incomes from different sources by gender

Did you or anyone in your household engage in any gainful employment?	Total-*1,025*	Female-*789*	Male-*236*
No	59%	59%	58%
Yes	41%	41%	42%
Salaried employee (paid regularly, with consistent wage	29,536 (98,762)	27,902 (97,859)	34,833 (101,952)
Daily labor paid daily but with inconsistent wage or work (in UGX).	19,258 (52,221)	18,131 (50,697)	22,910 (56,999)
Seasonal Labor wage and work schedule depends on the time (in UGX).	10,710 (28,385)	10,080 (28,710)	12,750 (27,343)

Self-employed outside of the home consultant/freelancer (in UGX).	61,880 (158,932)	61,960 (152,429)	61,620 (179,222)
Self-employed in the home (Tutoring, tailor, food maker) (in UGX).	21,729 (83,996)	26,336 (92,175)	6,800 (46,164)
Paid Volunteer paid work for local community organization (in UGX).	1,255 (9,871)	1,142 (9,575)	1,620 (10,816)
Other work (in UGX).	18,793 (77,882)	17,834 (71,675)	21,900 (95,618)
Did you or anyone in your household engage in any gainful employment?	**Total-*1,025***	**Female-*789***	**Male-*236***
Cash donations from charity organizations (in UGX).	28,241 (157,504)	19,657 (47,840)	56,050 (312,260)
Remittances from abroad (in UGX).	57,264 (356,197)	70,988 (401,169)	12,800 (120,085)
Sale of assets and belongings (example: gold, livestock) (in UGX).	21,318 (164,822)	24,864 (185,940)	9,830 (55,670)
Sale of food aid (food vouchers or parcels) (in UGX).	1,816 (14,861)	2,253 (16,892)	400 (3,153)
Sale of non-food assistance (in UGX).	59 (1,001)	77 (1,144)	0 (1)
Savings (in UGX).	10,756 (42,344)	9,640 (42,102)	14,370 (43,134)

The disparities in overall engagement in gainful employment and incomes from the different activities were largely similarly balanced when the data was disaggregated by the residential status of the respondents. 41% of nationals compared to 42% of refugees reported that they actively engaged in gainful employment over the past 30 days. Nationals were no more likely to report receiving higher incomes from salaried employment, seasonal wage employment, or daily labor. However, a significantly higher proportion of refugees reported incomes from cash donations from charity organizations and from remittances.

Table 6: Engagement in income generating activities and incomes from different sources by status

Did you or anyone in your household engage in any gainful employment?	**Total-*1,022***	**National-*374***	**Refugee-*648***
No	59%	59%	58%
Yes	41%	41%	42%
Salaried employee (paid regularly, with consistent wage (in UGX).	29,536 (98,762)	29,065 (78,558)	29,808 (108,852)
Daily labor paid daily but with inconsistent wage or work (in UGX).	19,258 (52,221)	22,381 (55,579)	17,459 (50,203)
Seasonal Labor wage and work schedule depends on the time (in UGX).	10,710 (28,385)	9,613 (35,270)	11,342 (23,574)
Self-employed outside of the home consultant/freelancer (in UGX).	61,880 (158,932)	80,774 (164,237)	50,993 (155,058)
Self-employed in the home (Tutoring, tailor, food maker) (in UGX).	21,729 (83,996)	19,871 (66,859)	22,799 (92,542)
Paid Volunteer paid work for local community organization (in UGX).	1,255 (9,871)	1,548 (14,010)	1,086 (6,396)
Other work (in UGX).	18,793 (77,882)	21,806 (78,190)	17,056 (77,797)
Cash donations from charity organizations (in UGX).	28,241 (157,504)	452 (5,623)	44,253 (196,043)
Remittances from abroad (in UGX).	57,264 (356,197)	2,161 (20,765)	89,015 (444,118)
Sale of assets and belongings (example: gold, livestock) (in UGX).	21,318 (164,822)	33,387 (217,318)	14,364 (124,931)
Sale of food aid (food vouchers or parcels) (in UGX).	1,816 (14,861)	2,290 (19,986)	1,543 (10,901)
Sale of non-food assistance (in UGX).	59 (1,001)	0 (1)	93 (1,256)
Savings (in UGX).	10,756 (42,344)	16,319 (61,422)	7,550 (25,179)

Observation:

- Gainful employment: Female refugees are engaged in about as much gainful employment as male refugees. This seems the same indication for female nationals compared to male nationals.

- The fraction of respondents that reported that a member of the household was engaged in gainful employment was highest in Kyegegwa- 57% or 204 and Kampala- 50% or 145 respectively while only 20% or 75 of the respondents in Yumbe reported similarly.

- A large fraction of incomes for refugees especially in Kampala is in the form of remittances while cash donations form a big component of incomes in Kyegegwa.

Livestock production

In this section, we present the findings with regards to agricultural and livestock production including the main enterprises that the clients currently engage in, and the incomes that they report to have earned from the sale of agricultural and livestock products. The data is disaggregated by district, gender, and refugee status of the respondent.

In comparison between refugees and the host community, the results reveal that refugees own less livestock than locals, across all the 3 locations. This disparity is apparent in both the proportion of households owning livestock and the value of livestock owned. One interesting observation is that while a sizeable percentage of refugees' own livestock, however the income they derive from livestock sales is almost negligible.

In table 7, we summarize the levels of participation in livestock production including ownership, main types of livestock owned, numbers of livestock owned as well as the income earned from the sale of livestock. The data is disaggregated by district. Of the population that was interviewed, 33% of the respondents reported owning some livestock though livestock ownership was considerably higher in Yumbe and Kyegegwa. Only about 3% of respondents in Kampala owned livestock while 41% in Yumbe and 49% in Kyegegwa reported owning livestock. The main animals that the clients owned were chicken (53%), and goats (22%). 12% of the respondents also reported owning ducks, 7% owned pigs, while ownership of cattle was about 4% of the population. There was not much variation across the districts in terms of animals owned or preferred except in Kampala where animal ownership was highly skewed with only 8 clients reporting that they owned chicken.

Asked how many animals they currently own, the average number of animals that the clients owned was 3. Of the respondents that owned livestock, only 21% reported that they had sold any livestock over the previous 6 months. The income from livestock sales was calculated based on the number of livestock that the respondents said they had sold in the last 6 months multiplied by the median price at which the different livestock were sold. The average earning from livestock sales was about 78,000 UGX and this did not vary significantly by district. Asked what the main reason for rearing livestock was, a majority (59%) said that they keep livestock for both home consumption as well as being a source of income. Respondents in Yumbe were however significantly less likely to report keeping livestock for sale.

Table 7: Livestock production & incomes disaggregated by district.

Livestock production and Incomes	Total-1,025	Kampala-290	Yumbe-377	Kyegegwa-358
Owns Livestock No	67% (685)	97% (282)	59% (222)	51% (181)
Yes	33% (340)	3% (8)	41% (155)	49% (177)
Livestock owned				
Chicken	53% (180)	100% (8)	53% (83)	50% (89)
Cow	4% (12)	0% (0)	3% (5)	4% (7)
Duck	12% (42)	0% (0)	12% (18)	14% (24)
Goat	22% (75)	0% (0)	29% (46)	16% (29)
Pig	7% (24)	0% (0)	0% (0)	14% (24)
sheep	1% (3)	0% (0)	1% (1)	1% (2)
How many do you have now? (IQR)	3 (1-4)	8 (4-15)	3 (1-5)	2 (1-4)
Sold Livestock No	79% (379)	70% (7)	82% (175)	77% (197)

Yes	21% (101)	30% (3)	18% (39)	23% (59)
In the last year how many did you sell? (IQR)	0 (0-0)	0 (0-3)	0 (0-0)	0 (0-0)
Income from livestock sales (in UGX)/ **(IQR)**	77,500 (40,000-120,000)	100,000 (60,000-160,000)	60,000 (40,000-100,000)	80,000 (40,000-120,000)
The produce is mainly used for?				
Selling to market	23% (80)	63% (5)	7% (11)	36% (64)
Subsistence (family consumes)	18% (60)	0% (0)	19% (30)	17% (30)
Both	59% (201)	38% (3)	74% (115)	47% (83)

*IQR- The interquartile range summarizes the median values of the 1st and 3rd quartiles meaning that 50% of the population are within the ranges

In table 8, we report the same indicators disaggregated by gender. We see that 14% more male respondents report owning livestock which could be indicative of higher access to productive resources such as land and capital compared to female respondents. There are however no significant differences in choice of livestock enterprise or livestock owned, nor the number of livestock owned. Male respondents reported owning only one more animal compared to female clients. Asked whether they sold any livestock, male clients were marginally more likely to report that they did (19% among females compared to 26% among males); while income from livestock sales were similar across the genders at about 78,000 UGX earned from livestock sales.

Table 8: Livestock production & incomes disaggregated by gender

Livestock production and Incomes	Total-1,025	Female-789	Male-236
Owns Livestock No	67% (685)	70% (553)	56% (132)
Yes	33% (340)	30% (236)	44% (104)
Livestock owned			
Chicken	53% (180)	56% (132)	46% (48)
Cow	4% (12)	3% (7)	5% (5)
Duck	12% (42)	10% (23)	18% (19)
Goat	22% (75)	23% (54)	20% (21)
Pig	7% (24)	6% (15)	9% (9)
sheep	1% (3)	1% (2)	1% (1)
How many do you have now? (IQR)	3 (1-4)	2 (1-4)	3 (1-5)
Sold Livestock No	79% (379)	81% (269)	74% (110)
Yes	21% (101)	19% (63)	26% (38)
In the last year how many did you sell? (IQR)	0 (0-0)	0 (0-0)	0 (0-1)
Income from livestock sales (in UGX)./ **(IQR)**	77,500 (40,000-120,000)	77,500 (40,000-150,000)	77,500 (45,000-120,000)
The produce is mainly used for?			
Selling to market	23% (80)	23% (54)	25% (26)
Subsistence (family consumes)	18% (60)	19% (44)	15% (16)
Both	59% (201)	59% (139)	60% (62)

*IQR- The interquartile range summarizes the median values of the 1st and 3rd quartiles meaning that 50% of the population are within the ranges

In table 9, we report the livestock production and incomes indicators by residential status. We see that nationals are significantly more likely to report owning livestock compared to the population of refugees. 40% of nationals said that they owned livestock while only 29% of refugees reported owning any. Nationals were more likely to report owning chicken (57% compared to 50%) or goats (26% compared to 18%); while a larger fraction of refugees,20%, reported owning ducks compared to only 3% of nationals. This may suggest varying

livestock enterprise preferences between national and refugee populations. Refugees were no less likely to report that they sold any livestock while the main purposes for keeping livestock did not vary either. 62% of nationals and 56% of refugees report that they rear livestock for both household consumption and for sale.

Table 9: Livestock production & incomes disaggregated by residential status

Livestock production and Incomes	Total-1,022	National-374	Refugee-648
Owns Livestock No	67% (683)	60% (226)	71% (457)
Yes	33% (339)	40% (148)	29% (191)
Livestock owned			
Chicken	53% (180)	57% (85)	50% (95)
Cow	4% (12)	7% (11)	1% (1)
Duck	12% (42)	3% (4)	20% (38)
Goat	22% (74)	26% (39)	18% (35)
Pig	7% (24)	5% (8)	8% (16)
sheep	1% (3)	1% (1)	1% (2)
How many do you have now? (IQR)	3 (1-4)	3 (2-5)	2 (1-4)
Sold Livestock No	79% (378)	78% (178)	80% (200)
Yes	21% (101)	22% (50)	20% (51)
In the last year how many did you sell? (IQR)	0 (0-0)	0 (0-0)	0 (0-0)
Income from livestock sales (in UGX)./ **(IQR)**	77,500 (40,000-120,000)	100,000 (60,000-160,000)	60,000 (40,000-100,000)
The produce is mainly used for?			
Selling to market	24% (80)	20% (30)	26% (50)
Subsistence (family consumes)	18% (60)	17% (26)	18% (34)
Both	59% (200)	62% (93)	56% (107)

*IQR- The interquartile range summarizes the median values of the 1st and 3rd quartiles meaning that 50% of the population are within the ranges

Health & Nutrition

In this section we examine the food consumption of the household and dietary diversity among children. The data is disaggregated by district, gender, and refugee status of the respondent.

Food consumption

The reduced Coping Strategies Index (rCSI) is a proxy indicator used to compare the hardship faced by households due to a shortage of food. The index measures the frequency and severity of the food consumption behaviors the households had to engage in due to food shortage in the 7 days prior to the survey.[4] Households were asked about how often they used a set of five short-term food based coping strategies in situations in which they did not have enough food, or money to buy food, during the one-week period prior to interview. The information is combined into the rCSI which is a score assigned to a household that represents the frequency and severity of coping strategies employed. First, each of the five strategies is assigned a standard weight based on its severity. Based on Uganda's context, the total reduced CSI score is the basis to determine and classify the level of coping: into three categories: no or low coping (CSI= 0-3), medium (CSI = 4-9), high coping (CSI ≥10).

Table 8 summarizes the results of (rCSI) by district. We observe overall that several food security indicators varied at the district level. This was mostly in terms of the coping strategies that the household applied including buying less expensive foods, reducing the number of meals consumed per day or reducing the meal portions. In Kampala and Kyegegwa, more households reported that they had borrowed food

[4] https://resources.vam.wfp.org/data-analysis/quantitative/food-security/reduced-coping-strategies-index

compared to households in Yumbe (46%). About 43% of households across the 3 districts indicated restricting consumption for adults. Additionally, households in Yumbe (7% compared to 16% in Kampala and 22% in Kyegegwa), were more likely to lag in terms of their ability to cope with food shortages.

The Food Consumption Score (FCS) is a score calculated using the frequency of consumption of different food groups consumed by a household during the 7 days before the survey.[5] In terms of their overall food security status basing on the food consumption scores, 30% of households were classified as having poor food security, while 35% were classified as borderline and 35% having acceptable household food security. Analyzing the data by location, Kyegegwa was the most food insecure with 41% of households being classified as having poor food security, while Kampala was the most food secure with 48% of households classified as having acceptable food security. Refugee households were also more likely to be classified as having acceptable food security compared to nationals (40% and 32% respectively).

Disaggregating the analysis by gender, there was no significant difference in the copying strategies applied with male and female respondents balancing out on all the food security indicators. 86%, 68% and 62% of households had relied on less expensive meals, reduced the number of meals consumed or reduced food portion sizes to cope with food shortages. 66% of households were ranked as having a medium coping ability to shortages. There were however some differences in terms of the strategies applied by host and refugee communities. While an equal fraction of both host and refugee households reported that they relied on less expensive food, 49% of refugee households reported that they borrowed food compared to 58% of nationals; reduced the number of meals consumed (59% of refugees versus 73% of nationals), reduced portions (52% of refugees versus 68% of nationals) while 50% of refugee households compared to 32% of host households (nationals) reported that they restricted food consumption for adults to cope with food shortages. Additionally, 19% of refugee households compared to 7% of nationals were classified as having no to low coping ability in the event of food shortages.

Table 10: rCSI Score of households by district, gender and resident status

Coping Strategies	Kampala	Yumbe	Kyegegwa	Female	Male	Refugee	National	Total
Relied on less expensive food	79%	86%	92%	85%	89%	87%	85%	86%
Borrowed food	61%	46%	59%	54%	56%	49%	58%	55%
Reduced number of meals	55%	64%	82%	67%	72%	59%	73%	68%
Reduced meal portions	52%	64%	69%	62%	61%	52%	68%	62%
Restricted consumption for adults	39%	48%	42%	45%	37%	32%	50%	43%
rCSI score	**10 (9)**	**8 (6)**	**12 (8)**	**10 (8)**	**10 (7)**	**8 (6)**	**11 (8)**	**10 (8)**
FCS Poor	21%	26%	41%	30%	29%	28%	31%	30%
Borderline	31%	38%	36%	36%	33%	33%	37%	35%
Acceptable	48%	36%	23%	34%	38%	40%	32%	35%

Dietary Diversity Among Children

Minimum Dietary Diversity (MDD) is the consumption of four or more food groups from the seven food groups.[6] Households were asked how often they feed their children based on the food groups. We see that 94% of the respondents report that they have breastfed their under 5-year-old child. Additionally. 81% of the respondents indicated that they are still breastfeeding their children. 32% of respondents said that the child drunk anything from a bottle with a nipple during the day or night, Oral Rehydration Salt solution (ORS) -10%, drink or eat vitamin or mineral supplements or any medicines -12%, Plain water-95%, Juice or juice drinks -27%, clear broth/clear soup -49%, Infant formula, such as nan -2%, Milk from animals, such as fresh, tinned, or powdered milk -22%. Overall, the average children's dietary diversity score was 4, while the fraction of children that attained Minimum Dietary Diversity (MDD) was 30%. While observing MDD at the district level, In Yumbe, more households were above the MDD threshold at 35% compared to Kampala-23% and Kyegegwa -31%. Disaggregating the analysis by gender, there was no significant

[5] https://resources.vam.wfp.org/data-analysis/quantitative/food-security/food-consumption-score
[6] https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5639776/

difference in the MDD with male respondents indicating 29% and female respondents showing 33%. Disaggregating the analysis by residence status, there was no significant difference in the MDD with 31% of Refugees and 29% of Nationals lying above the MDD threshold.

Table 11: Dietary diversity disaggregated among children under 5-Year-old by district, status & gender.

Dietary Diversity	Districts			Gender		Residence Status		Total-1,025
	Kampala-290	Yumbe-377	Kyegegwa-358	Female-789	Male-236	National-374	Refugee-648	
Has a child ever been breastfed?								
Yes	96%	98%	85%	95%	94%	91%	97%	94%
Is child still being breastfed?								
Yes	76%	85%	77%	78%	89%	81%	80%	81%
Yesterday, during the day or night, did child drink anything from a bottle with a nipple								
Yes	52%	33%	7%	36%	17%	40%	27%	32%
Did child drink Oral Rehydration Salt solution (ORS) yesterday, during the day								
Yes	2%	18%	1%	12%	3%	7%	12%	10%
Did child drink or eat any of the these yesterday								
vitamin or mineral supplements or any medicines	5%	18%	7%	13%	7%	10%	13%	12%
Plain water?	93%	94%	97%	95%	94%	95%	94%	95%
Juice or juice drinks?	38%	25%	19%	28%	22%	30%	25%	27%
clear broth/clear soup?	40	53%	53%	49%	51%	48%	50%	49%
Infant formula, such as nan?	1%	3%	1%	2%	2%	2%	2%	2%
Milk from animals, such as fresh, tinned, or powdered milk?	47%	7%	17%	22%	19%	29%	17%	22%
MDD score	**3**	**4**	**4**	**4**	**4**	**4**	**4**	**4**
Minimum Dietary Diversity pass	**23%**	**35%**	**31%**	**29%**	**33%**	**29%**	**31%**	**30%**

Immunization history of child

Respondents were asked if they have national child immunization record(s) from a private health provider or any other document where child's vaccinations are written down. Half of the respondents at 51% said that they only have cards while 43% said they do not have cards or other documents. 71% of the respondents indicated ever having a national child immunization record or immunization records for their child. 78% of the respondents indicated that their child has ever received vaccinations to prevent child from getting disease. 53% of the respondents indicated that their child received Hepatitis B vaccination within 24 hours while 18% indicated their child did not receive within 24 hours. 90% of the respondents reported that their child received vaccination drops in the mouth to protect child; 92% said that the first polio drops received in the first two weeks after birth; the polio drops were received 4 times; 90% indicated that the last time their child received the polio drops, they also got an injection. 72% of the respondents reported that their child had ever received a Pentavalent vaccination, Pneumococcal Conjugate vaccination-64%, rotavirus vaccination-70%, MMR/MR vaccine-70%, Yellow Fever vaccination-53% and Td Booster-56%.

Table 12: Immunization history of children under 5-YO disaggregated by district, status & gender.

Immunization History of child	Districts			Gender		Residence status		Total-1,025
	Kampala-290	Yumbe-377	Kyegegwa-358	Female-789	Male-236	National-374	Refugee-648	
Have National Child Immunization record (s) from a private health provider or any other document where child's vaccinations are written down								
Yes, has only card(s)	49%	59%	43%	53%	43%	51%	50%	51%
Yes, has only other document	1%	2%	1%	2%	1%	1%	2%	1%
Yes, has card(s) and other document	17%	0%	1%	6%	4%	4%	6%	5%
No, has no cards and no other document	33%	39%	54%	40%	52%	44%	42%	43%
Did you ever have a National Child Immunization Record or immunization records for child								
Yes	75%	65%	74%	72%	69%	71%	71%	71%
Has child ever received vaccinations to prevent child from getting disease								
Yes	68%	61%	95%	76%	83%	77%	78%	78%
Hepatitis B vaccination								
Yes, within 24 hours	43%	63%	51%	54%	53%	47%	57%	53%
Yes, but not within 24 hours	38%	7%	17%	18%	17%	18%	18%	18%
Vaccination drops in the mouth to protect child								
	83%	93%	91%	91%	88%	88%	91%	90%
Were the first polio drops received in the first two weeks after birth?								
Yes	85%	93%	94%	93%	91%	91%	93%	92%
How many times were the polio drops received?	3	3	4	3	4	4	3	3
The last time child received the polio drops, did child also get an injection								
Yes	91%	92%	88%	91%	88%	90%	90%	90%
Has child ever received a Pentavalent vaccination								
Yes	71%	71%	73%	73%	69%	68%	74%	72%
How many times was the Pentavalent vaccine received?	3	3	1	2	1	2	1	1
Has child ever received a Pneumococcal Conjugate vaccination								
Yes	69%	69%	57%	64%	62%	63%	64%	64%
How many times was the Pneumococcal vaccine received?	3	3	1	2	0	3	0	1
Has child ever received a rotavirus vaccination								
Yes	65%	70%	72%	72%	64%	66%	72%	70%
How many times was the rotavirus vaccine received?	2	2	0	2	2	2	1	1
Has child ever received a MMR/MR vaccine								
Yes	71%	86%	56%	71%	66%	71%	69%	70%
How many times was the MMR/MR vaccine received?	1	2	1	2	0	2	1	1
Has child ever received the Yellow Fever vaccination								
Yes	46%	57%	54%	52%	56%	48%	57%	53%
Has child ever received the Tb Booster								
Yes	60%	54%	55%	52%	56%	52%	58%	56%

History of illness of children

On illness, 17% of the respondents reported that the child had diarrhea in the last 2 weeks; 19% of the respondents reported that the child was given much less than usual to drink during the time that they had diarrhea while 26% indicated somewhat less, about the same-29%, more-22% and nothing to drink-1%.

24% of the respondents reported that the child was given much less than usual to eat while the child had diarrhea while 30% indicated somewhat less, about the same-25%, more-9%, stopped food-2% and never gave food-8%. 85% of respondents sought advice or treatment for the diarrhea from any source. 47% of the respondents said that the child was given a fluid made from a special package during the time they had diarrhea, while 44% said a pre-packaged ORS fluid was given, while 39% gave the child Zinc tablets or syrup.

30% reported that the child had been ill with a fever at any time in the last two weeks; had blood taken from (his/her) finger at any time during the illness-65%; had an illness with a cough at any time in the last two weeks-35% and had fast, short, rapid breaths or at any time in the last two weeks-18%. During the illness, 25% reported that the child had fast or difficulty breathing due to problems in the chest only; blocked or runny nose only-34%, both- 27% and fever-34%. 85% of respondents sought advice or treatment for the illness from any source. 90% of the respondents said that the child was given medicine for the illness during the illness.

Table 13: History of illness among children under 5-YO disaggregated by district, status & gender

History of illness of child	Districts			Gender		Residence status		Total-1025
	Kampala-290	Yumbe-377	Kyegegwa-358	Female-789	Male-236	National-374	Refugee-648	
Child had diarrhea in the last 2 weeks								
Yes	15%	18%	19%	18%	16%	19%	17%	17%
During the time child had diarrhea, was (he/she) given less than usual to drink								
Much Less	16%	32%	9%	18%	24%	21%	17%	19%
Somewhat Less	25%	21%	30%	27%	21%	23%	28%	26%
About The Same	23%	26%	36%	31%	21%	26%	31%	29%
More	30%	18%	20%	19%	32%	23%	21%	22%
Nothing To Drink	2%	2%	0%	1%	0%	3%	0%	1%
During the time child had diarrhea, was (he/she) given less than usual to eat,								
Much less	18%	36%	16%	26%	18%	26%	23%	24%
Somewhat less	32%	20%	39%	28%	37%	21%	36	30%
About the same	18%	27%	26%	26%	18%	26%	24%	25%
More	5%	9%	12%	9%	11%	7%	10%	9%
Stopped food	2%	3%	0%	1%	3%	4%	0%	2%
Never gave food	23%	5%	3%	8%	11%	13%	6%	8%
Did you seek any advice or treatment for the diarrhea from any source?								
Yes	70%	89%	90%	84%	87%	86%	84%	85%
During the time (name) had diarrhea, was (he/she) given:								
A fluid made from special package	18%	55%	58%	45%	53%	40%	51%	47%
A pre-packaged ORS fluid	16%	55%	51%	43%	45%	40%	46%	44%
Zinc tablets or syrup	23%	47%	41%	36%	47%	39%	39%	39%
Child been ill with a fever at any time in the last two weeks								
Yes	19%	32%	38%	30%	32%	25%	33%	30%
Child had blood taken from (his/her) finger at any time during the illness								
Yes	42%	73%	68%	63%	71%	65%	65%	65%
Child had an illness with a cough at any time in the last two weeks								
Yes	28%	36%	39%	36%	33%	35%	35%	35%
Child had fast, short, rapid breaths or at any time in the last two weeks								
Yes	14%	22%	18%	19%	17%	21%	17%	18%
Was the fast or difficult breathing due to a problem in the chest or a blocked								
Problem in chest only	18%	26%	29%	26%	24%	26%	25%	25%

History of illness of child	Districts			Gender		Residence status		Total-1025
	Kampala-290	Yumbe-377	Kyegegwa-358	Female-789	Male-236	National-374	Refugee-648	
Blocked or runny nose only	36%	25%	42%	35%	29%	45%	27%	34%
Both	36%	33%	14%	26%	29%	23%	29%	27%
child had fever	22%	38%	40%	34%	35%	26%	39%	34%
Did you seek any advice or treatment for the illness from any source?								
Yes	71%	89%	88%	86%	79%	80%	88%	85%
Child was given medicine for the illness during the illness.								
Yes	86%	88%	94%	89%	94%	90%	91%	90%

Disability among children

On disability, respondents reported that only 1% of children use a hearing aid, use any equipment or receive assistance for walking (2%) and 1% wear glasses. When compared with children of the same age, 8% of the respondents said that the child has some disability in walking, difficulty in learning-21%, children have difficulty picking up small objects with hand-9% and difficulty in playing-9%. 17% of the respondents reported that the child has some difficulty in understanding them and 14% said they had difficulty in understanding the child.

Table 14: Disability among children under 5-Year-olds disaggregated by district, status & gender

Disability among children	Districts			Gender		Residence status		Total-1,025
	Kampala-290	Yumbe-377	Kyegegwa-358	Female-789	Male-236	National-374	Refugee-648	
Does child use a hearing aid?								
Yes	1%	1%	1%	1%	1%	1%	1%	1%
Does child use any equipment or receive assistance for walking?								
Yes	2%	2%	3%	2%	3%	2%	3%	2%
Child wears glasses?								
Yes	2%	1%	0%	1%	0%	1%	1%	1%
Compared with children of the same age, does child have difficulty walking?								
Some Disability	2%	8%	14%	8%	11%	7%	9%	8%
Compared with children of the same age, does child have difficulty picking up small objects with hand								
Some Disability	1%	11%	13%	8%	12%	7%	10%	9%
Does a child have difficulty understanding you?								
Some Disability	9%	13%	28%	17%	18%	13%	19%	17%
When a child speaks, do you have difficulty understanding (him/her)?								
Some Disability	7%	8%	27%	13%	18%	10%	17%	14%
Compared with children of the same age, does child have difficulty learning this								
Some Disability	8%	22%	30%	20%	22%	16%	23%	21%
Compared with children of the same age, does child have difficulty playing?								
Some Disability	3%	6%	18%	9%	11%	6%	11%	9%

Responsive Caregiving and Early Learning

Parenting knowledge & skills for care givers and other family members of children 0-3 years

94% of the respondents interviewed were aware of practices needed to ensure children's brains develop to their full potential. Respondents that were interviewed believe that cognitive development in a child starts at the time of conception as they grow and develop. They realize that this is when children need a lot of care during their early years. Additionally, the moment the woman knows that she is pregnant, she has to consider a balanced diet, especially food that can give her energy, vitamins, proteins, and carbohydrates needed for the health development of the child.

*Mothers in the community aware that they have to improve their food diet by including vitamins, proteins, carbohydrates and to attend antenatal care when they get pregnant"- **FGD participant, Bidi bidi refugee settlement***

Parents' attitude was identified to be positive towards ECD, interviewed community leaders were able to list various ECD benefits such as improving the efficiency of primary schooling by improving school readiness and children's development. lastly, all interviewed actors believe that the introduction of pre-primary classes can increase children's readiness to learn, reduce pressure on early grade teachers and improve children's chances of progressing through the school curriculum.

*"Currently, the parents and the communities at large understand the benefits of ECD in general; because when the children go back home, they help them carry out physical exercise at their homes. And now, the parents are happy. The ECD opens their minds for primary schools, and it finds them ready because they have at least learnt something"- **ECCD management committee member***

However, gaps such as inadequate materials to teach in pre-primary enrolment have continued to exist not only among the host community, but also within refugee contexts across all the three locations.

*"Previously parents used to not take their children to school/ECD centers because of financial constraints, and because of this, they wait until the child is ready to join in primary one (P.1) directly without attending pre-primary education services" - **ECCD management committee member***

Respondents reported that there are provisions established by the Ministry of Education & Sports (MoES) through the early childhood framework and the integrated ECD framework where the children aged 0 to 8 are guided by the provisions of the policy which outlines 'how' and 'what' services the children are supposed to receive while at school or in any other service points including early childhood centers. The policy objectives promote early learning and stimulation such as sharing, socializing, living with others, nutrition and social emotional welfare. Additionally, the integrated ECD framework looks at the learners development aspect, focusing on the child's nutrition including school feeding practices, guidance on ensuring a balanced diet, sensitization on key family home care practices and immunization.

Parent child relationships, safety and security

Findings from interviewed key informants reveal that parenting practices can be categorized into: investing in children's future, protection, care, relationship with neighbors, intimate partner relationship, and child upbringing. Investing in children's future, including educating children, was reported most often as a key component of positive parenting; while failure to care for children was most often highlighted as the main aspect of negative parenting as mentioned by more than 60% of all key informants.

Study participants reported various forms of child abuse and violence: mistreatment at home, child labor, neglect and abandonment, sexual abuse, malnutrition, lack of adequate care and lack of educational opportunities.

Sexual violence against children though known to be widespread, it is hardly reported especially if it occurs within the family context, however within the community some cases related to sexual violence/rape have been reported to have occurred especially along the unsafe roads to schools since some roads are bushy. All (100%) key informants reported that the incidence of child abuse and neglect continues to rise as a result of increasing stress, poverty and decline in traditional values and norms.

Children who experience violence suffer psychological trauma that result in long lasting negative effects on development, learning and social adjustment. These children require specialized care and attention to deal with grief and disorientation. Efforts need to be made to safeguard their rights and ensure that they have access to basic services such as health, nutrition, education, and attachment to significant adults.

Mistreatment (including child labor and child neglect) is another reported type of violence that occurs at home that makes children feel unsafe at home and in the communities. The reported cases of mistreatment range from between 5-10% and this can have implications on their educational performance.

"…there were only 3-4 cases of child maltreatment whereby a child was forced to do work before going to school. Another case was when children fought and the other injured the friend's head accidentally with a stone while playing." - ***FGD participant, Bidi bidi refugee settlement***

Across all the 3 locations, there are existing channels where children go to incase they experience harm or violence. For instance, there are child welfare committees in the villages and the communities, the leadership for local council one (in charge of children affairs), the police (in charge of family and children affairs), the child protection and welfare unit, the school administration, para-social workers, the refugee welfare committees (RWC) for the case of the settlements and the child protection committees among others – the children in general access these channels by themselves.

Community strategies to improve child safety and security: Mention was made about utilizing church leaders, local leaders (both local council and RWCs), and child protection committee members who call for meetings to create awareness on child protection related matters. Others include neighbors who also play a key role by advising fellow neighbors incase those cases are registered, and NGOs have also played a great role in creating awareness on child security especially within the refugee settings.

Capacity of caregivers to access essential ECCD services.

Findings from the study indicate that some 41% of caregivers have access to the ECCD services. Access to ECCD services, child play spaces, child friendly spaces and other resources is however low. Secondly, there is little coordination among a wide range of institutions and actors in the social service sector hence limiting access. For example, in Uganda, policies or action plans that aim to promote holistic early childhood development have been developed as discussed above, however, these commitments are not translated into the budget allocations needed to put them in place given the low budget priority of ECD services.

Coordinated support is key to making sure that caregivers have the knowledge, skills and support needed to provide nurturing care to their young children, including responsive care and playful interactions to nourish their babies' brains, and not just their bodies.

"Caregivers are taught how to feed their children early enough, if you balance the diet only from six years and above, that child will not be great in class. So, a lot of concentration is in those early years. The challenge we face, we have few ECD centers in the community and even with a few that we have, there is limited coordination among sectors and service providers such as at school and hospitals to ensure ECD facility are integrated so, if you have more ECD centers, then the future is bright for our children." – ***Duty bearer, Kyegegwa***

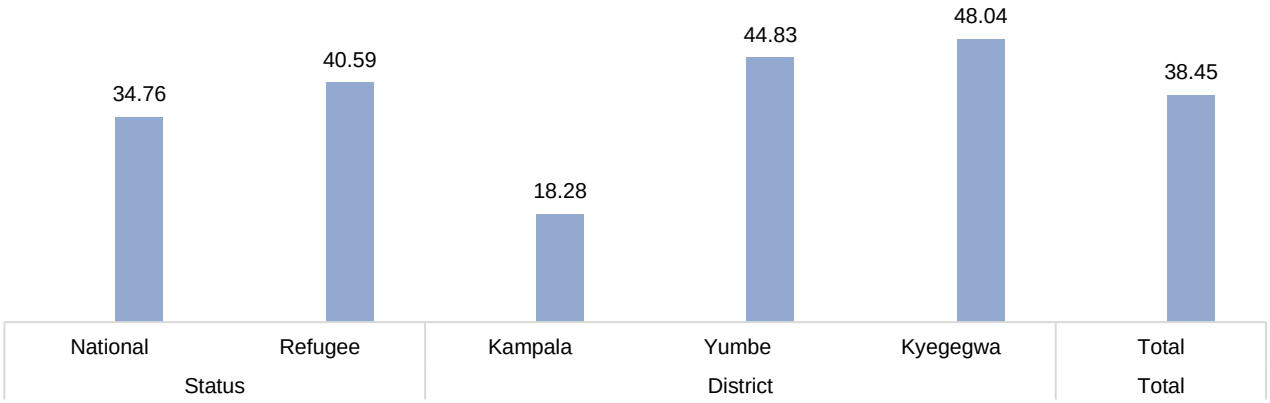

Figure 11: Showing percentage of clients with access to ECCD services by district & status

Access to safe and conducive care and learning environment

Status of ECD in the communities: During the qualitative interviews, respondents indicated that ECD is a new approach, and not commonly known by parents because they are not enough and widely spread within the host communities, the data shows that parents often take their children to nursery schools which are part of primary schools. Of the total population, 38% reported that their child was attending ECD with the lowest attendance recorded being in Kampala where only 18% were in an ECD center or school.

However, for some few existing ECD centers were nursery schools, most often established by individuals and NGOs and usually located in a privately-owned structure or community center. On the other hand, within the refugee settlements, there are some ECD centers around Kyaka II and Bidibidi refugee settlements which are largely established by INGOs and the community. However, sustainability is often challenged by unstable funding available for ECD services which leads to:

- Preschool teachers have poor terms and conditions of service. They are employed by different bodies including private organizations, NGOs, individuals, and communities. Their salaries vary tremendously with those employed by communities earning low and irregular salaries including not being paid on time.
- Inadequate materials needed such as carpets for the children to sit on that would make the ECD centers more conducive learning spaces.
- In some cases, there is no school structure and latrines.
- Poor working conditions as highlighted above tend to demoralize the teachers, affect quality, and impact equity.

"… no, they are not enough. It still goes back that we have not yet realized the importance of ECD and maybe we have not yet understood and picked interest on what contributes to the grades of education. When you are telling a person for example a child who does not go through ECD they find challenges during their primary, it becomes hard for people out there to understand due to the mindset towards ECD..."
– LC1 Chairperson, Kampala

It is worth noting that some of the nursery schools also have a daycare function attached to them and that when nursery schools are part of a primary school the infrastructure is often unsuitable for children between 3 and 5 years because these centers had not been designed for such young children.

"ECD is an urban and an elite thing. It's you and I that have gone to school and have maybe interacted with research that talks about ECD and its importance and seen its importance. Additionally, parents believe that – the available primary and nursery schools have a daycare element. Lastly, think about a typical parent in the village a grandparent who is taking care of 6 grandchildren and then you tell them that take this child to an ECD center, then will consider that as taking children to only play without noticing any related benefits towards the child's development." – ***Staff, NGO 1***

When asked to describe the quality status of ECCD in Uganda, the KIs focused mainly on the need for the teachers to be better educated, qualified, and trained. The need for suitable physical facilities was also mentioned. All interviewed respondents mentioned a wider range of quality issues, including food for children which leads to irregularities in attendance, needs for inspection and record-keeping, as well as staff qualifications and physical facilities.

"The quality of ECCD is low, most centers have local "ECD teachers" who need to go through more training since some of them are just O'level (senior 4 dropouts) levers.

The care given is friendly because the caregivers are taught on how to do that and they have the heart of motherhood, children are given time, they are being monitored." – ***Staff, NGO 2***

To assess the learning outcomes among children under 3 years old, we use the Caregiver Reported Early Development Instruments (CREDI) to assess learning among children between 0 to 35 months; and the Early Childhood Development Tool (ECDI) to assess physical, cognitive, literacy and learning outcomes among children between 3 to 5 years old. The findings are reported in tables 15, 16 and 17.

We begin by reporting the learning outcomes for the ECDI scores. We report the individual in indicator percentages as well as the pass rates for literacy, physical outcomes, learning and socioemotional development. The pass rates are calculated based on households that reported positively in at least 2 out of 3 of the domains. At the district level, there were a number of differences in all the measures of development with children in Kampala showing higher rates of development. About 59% of parents in Kampala said that their child could identify and name at least 10 letters in the alphabet (compared to 31% in Yumbe and 13% in Kyegegwa). 53% of parents in Kampala reported that their 3 to 5 years child could read at least 4 simple words which was also significantly higher than in Yumbe and Kyegegwa while 66% in Kampala mentioned that their child knew and could name all numbers from 1 to 10. 41% of children in Kampala passed the literacy test compared to 16% in Yumbe and 6% in Kyegegwa.

The ECDI physical test inquired whether children could pick up an object with two fingers or were too sick to play. Children were classified to have passed if the responses to both of these questions were positive. The reporting was generally high for both indicators with about 80% saying that their child could pick up an object with two fingers with Yumbe having the lowest reporting at 71%. Considerably more parents in Kampala and Yumbe (84% and 85% respectively) reported that the child was too sick to play in the previous weeks. Only 33% in Kyegegwa, 11% in Kampala and 2% in Yumbe passed the physical test.

Parent interactions & access to home learning resources

Results show that more than a half of caregivers and parents play with the child (59% do not leave child alone for more than an hour and 47% and do not leave child in care of another child less than 10 years) and the knowledge about the requirements for the toys is somewhat moderate. Several caregivers and parents mentioned that toys should be suitable for the child and criteria to choose suitable toy is related to child safety, such as secure toys (36% and homemade 56%) as shown below:

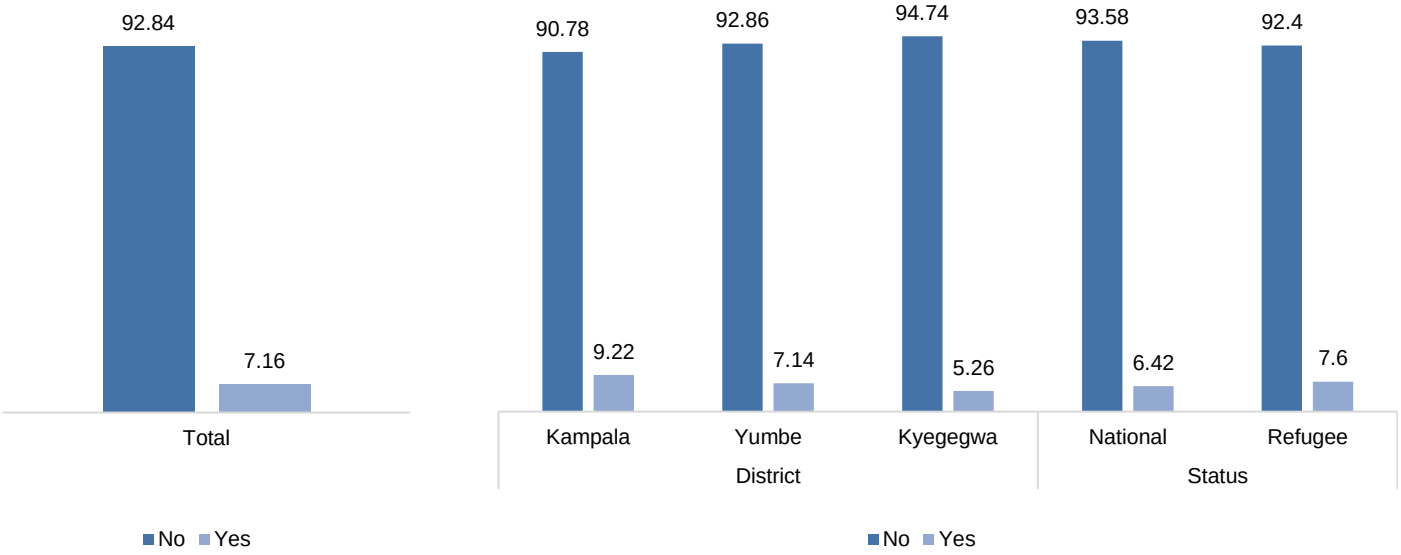

Figure 12: Child has children's/picture books. Total reporting (Panel A), disaggregated by district & status (Panel B)

In figure 12, we summarize how many parents/ caregivers reported that their child had access to children's' books or picture books. This could help understand how conducive the environment at home is with respect to children accessing early childhood development learning materials. We disaggregate the data by district and residential status. 93% of the parents/ caregivers reported that the child did not have any children's books while at the district level, the reporting did not vary considerably. Kampala had the highest reporting in terms of access to children's' books at 9% with the lowest reporting being in Kyegegwa at 5%. There difference between national and refugees in terms of access to children's books in the household was also quite small. 8% of refugees compared to 6% of nationals reported having children's books.

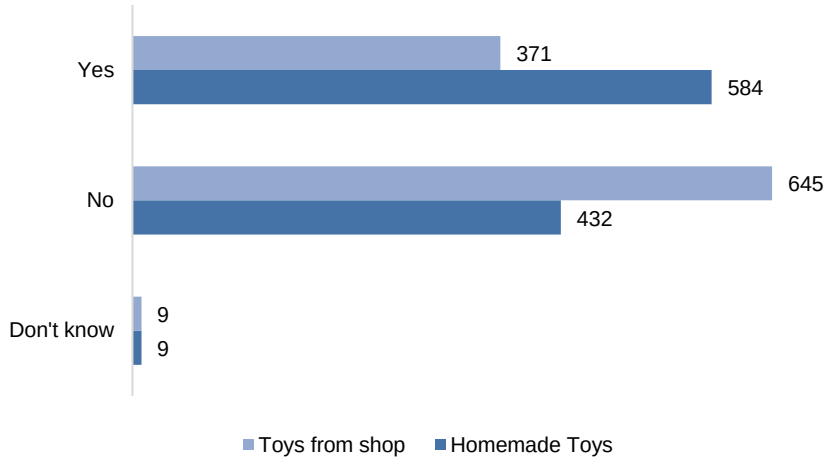

Figure 13: Reported access to playing materials

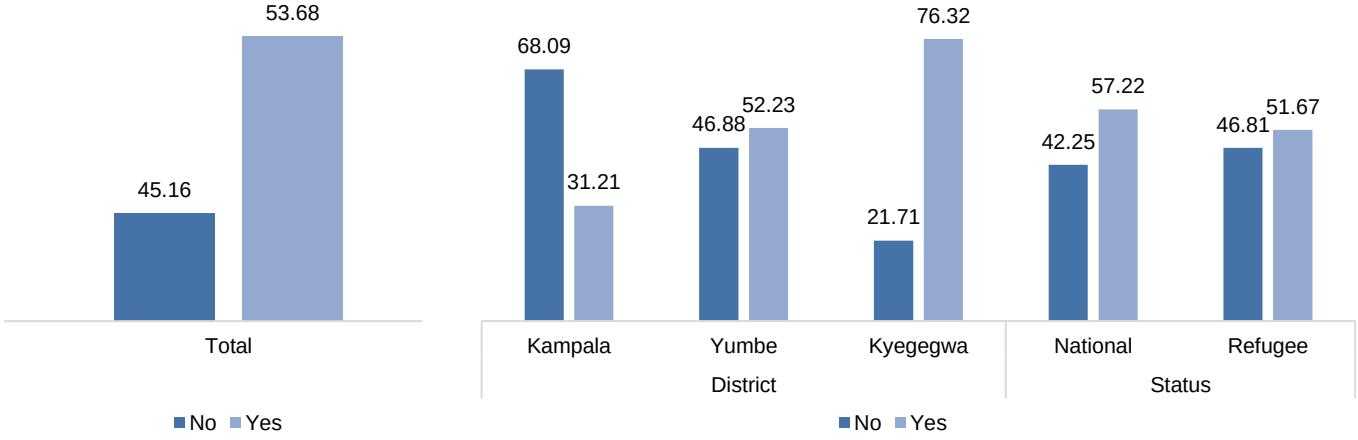

Figure 14: Child has homemade toys. Total reporting (Panel A), disaggregated by district & status (Panel B)

Use of toys can be critical in developing children's cognitive and non-cognitive functions. We asked whether the child had access to locally made toys which is summarized in figure 14. 54% of the respondents reported that the child had at least one homemade toy which varied by district. 76% of the respondents in Kyegegwa had homemade toys while only 31% in Kampala reported the same. There was a 5 percentage point differences in households reporting having homemade toys with 57% of nationals responding in the affirmative compared to 52% of refugees.

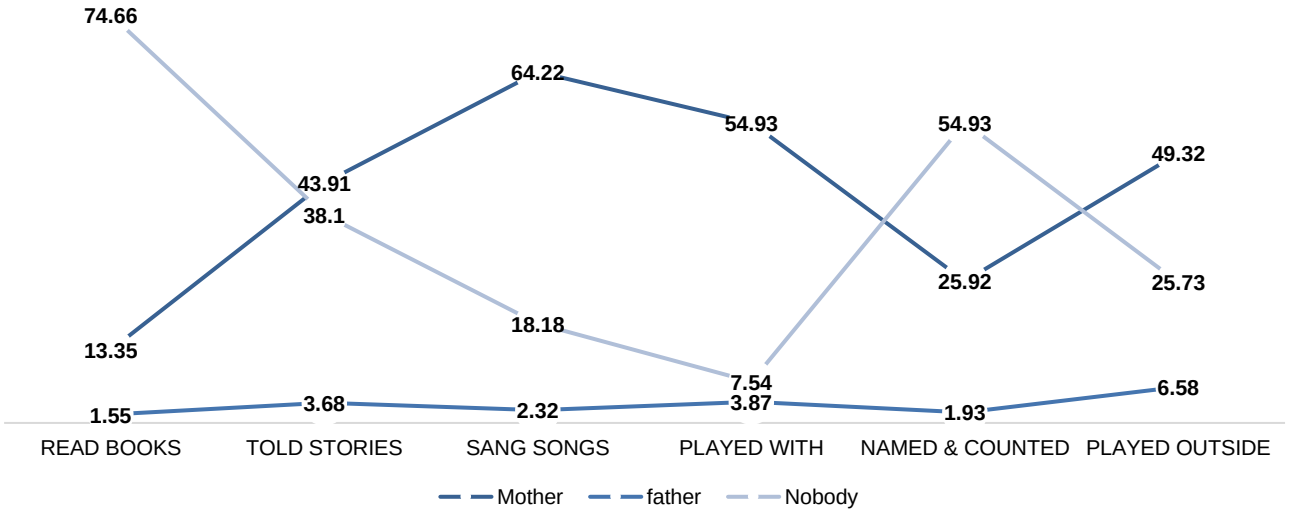

Figure 15: Plot showing divergence in percentages between activities with Mother, Father & No one responsible

In figure 15, we summarize a number of cognitive and non-cognitive indicators of parent and child interactions. We asked whether the parent engages in any activities with their child including reading books, naming and counting objects, telling stories, singing, playing with them inside or taking them outside of the home. The plot summarizes the trends according to who takes the greater responsibility for different activites with the child. We observe that a majority of the activities that the child is engaged in is with the mothers; while participation among fathers is reportedly very low. 64% of the respondents said that the mother sang with the child while another 56% said that the mother regularly played with the child. The corresponding levels were below 10% for the fathers. In addition, there was low reporting of active participation in cognitive activities such as reading books, naming or counting objects. 75% of the respondents mentioned that nobody in the household read books with the child while 55% said that no one regularly named and counted objects with the child. The implications are that at a household level, practices and activities are predominantly taken up by the mother there is little emphasis on promoting engagement in cognitive activities.

The socioemotional acuity was based on questions asking whether the child gets along well with other children, whether they kick, bite or hit other children or adults or get distracted easily. 87% of all respondents said that their child gets along with other children, while in Yumbe, the fraction of parents that reported violent behavior towards other children or adults was 16% higher than the average. 77% of the parents in Kampala reported that their child gets distracted easily compared to 55% in Yumbe and 45% in Kyegegwa. 25% of the children scored at least 2 out of 3 on the socioemotional test. Learning among 3–5-year-olds was measured based on the percentage of parents that mentioned that the child could follow simple instructions on how to do something correctly or was able to do something independently. The reporting on these two metrics was significantly higher in Kampala. While 72% passed the learning test in Kampala, only 23% in Yumbe and 20% in Kyegegwa passed the learning test. The ECDI total score was calculated based on the percentage of children that scored at least 3 out of 4 on the literacy, learning, physical and socioemotional test. On average, about 5% of the total population attained this threshold (7% in Kampala and 6% in Kyegegwa) compared to only 1% in Yumbe. In the multivariate regressions, parents that scored highly in their parent-child interaction score were more likely to have children that performed better on their ECDI outcomes and scores. For every one unit increase in the parent child interaction score (scaled from 0-5), children were 1.7 more times likely to pass in the ECDI evaluation.

Table 15: ECDI scores disaggregated by districts

	Total	Kampala	Yumbe	Kyegegwa
	N=506	*N=148*	*N=152*	N=206
Can (name) identify or name at least ten letters of the alphabet?				
Yes	32% (160)	59% (87)	31% (47)	13% (26)
Can (name) read at least four simple, popular words?				
Yes	27% (139)	53% (78)	24% (37)	12% (24)
Does (name) know the name and recognize the symbol of all numbers from 1 to 10?				
Yes	41% (208)	66% (98)	36% (54)	27% (56)
ECDI Literacy Pass				
Yes	20% (99)	41% (61)	16% (25)	6% (13)
Can (name) pick up a small object with two fingers, like a stick or a rock from				
Yes	80% (406)	87% (129)	71% (108)	82% (169)
Is (name) sometimes too sick to play?				
Yes	74% (376)	84% (125)	85% (129)	59% (122)
ECDI Physical Pass				
Yes	17% (86)	11% (16)	2% (3)	33% (67)
Does (name) follow simple directions on how to do something correctly?				
Yes	59% (300)	85% (126)	43% (65)	53% (109)
When given something to do, is (name) able to do it independently?				
Yes	41% (206)	76% (112)	32% (49)	22% (45)
ECDI Learning Pass				
Yes	36% (184)	72% (107)	23% (35)	20% (42)
Does (name) get along well with other children?				
Yes	87% (439)	91% (134)	83% (126)	87% (179)
Does (name) kick, bite, or hit other children or adults?				
Yes	47% (238)	49% (72)	63% (95)	34% (71)
Does (name) get distracted easily?				
Yes	58% (291)	77% (114)	55% (84)	45% (93)
ECDI Socio-emotional Pass				

No	75% (379)	86% (128)	82% (125)	61% (126)
Yes	25% (127)	14% (20)	18% (27)	39% (80)
ECDI Total				
No	95% (483)	93% (138)	99% (151)	94% (194)
Yes	5% (23)	7% (10)	1% (1)	6% (12)

In table 15 we report the same indicators disaggregated by gender. For most of the indicators, there is no statistical differences based on the gender of the respondent except for households that the reported that the child can identify at least 10 letters in the alphabet; and for the ECDI total score whereby 21% of female respondents compared to 13% of male respondents.

Table 16: ECDI scores disaggregated by gender

	Total	Female	Male
	N=506	*N=394*	*N=112*
Can (name) identify or name at least ten letters of the alphabet?			
Yes	32% (160)	35% (136)	21% (24)
Can (name) read at least four simple, popular words?			
Yes	27% (139)	30% (118)	19% (21)
Does (name) know the name and recognize the symbol of all numbers from 1 to 10?			
Yes	41% (208)	43% (169)	35% (39)
ECDI Literacy Pass			
Yes	20% (99)	21% (84)	13% (15)
Can (name) pick up a small object with two fingers, like a stick or a rock from			
Yes	80% (406)	81% (320)	77% (86)
Is (name) sometimes too sick to play?			
Yes	74% (376)	76% (301)	67% (75)
ECDI Physical Pass			
Yes	17% (86)	16% (62)	21% (24)
Does (name) follow simple directions on how to do something correctly?			
Yes	59% (300)	62% (246)	48% (54)
When given something to do, is (name) able to do it independently?			
Yes	41% (206)	44% (175)	28% (31)
ECDI Learning Pass			
Yes	36% (184)	39% (155)	26% (29)
Does (name) get along well with other children?			
Yes	87% (439)	88% (347)	82% (92)
Does (name) kick, bite, or hit other children or adults?			
Yes	47% (238)	49% (195)	38% (43)
Does (name) get distracted easily?			
Yes	58% (291)	61% (239)	46% (52)
ECDI Socio-emotional Pass			
No	75% (379)	76% (301)	70% (78)
Yes	25% (127)	24% (93)	30% (34)
ECDI Total			
No	95% (483)	95% (376)	96% (107)
Yes	5% (23)	5% (18)	4% (5)

We similarly do not observe much variation in the ECDI outcomes when disaggregated by residence status of the households. The pass rates for the literacy, socioemotional, physical, and learning outcomes were largely similar across the national and refugee populations.

Table 17: ECDI scores disaggregated by status

	Total	National	Refugee
	N=504	*N=186*	*N=318*
Can (name) identify or name at least ten letters of the alphabet?			
Yes	32% (160)	31% (57)	32% (103)
Can (name) read at least four simple, popular words?			
Yes	28% (139)	30% (55)	26% (84)
Does (name) know the name and recognize the symbol of all numbers from 1 to 10?			
Yes	41% (208)	41% (77)	41% (131)
ECDI Literacy Pass			
Yes	20% (99)	23% (42)	18% (57)
Can (name) pick up a small object with two fingers, like a stick or a rock from			
Yes	81% (406)	79% (147)	81% (259)
Is (name) sometimes too sick to play?			
Yes	75% (376)	75% (140)	74% (236)
ECDI Physical Pass			
Yes	17% (86)	15% (28)	18% (58)
Does (name) follow simple directions on how to do something correctly?			
Yes	60% (300)	53% (99)	63% (201)
When given something to do, is (name) able to do it independently?			
Yes	41% (206)	39% (73)	42% (133)
ECDI Learning Pass			
Yes	37% (184)	35% (65)	37% (119)
Does (name) get along well with other children?			
Yes	87% (439)	89% (165)	86% (274)
Does (name) kick, bite, or hit other children or adults?			
Yes	47% (237)	51% (94)	45% (143)
Does (name) get distracted easily?			
Yes	58% (291)	51% (95)	62% (196)
ECDI Socio-emotional Pass			
No	75% (377)	73% (135)	76% (242)
Yes	25% (127)	27% (51)	24% (76)
ECDI Total			
No	95% (481)	96% (178)	95% (303)
Yes	5% (23)	4% (8)	5% (15)

The plot below summarizes the trends in learning outcomes with the age in months on the x-axis and the overall CREDI score on the y-axis. Outcomes among older children for CREDI are observed to be generally higher compared to younger children. We see that at a younger age, children of refugees are significantly more likely to score lower on the CREDI score however as the age increased, the gaps in the CREDI score closes when children of refugees and nationals are compared.

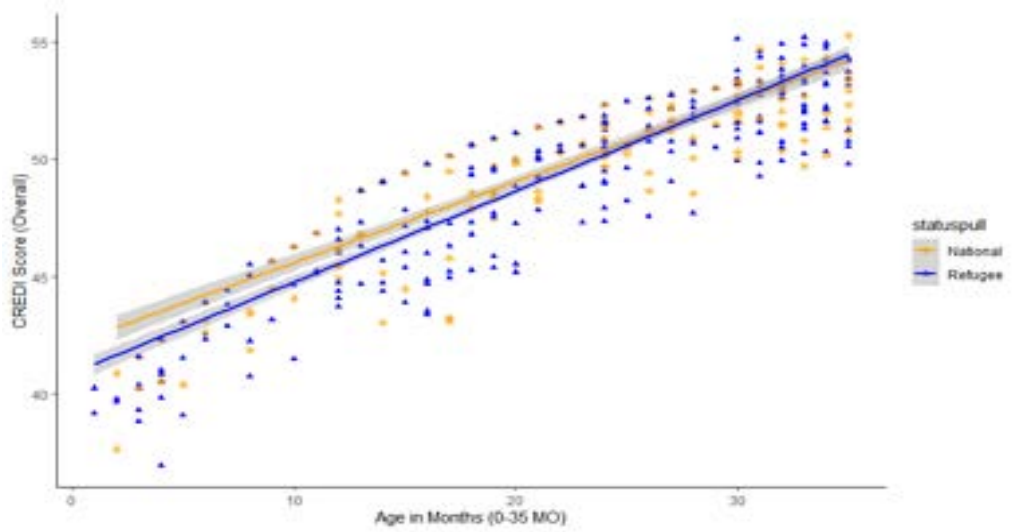

Figure 16: Showing association between age in months and CREDI score, disaggregating by status.

Results from the table above shows learning outcomes categorized by district and the overall CREDI score across all the surveyed districts.

Children in Kampala were more likely to pass in the different domains of the CREDI scores compared to children in other districts. Children in Yumbe, have consistently higher CREDI scores than those in Kyegegwa and Kampala. The overall fraction of children that passed the test however was 18% in Kampala, 21% in Yumbe and 13% in Kyegegwa. The overall score was calculated based on children that scored consistently in all domains, and who scored above the standard population mean.

Table 18: CREDI outcomes disaggregated by district

	Total	Kampala	Yumbe	Kyegegwa
	N=517	N=141	N=224	N=152
Attend early childhood education program				
No	74%	93%	63%	73%
Yes	26%	7%	37%	27%
CREDI cognitive pass				
No	58%	50%	62%	61%
Yes	42%	50%	38%	39%
CREDI language pass				
No	57%	48%	59%	62%
Yes	43%	52%	41%	38%
CREDI motor pass				
No	58%	50%	62%	61%
Yes	42%	50%	38%	39%
CREDI socio-emotional pass				
No	54%	43%	59%	57%
Yes	46%	57%	41%	43%
CREDI overall pass				
No	82%	82%	79%	87%
Yes	18%	18%	21%	13%

While children from the refugee communities were more likely to report having access to early childhood education, the pass rates in the different domains were more or less similar. Nationals had a slight edge

over refugees in all domains including cognitive (44% versus 40%), language (46% versus 42%), motor (45% versus 40%) and socio-emotional (49% versus 44%). Only about 17% of nationals and 18% of refugees passed the CREDI overall test.

Table 19: CREDI outcomes disaggregated by status

	Total	National	Refugee
	N=516	N=187	N=329
Attend early childhood education program			
No	74%	80%	71%
Yes	26%	20%	29%
CREDI cognitive pass			
No	58%	56%	60%
Yes	42%	44%	40%
CREDI language pass			
No	57%	54%	58%
Yes	43%	46%	42%
CREDI motor pass			
No	58%	55%	60%
Yes	42%	45%	40%
CREDI socio-emotional pass			
No	54%	51%	56%
Yes	46%	49%	44%
CREDI overall pass			
No	82%	83%	82%
Yes	18%	17%	18%

Results from the table below shows learning outcomes categorized by gender and the overall CREDI score across all the surveyed districts. Female children, have consistently higher CREDI scores than their male counterparts without comparing them by age. This implies that females (children) have a high development status over the three domains of cognition, socioemotional, language, and motor development. 20% of females passed the overall test compared to 11% of males.

Table 20: CREDI outcomes disaggregated by gender

	Total	Female	Male
	N=517	N=394	N=123
Attend early childhood education program			
No	74%	73%	79%
Yes	26%	27%	21%
CREDI cognitive pass			
No	58%	58%	60%
Yes	42%	42%	40%
CREDI language pass			
No	57%	56%	59%
Yes	43%	44%	41%
CREDI motor pass			
No	58%	58%	60%
Yes	42%	42%	40%
CREDI socio-emotional pass			
No	54%	54%	54%

Yes	46%	46%	46%
CREDI overall pass			
No	82%	80%	89%
Yes	18%	20%	11%

Early Childhood Development Policy

NIECD Policy and Learning Framework

All interviewed key informants agreed that ECCD objectives are reflected in key sectoral/national strategies, policies, and planning documents to a greater extent. For instance, the current NDPIII (which is now being transited to NDPIV) that aims to increase household incomes and improve the quality of life of Ugandans includes specific objectives for early childhood and education under the component of human capital development. The NICED policy was well disseminated in all the local governments and all sectors were involved in the launch of the policy.

Similarly, various planning documents, standard operating procedures (SOPs) and policies at the MoES-level (such as the Early childhood care and education policy, Early Child Hood Development (ECD) Policy among others) have ECD objectives clearly reflected focusing on increasing the capacity of the MoES to oversee all the ECD activities, comprehensive capacity building for staff and stakeholders, human resources required to implement ECD related activities, raising the public awareness on the role of ECD and promoting parenting skills in both caregivers and teachers.

Lastly, most of the services are offered by ECD private actors, and the MoES are anchored into the policy regime. There are three policies that support early childhood care and education, these include:

- The National Integrated Early Childhood Development Policy (NIECD) which is housed in the MoGLSD. The NIECD policy focuses on promoting approaches that ensure that children's rights to survival, protection, development and participation are promoted. These fundamental rights form a concrete path for the wellbeing of a child and are indeed a foundation for the country's future peace, security and prosperity

- The national child policy of 2020 (NCP) which speaks about upholding children rights and protection from all forms of abuse, neglect, exploitation and violence, this ensures that caregivers have the right skills of child nurturing and upbringing, protection and safety

- The education sector policy on early childhood care and education that calls upon all sectors and the development partners to work collaboratively so as to achieve the ECD goals that are set in the national development plan.

Challenges for implementing the NIECD Policy of Uganda and the Learning Framework

Findings from the study revealed several challenges experienced that hinder the effective implementation of the NIECD Policy of Uganda and the Learning Framework.

- More than 80% key informants cited the complexity of ECD guidance materials which are written using technical terminology that is not simplified for everyone to interpret and understand by everyone (especially the non-technical users such as caregivers).

- More than 65% key informants cited ECD services are majorly offered by private actors and privately managed with no public funding is allocated to increase access to early learning, this approach is contrary to the IECD policy that requires both participation of government and private actors in increasing pre-primary education. This makes early learning in ECD services expensive since private sector is business oriented hence affecting enrolment and policy implementation.

- The study identified a resource challenge in terms of inadequate financing resources required to implement ECD activities especially to the village level and hard to reach areas. Hence leading to gaps in standards for ECD centers and payment for qualified ECD teachers.

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*"...because we didn't have resources for the implementation of the NIECD Policy, so it was just kept on the bookshelf. However, some partners have tried to pick some items in the NIECD to be implemented. A case in point is the parenting sessions because these are very key. The learning framework has stayed here for more than the past 10 years and in some local governments it is used. However, the biggest challenge is that caregivers cannot interpret, translate the learning framework into learning achievements" - **MOE Representative***

- In most cases, the government only stops at developing the policy, framework, the curriculum, training, and constitutions, however, they leave out other important requirements such as compensation for the caregivers.

- There is a challenge related to language barrier and communication which makes it difficult to translate the policy to different ethnic languages in Uganda, for example, the education curriculum for all levels is supposed to be translated into languages that are used in all regions and by working hand in hand with the local governments to come up with the orthographies for those specific languages, currently - some regions do not have orthographies and yet the learning framework is written in English, therefore translating to certain languages becomes difficult.

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*"As the ministry, we don't have funding, so if a partner doesn't pick it on, to translate the learning framework in languages such as Karamojong it will remain unutilized, as a government we cannot do it - although the orthography do exist but if we are lucking funds we cannot do it's it's a very big challenge of translating the learning framework from English to these other local languages." - **MOE Representative***

Livelihood Policy framework

All interviewed key informants agreed that child development include provision of life and livelihood skills (including caregivers), to have a balanced Ugandan child. Particularly, KIIs report that there are various strategies for livelihood support targeting multiple livelihood opportunities; particularly skills development, access to social protection measures and self-employment to ensure effective child care outcomes. There are strategies and policies that support enhancing caregivers' livelihoods, these include:

- The Social Development Sector Plan (SDSP) that outlines the importance and strategies for parenting and modalities for strengthening families and communities to provide care and support to children. The plan further observes that children who do not undergo effective parenting end up becoming irresponsible citizens, forego the opportunity to gain skills (life and livelihood) for future productive employment and wellbeing. Consequently, the plan advocates for strengthening the family institution to promote positive values and norms for effective parenting.
- The Jobs and Livelihoods Integrated Refugee Plan (JLIRP) that envisions a secure, self-reliant and resilient refugee and host community households in refugee hosting districts with a goal of ensuring refugees and host communities that are socially, economically and financially included in a sustainable manner in local development by 2025. The JLIRP focuses on five key strategic areas including Building social cohesion, Promoting entrepreneurial-led development and market growth, Strengthening food, nutrition, and income security, Increasing access to market-relevant skills, and Providing social protection to reduce vulnerability.

Gaps in implementation of livelihood plans and policy include:

- Limited financing resources was consistently highlighted as the main theme within study, Key informants mentioned that programs aimed to improve caregivers' livelihoods require public financing which is not readily available. For example, equipping caregivers with knowledge and skills in entrepreneurship, agriculture through poultry and vegetable gardening as well as access to capital to set up income generating projects requires sustainable funding to ensure better livelihood outcomes.

- The study highlighted that there is a lack of consensus of the respective roles of humanitarian and development actors, in particular related to the role of humanitarian actors in the provision of livelihoods support under JLIRP. While livelihoods remain under-funded, in particular compared to the needs and the Jobs & Livelihoods, humanitarian actors should stay engaged in livelihoods support, with a particular focus on income-generating activities, and in close coordination with, and learning from, development actors and, where possible, the private sector.

Opportunities in implementing ECCD related policies

Coordination mechanisms: Findings have identified coordination as the major opportunity available in implementing ECCD related policies. There is a multi-sectoral ECD Taskforce has been established to develop this holistic ECD policy at a national level, this taskforce is supported by the district IECD Committees, the taskforce meets on a quarterly basis and reports to the MoGLSD, other mechanisms include: Nurturing Care Framework Working Group under the ministry of health, ECCE Working Group under MoES. Therefore, the above mentioned coordination mechanisms efforts to promote coordination. Hence creating a huge opportunity for ECD. The coordination mechanisms are functional for example, in the recent past, through the coordination mechanism, actors have selected ECD partners to focus on different needs for implementation: ECD partners working on teacher recruitment in ECD, partners for infrastructural development, partners dealing with policy direction such as Innovations for Poverty Action (IPA) which is responsible for conducting research related to policy implementation for early childhood care and education.

Similarly, at the local government level, heads of departments in the district are expected to meet and prioritize early childhood care and education led by the District Education Officer (DEO). In collaboration with the Technical Planning committee (TPC) of the district, which is chaired by the Chief Administrative Officer (CAO), the district level committee findings are prioritized and embedded into the district strategic plan.

"In terms of coordination, there are different players in ECD, there is LABE, Aga Khan, ADRA, Plan, FCA, at district level, there is a sub sector called ECD at district level, this sub-sector brings together the different sub-sectors, NGOs implementing ECD interventions and they discuss and that's the point that they bring in the issues of the policy where they find out whether they are implementing in line with the policies, whether they are implementing with a coordinating work plan so that they don't duplicate interventions." - ***MOE Representative***

The coordination is happening however not to the level it is expected because of the process of harmonizing interventions, in most cases some actors have focused on their mandate and internal strategy leading to designing individual projects promoting their mandate, this in the end discourage coordination efforts were partners have different budgets required to be spent out by donors in a specified time, consequently leading to the implementation of similar activities within the same geographical locations, hence creating no positive impact to the end user.

Policy enablers: The MoGLSD has put enabling environment to promote jobs and livelihoods among families, for instance: The Jobs and Livelihoods Integrated Refugee Plan (JLIRP) envisions a secure, self-reliant and resilient refugee and host community households in refugee hosting districts with a goal of ensuring refugees and host communities that are socially, economically and financially included in a

sustainable manner in local development by 2025. This presents an opportunity to engage caregivers/households for better livelihood outcomes.

Additionally, the JLIRP defines opportunities with partners and other relevant actors in order to implement sustainable livelihoods programmes for the refugees and host communities in Uganda. The plan is designed to run for five years, from June 2020 – June 2025 in the refugee hosting districts including: Yumbe, Kyegegwa and Kampala.

The National Development Plan: Most KIIs (75%) highlighted the increasing integration and anchoring of ECD into national planning – for example, ECD is already captured in the NDP III. The process of developing NPD IV that is ongoing presents a good opportunity for inclusion of ECD in National Planning Document.

Client Feedback

Feedback mechanisms about IRC services

In this section, with the objective of understanding the opinions of the clients about the available and preferred feedback mechanism that exist, we asked several questions relating to whether they are able to provide meaningful feedback to IRC via different avenues. We also asked what the preferred feedback options were if they were to receive or provide feedback.

Table 21: Use & efficiency of existing feedback mechanisms

	Total	Kampala	Yumbe	Kyegegwa	National	Refugee	Female	Male
	N=1,025	N=290	N=377	N=358	N=374	N=648	N=789	N=236
If you have any feedback on any aspect of IRC's work, do you know how to provide								
No	59% (607)	43% (125)	47% (176)	85% (306)	72% (269)	52% (338)	57% (453)	65% (154)
Yes	41% (418)	57% (165)	53% (201)	15% (52)	28% (105)	48% (310)	43% (336)	35% (82)
Did you ever provide feedback to IRC on its services?								
No	77% (789)	56% (163)	77% (291)	94% (335)	84% (315)	73% (471)	75% (593)	83% (196)
Yes	23% (236)	44% (127)	23% (86)	6% (23)	16% (59)	27% (177)	25% (196)	17% (40)
If YES, did you get sufficient follow-up?								
No	31% (73)	17% (22)	43% (37)	61% (14)	17% (10)	36% (63)	31% (61)	30% (12)
Yes	69% (163)	83% (105)	57% (49)	39% (9)	83% (49)	64% (114)	69% (135)	70% (28)

41% of the clients interviewed reported that they were aware of the available options in case they were to provide feedback to IRC. Breaking this down at the district level, there was some variation in reporting about the knowledge of available feedback options. 57% and 53% in Kampala and Yumbe respectively said they were aware about the options. However, only 15% in Kyegegwa reported the same. In addition, refugees were significantly more likely to report that they were aware about available options (48% of refugees compared to 28% of nationals).

Asked whether they had ever provided feedback to IRC, 23% of the clients responded in the affirmative. In a similar trend, clients in Kampala (44%) were more likely to report that they had ever provided feedback to IRC about its services. The corresponding figures were 23% in Yumbe and 6% in Kyegegwa. Refugees were also more likely to report giving feedback with 27% compared to 16% reporting that they had ever provided feedback. Female respondents were also marginally more likely to report providing feedback (25% of female versus 17% of male clients).

69% of the clients agreed that after providing feedback, they received sufficient follow up from IRC. Again, 83% of clients in Kampala felt this way compared to 57% in Yumbe and 39% in Kyegegwa. Nationals were also reported higher satisfaction with the follow up (83% of nationals versus 64% of refugees). The reported satisfaction was similar across both genders.

The low reporting in Kyegegwa may not necessarily be as a result of poor service but rather a lack of awareness about available options of providing feedback.

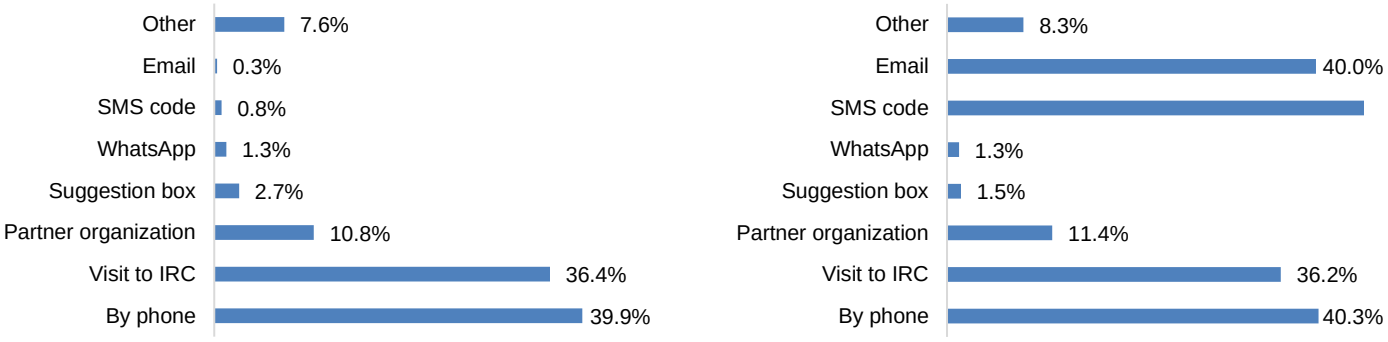

Figure 17: Preferred medium for receiving information (Panel A) and providing feedback (Panel B)

The clients were also asked what their preferred feedback options would be in case they were to receive information or relay information back to IRC. In figure 17, we report based on the client reports the options that they preferred when receiving information from IRC. A majority (40%) said that they would like to receive feedback by phone while 36% would prefer a physical visit to the IRC offices. About 11% of the clients felt that receiving information from any of IRC's partner organizations would suffice. The preference of using SMS messaging, WhatsApp or suggestion boxes was relatively low.

Clients were also asked about what their preferred options for providing feedback. The trends were similar with 39% of them preferring a phone call, 37% preferring a physical visit to the office and 11% preferring communication through a partner organization.

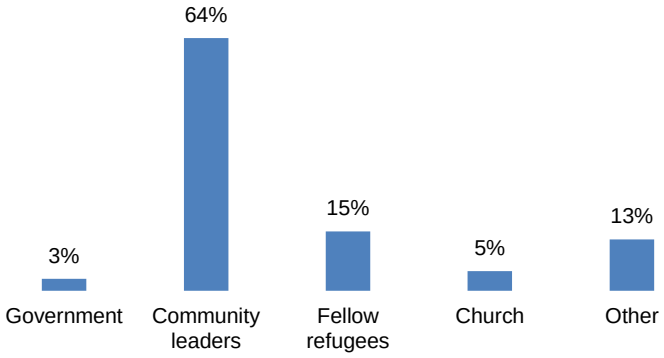

Figure 18: Showing categories of people that respondents felt could give feedback about the project

Asked which other people within the community could be consulted about the services, a large majority (64%) said that community leaders would be the best to contact in case IRC needed to get further information about its services. Other options included fellow refugees (15%), the church (5%) or the government (3%).

Setting the Baseline

Table 22: Table showing the current base condition

Parameter	Baseline condition/data element	Overall baseline value
Demographics		
Level of Education Completed (Household head)	No Education= 26% (266) Primary =53% (542) Secondary =16% (165) Tertiary =5% (52)	
Employment status (overall)	Unemployed= 68% (692) Employed =32% (333)	
Household composition (average)	Kampala =6, Yumbe= 5, Kyegegwa= 5	
Household Average income		
Objective 1: Responsive Caregiving and Early Learning Skills		
Sub section I: Parenting knowledge & skills for care givers and other family members of children 0-3 years		
% of young children aged 0-5 whose score increase on a standard ECD assessment measuring social-emotional, cognitive and physical outcomes	Children 3-5 years ECDI literacy pass = 20%, ECDI Physical pass =17%, ECDI Learning Pass = 36%, ECDI Socio-emotional pass = 25%. **ECDI Total pass= 5%** Children under 36 months above the standardized population mean. **CREDI overall- 18% of children** CREDI cognitive- 42% of children CREDI language- 43% of CREDI Motor- 42% of children	**23%**
% of caregivers and family members of children 0-3 have increased knowledge, skills, attitudes, and actions that promote inclusive, responsive caregiving and play-based early learning behaviors.	71% caregivers and family have knowledge, skills, attitudes, and actions that promote inclusive, responsive caregiving and play-based early learning behaviors. 62% of caregivers and family members did not shout, yell or scream at the child 0 -3 69% did not spank or slap a child with bare hand. 70% of caregivers and family members do not believe that in order to raise/educate a child, the child needs to be physically punished.	**68%**
Capacity of caregivers to access essential ECCD services (Child play spaces at, community level, Child friendly spaces at health facilities, Community		
% of caregivers who report increased access to essential ECCD services	**38%** (35%=National, 41%=Refugees) have access to ECCD services	**38%**
Dietary Diversity		
Minimum Dietary Diversity	30% (29%-Kampala, 31%-Refugee) of HHs report consuming from at least 5 food categories	
Parent Discipline score	PDS = 0.54	
Personal health score	PHS =1.05	
Parent child interaction score	PCIS = 2.28	
Objective 2: Economic Wellbeing and Household Income Generation Opportunities		
Sub section I: Agricultural yields of focus crops/productivity of livestock in selected value chains		

% of Households reporting increased agricultural yields of focused crops or productivity of livestock in selected value chains	39% of households reported agricultural yields of focused crops in the last season. 26% harvested one sack of either maize or millet or sorghum. 9% harvested two sacks of either maize or millet or sorghum 3% harvested more than two sacks of either maize or millet or sorghum. 34% of Households reported productivity of livestock in the last 6 months.	**37% average**
Proportion of households engaged in agriculture	Engaged in agriculture =56%, Not engaged =44%	
Proportion of households that cultivated in last planting season	cultivated in last planting season =56%, Did not cultivate in last planting season =44%	
Proportion of household with access to land	Have access to land=50%, Do not have access to land=50%	
Land ownership	Owned=64%, Rented=30%, Communally owned=6%	
Reduced Coping strategy and Food consumption score (FCS)	rCSI: 10, FCS Acceptable-98%, Borderline-2%	
Sub section II: Gainful employment (wage or self-employment)		
% of caregivers employed (engaged in wage or self-employment)	Engaged in gainful employment = **41%** (41% national and 42% refugee) Not engaged in gainful employment= 59% (59% of national and 58% of refugee)	**41%**
Objective 3: Quality ECCD services in homes and centers		
Sub section 1: Access to safe and conducive care and learning environment(3-5Yrs)		
Parents of children 3-5 & teachers : Early learning and responsive caregiving at ECD centers		
% of young children participating in the program who access safe, and conducive care and Learning environment.	**50%** young children access safe, and conducive care and Learning environment. Access to secure/safe manufactured/shop toys = 36% Access to secure/safe homemade toys = 56% Do not leave child alone for more than an hour = 59% Do not leave child in care of another child less than 10 years = 47% 50% of children access a conducive learning environment (Practice at least 4 of the following; Read, tell stories, sing, name/ count or play with the child.	**50%**

Conclusions and Recommendations

Conclusion

The study concludes that ECD in Uganda has had an uneven development experience, with some challenges but also spurts of activity and opportunities. Greater and more consistent government involvement is now apparent, with efforts to provide direction and monitoring. Public investment in ECD is still low, however, with most programs being privately initiated or funded especially through INGOs.

Access to ECDI services & childhood development outcomes

Both host and refugee respondents understand practices needed to ensure children's brains develop to their full potential to some extent and Parents' attitude was identified to be positive towards ECD, study participants were able to list various ECD benefits such as improving the efficiency of primary schooling by improving school readiness and children's development. Based on the evaluation of the children, a majority of them have any of their children between the ages of 3 to 5 years enrolled in any ECD program. There is therefore scope for improving access to and involvement of children in ECD programs and consequently cognitive, socio-emotional and learning outcomes. In addition, the CREDI scores for the children were recorded as being below the population average with children of refugees having lower scores in the early years. A low percentage of the children also passed the ECDI literacy, learning, socio-emotional and physical evaluations. Parenting practices were however associated with better ECDI and CREDI outcomes (Annex 1) with responsive parenting being associated with improved outcomes.

Economic participation & income generating activities

The main income generating activity was agriculture, slightly more than a half of all interviewed households participating in the last planting season. Other income generating activities include volunteer ships with NGOs, livestock, small scale business such as selling food stuffs and general merchandise. However, agriculture and livestock rearing were understandably extremely low in Kampala as the demographic characteristics differ compared to those in Yumbe and Kyegegwa. Access to land resources is skewed between nationals and refugees while incomes for both are low. Engagement in agricultural production appears to be mainly for subsistence with little emphasis on producing for the markets. Income sources also vary by location with Yumbe and Kyegegwa being more inclined to engaging in agriculture while livelihoods in Kampala are dominated by salaried and wage employment, self-employment as well as reliance on remittances.

Food security & resilience

The survey established that respondents reported an average rCSI of 8. At district level analysis, an average reduced CSI of 7.6 which is considered medium was indicated in the three districts (Kyegegwa-8, Yumbe-6 and Kampala-9). In terms of gender, an average of 7.5 was reported (Female-8 and Male-7). Under residency status, an average of 7 was shown (National-8 and Refugee-6). Most households that were assessed using the FCS were also categorized as having an acceptable score. However, the minimum dietary diversity among children was below par with a majority of the children not meeting the minimum dietary diversity requirements.

ECCD objectives are reflected in key sectoral/national strategies, policies, and planning documents to a greater extent, however, implementing these policies is still challenging as they come with a cost. Resources are scarce, especially with the introduction of free universal primary education for children. Finding and allocating limited resources needs a collective effort from different stakeholders, a key next step is the implementation of a cross-sectional policy framework and increased public investment to improve ECD service provision.

Recommendations

Access to ECDI services & childhood development outcomes

- Building on an enabling environment, where parents and caregivers understand practices needed to ensure children's brains develop to their full potential and their positive attitude, recommendation is made to ensure continued awareness through the project implementation activities while focusing on a clear exit strategy and sustainability after the project. Creating conducive spaces for children to grow their cognitive, social, and learning skills. The awareness creation activities need to focus on ECD promotion messages and sensitizing communities about the importance of ECD or education in general.

Economic participation & income generating activities

- Diversify income generating opportunities: While the main income generating activity being agriculture, a large proportion of refugee households are interested in engaging in non-agricultural livelihood activities. IRC and partners can consider investment in off-farm value chains, for example, Horticulture value chain, soap production, textiles, handicrafts, etc. to scale up livelihood activities.

- Diversify crop production**:** Findings indicate that the most common being maize, beans and cassava for both populations and reported production of other crops was relatively low. There is need for diversifying into other crops such as sunflower, soybeans, sesame, horticulture etc. that can help generate additional incomes. There is need to consider the introduction of high-value crops (rice, garlic, groundnuts, etc.) which can generate high market prices.

- Advocate for land access and increased land acreage: Findings show that nationals were significantly more likely to report having access to land with 65% reporting in the affirmative compared to only 42% of refugees. It further states that refugees were also considerably more likely to report renting land or having access to communal land. There is need to explore mixed farming groups comprising of refugees and nationals which will enable nationals donate land for group use. There is also need to advocate for upscaling acreage for agricultural production by NGOs (Kulea Watoto project local partners) with local leadership. Other categories of people that may not engage in agriculture due to limited access to land such as urban refugees, can be supported to start small business through business skills training and start-up capital.

- Strengthen producer/farmer capacity: Consider promoting farmer/producer groups (consisting of refugees and nationals) by provide training/ information to households on cultivation methods, good agricultural practice (GAP), and market-based business and technical skills, and equipment usage; Improve extension support from the government and NGOs (Kulea Watoto project local partners) ; and support farmers to open more land through adoption of technologies such as oxen and use of tractor hire services.

- Facilitate opportunities for finances/grants: Consider providing households with trainings on financial management skills, formation of VSLA/saving groups and/or cooperatives; supporting them with grants and facilitating linkages between groups and formal and non-formal financial institutions (banks, micro-financial firms and VSLAs).

- Strengthen market linkage opportunities: Consider supporting aggregation opportunities by increasing the number of farmer/producer groups (consisting of refugees and nationals) who can carry out bulk purchases, collectively selling produce, supply to the community and facilitate linkages with bulk producer buyers such as the WFP. Consider making linkages for farmer/producer groups to engage private sector seed companies and other agricultural input suppliers to set up outlets in the target areas. There is need to support the farmer/producer groups in strengthening post-harvest handling, establishing storage facilities and other postharvest handling technologies, diversity in the source of harvest sales, market gathering information and dissemination across the refugee settlements and the host communities.

Responsive Caregiving and Early Learning Skills

- The incidence of child abuse and neglect continues to rise because of increasing stress, poverty and decline in traditional values and norms. Children who experience violence suffer psychological wounds that result in long lasting negative effects on development, learning and social adjustment. We recommend that IRC and partners integrate child protection interventions to provide specialized care and attention to deal with grief and disorientation. Efforts need to be made to safeguard children's rights and ensure that they have access to basic services such as health, nutrition, education, and attachment to significant adults.

- Promoting male parent/ caregiver engagement with children to encourage positive development in which both parents are engaged. Filling the gaps in household engagement with the children with regards to a lack resources to promote a conducive home learning environment. Books and other learning materials can be provided to households which they can use at home.

- Capacity of caregivers to access essential ECCD services: Promote coordination among actors: There is need for Kulea Watoto team and project local partners to enhance coordination among actors. Where appropriate, to strengthen existing coordination forums, through joint sector specific monitoring and needs assessment activities, harmonization of approaches and project tools, hence enhancing caregivers' knowledge and capacity needs.

NIECD Policy, livelihoods and Learning Framework

Regarding the policy implementation, IRC and partners need to increase public engagement through advocacy efforts as a channel to increase government resource allocation. Additionally, more funds need to be harnessed through special levies to increase the allocation for ECD. Proper management and accountability are important in order to maintain the confidence of supporting stakeholders.

IRC and partners need to design programs aimed to improve livelihoods for households/families and caregivers living in poverty, through creating income-generating activities to improve their livelihoods, for example, the following activities: Microloans or business grants that can be provided to those in poverty designed to enhance entrepreneurship. Microloans provide start-up capital for individuals to buy the goods, tools, or resources needed to start small businesses and income-generating activities and promotion of Saving and credit organizations such as **Village savings and loan associations (VSLAs)** which will organize caregivers who would otherwise not have access to formal financial institutions who join together in order to save and borrow informally among each other. Saving and credit organizations within local communities are generally based on systems of transparency and simplicity that are well adapted to communities with low levels of literacy and less formal systems for protecting property right.

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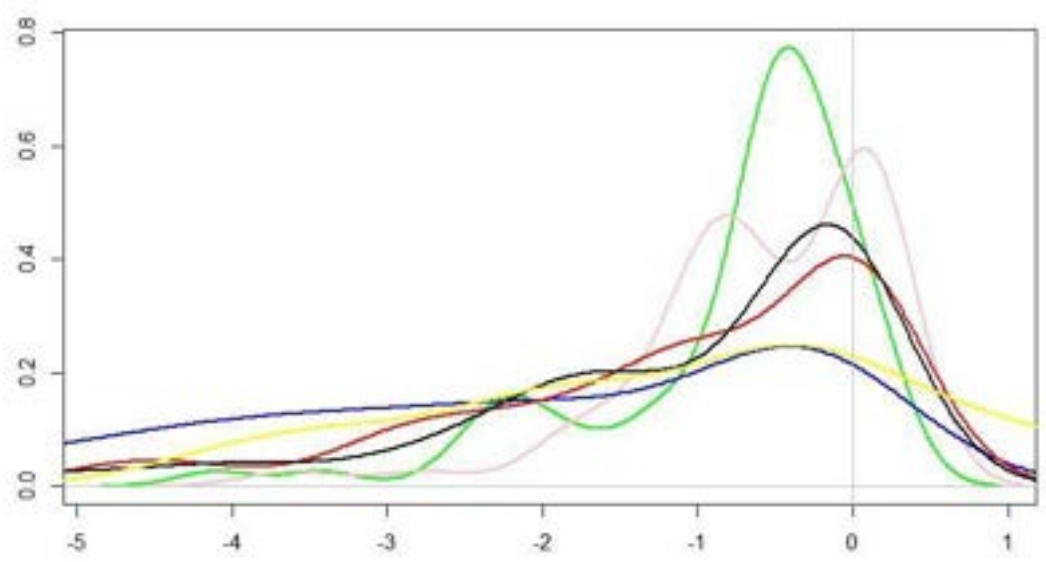
Annex

Annex 1: Multivariate analysis on determinants of educational outcomes among children under 5 years

	(1)	(2)	(3)	(4)	(5)
	CREDI Score	ECDI Literacy	ECDI Socio-emotional	ECDI Learning	ECDI Total
Age (In years)	1.008	1.017	0.997	1.010	0.966
	[0.976,1.041]	[0.990,1.044]	[0.976,1.019]	[0.988,1.032]	[0.914,1.021]
Gender (Male)	1.035	0.979	0.849	0.941	1.012
	[0.466,2.299]	[0.492,1.947]	[0.500,1.443]	[0.535,1.654]	[0.330,3.101]
District					
Yumbe	**0.0928*****	**0.226****	**2.575***	**0.0978*****	**0.0690***
	[0.0309,0.279]	[0.0803,0.636]	[1.058,6.266]	[0.0422,0.227]	[0.00541,0.880]
Kyegegwa	0.393	**0.0492*****	**6.238*****	**0.0668*****	0.537
	[0.118,1.316]	[0.0167,0.145]	[2.738,14.22]	[0.0291,0.153]	[0.0978,2.948]
Status					
National	1.595	1.805*	1.244	1.211	1.156
	[0.797,3.188]	[1.028,3.168]	[0.760,2.036]	[0.742,1.977]	[0.416,3.213]
Education level completed					
Primary	1.130	0.570	1.568	**0.425****	0.411
	[0.505,2.529]	[0.288,1.128]	[0.878,2.799]	[0.245,0.738]	[0.120,1.407]
Secondary	0.516	0.382	1.806	**0.273****	1.318
	[0.159,1.670]	[0.136,1.070]	[0.755,4.323]	[0.110,0.680]	[0.308,5.638]
Tertiary	0.751	0.495	2.142	0.680	0.422
	[0.165,3.416]	[0.186,1.313]	[0.759,6.044]	[0.269,1.717]	[0.0751,2.370]
Determinants					
Engaged in agriculture	1.504	1.086	0.727	1.070	1.531
	[0.631,3.588]	[0.436,2.704]	[0.404,1.310]	[0.552,2.074]	[0.330,7.109]
Household size	0.953	**1.127***	0.957	**1.153****	**1.220***
	[0.820,1.109]	[1.017,1.250]	[0.863,1.062]	[1.041,1.277]	[1.036,1.437]
Parent Discipline Score (Scale 1-9)	**0.543*****	1.058	**1.444*****	0.967	1.093
	[0.426,0.693]	[0.900,1.243]	[1.227,1.700]	[0.846,1.106]	[0.794,1.503]
Personal Health Questionnaire Score	1.050	1.011	0.966	1.058**	1.010
	[0.988,1.116]	[0.965,1.059]	[0.924,1.010]	[1.014,1.103]	[0.929,1.098]
Parent child interaction score (Scale =0-5)	**2.288*****	**1.497*****	1.031	**1.244****	**1.697***
	[1.862,2.810]	[1.231,1.821]	[0.874,1.216]	[1.060,1.459]	[1.043,2.760]
Observations	516	504	504	504	504
R^2	0.201				
Adjusted R^2	0.181				

Annex 2: Overall Z scores for the CREDI disaggregated by age category, children 0-35 MO (Population standardized mean=0)



Annex 3: Detailed demographics

Demographic Information	Kampala	Yumbe	Kyegegwa	Total
No. of Respondents	290	377	358	1,025
Respondent Gender				
Female	85% (246)	82% (310)	65% (233)	77% (789)
Male	15% (44)	18% (67)	35% (125)	23% (236)
Residency status				
National	38% (110)	35% (132)	37% (132)	37% (374)
Refugee	62% (180)	65% (242)	63% (226)	63% (648)
Age of the respondent	34	35	37	36
Household size	6	5	5	5
Head of household				
No	23% (67)	17% (65)	22% (77)	20% (209)
Yes	77% (223)	83% (312)	78% (281)	80% (816)
Level of Education Completed				
No Education	8% (23)	32% (119)	35% (124)	26% (266)
Primary	41% (118)	59% (224)	56% (200)	53% (542)
Secondary	34% (99)	9% (34)	9% (32)	16% (165)
Tertiary	17% (50)	0% (0)	1% (2)	5% (52)
Employment Status				
Unemployed	38% (111)	82% (308)	76% (273)	68% (692)
Employed	62% (179)	18% (69)	24% (85)	32% (333)

Annex 4: Table showing KII and FGD participants

Respondent category	Collection tools	# of FGD's / KII's	Number	Sampling method
ECD management committee member	KII guide	6	6	Purposive
Key market stakeholders	KII guide	3	3	Purposive
Champions	KII guide	3	3	Purposive
Leaders	KII guide	6	6	Purposive
ECCD duty bearers	KII guide	3	3	Purposive
IRC project staff	KII guide	3	3	Purposive
LABE Staff	KII guide	2	2	Purposive
KRC Staff	KII guide	2	2	Purposive
MADARASA Staff	KII guide	2	2	Purposive
AfriChild staff	KII guide	2	2	Purposive
Caregivers (separate Male & Female)	FGD guide	12	96	Stratified by district
RWCs	KII guide	1	3	Purposive
LC 1 (Hosts)	KII guide	2	6	Purposive
OPM Representative (livelihood & Education)	KII guide	2	6	Purposive
Other Actors (livelihood, Health & Education)	KII guide	3	9	Purposive
District leaders (DHO/DEO/Livelihood)	KII guide	3	9	Purposive
Ministry representative (Education/Health/Agriculture)	KII guide	3	9	Purposive
Total		58	170	

Annex 5: Summary of outcome indicator value for the baseline, disaggregated by district

			Baseline			
	Description	**Indicators**	**Total**	**Kyegegwa**	**Yumbe**	**Kampala**
Goal	Improved wellbeing for children aged 0-5 years in refugees and host communities in Yumbe, Kyegegwa and Kampala)	% of young children aged 0-5 whose score increase on a standard ECD assessment measuring social-emotional, cognitive and physical outcomes	ECDI Pass= 5% CREDI Pass = 18% Total Pass = 23%	ECDI Pass=6% CREDI Pass =13% Total Pass = 19%	ECDI Pass=1% CREDI Pass =21% Total Pass = 22%	ECDI Pass=7% CREDI Pass =18% Total Pass = 25%
Empower Households with Responsive Caregiving and Early Learning Skills in homes and at group level						
Outcome 1.0	Enhanced parenting knowledge & skills for care givers and other family members of children 0-3 years	%age of caregivers and family members of children 0-3 have increased knowledge, skills, attitudes and actions that promote inclusive, responsive caregiving and play-based early learning behaviors	68%	66%	69%	65%
Outcome 1.2	1.2. Increased capacity of caregivers to access essential ECCD services (Child play spaces at, community level, Child friendly spaces at health facilities, Community listening libraries and community outreaches)	% of caregivers who report increased access to essential ECCD services	38%	48%	45%	18%
Improve Economic Wellbeing and Household Income Generation Opportunities						
Outcome 2.1	Increased agricultural yields of focus crops or productivity of livestock in selected value chains	% of Households reporting increased agricultural yields of focused crops or productivity of livestock in selected value chains	34%	50%	44%	3%
Outcome 2.2	Caregivers engaged in gainful employment (wage or self-employment)	%age of caregivers employed (engaged in wage or self-employment)	41%	57%	20%	50%
Improved availability of quality ECCD services in homes and centres						
Outcome 3.1	Increased number of young children (3-5yrs) accessing safe and conducive care and learning environment	% of young children participating in the program who access safe, and conducive care and Learning environment.	50%	66%	44%	37%