

**BASELINE SURVEY REPORT 2025**

**Children at Risk (CaR) Program in Napak, Karamoja Region**

**IMPLEMENTED BY UGANDA CHANGE AGENT ASSOCIATION (UCAA),  
INSTITUTE FOR INTERNATIONAL COOPERATION AND DEVELOPMENT (C&D)  
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## Contents

Acknowledgement .....	iv
List of Acronyms .....	v
Table of figures.....	vi
Executive Summary .....	1
Chapter One: Introduction and Background .....	3
1.1: Introduction .....	3
1.2: Background to the project.....	4
1.3: Goals and Objectives.....	5
1.4: The key objective of the project:.....	5
1.5: The specific objectives are as follows .....	5
1.6: Baseline Study Rationale .....	5
Chapter Two: Approach and study methodology .....	7
2.1: Survey Design .....	7
2.2: Scope of the study.....	7
2.3: Study Population sample .....	7
2.4: Data collection tools.....	7
2.4.1: Key Informant Interviews.....	7
2.4.2: Focused group discussions.....	8
2.4.3: Document Review .....	8
2.4.4: Field work.....	8
2.5: Quality control of data.....	8
2.6: Data entry, processing and analysis.....	8
Chapter Three: Study findings .....	11
3.1: Introduction .....	11
3.2: Result 1: Living conditions of vulnerable children and adolescents: assessed among the 123 adult participants only.....	14
3.2.1: Vulnerability Assessment.....	14
3.2.2: Food security .....	17
3.2.4: Economic security and social capital .....	21
3.2.5: Health, Water, Sanitation and Shelter .....	22
3.3: Result 2: Factors Contributing to Unsafe Outmigration .....	25
3.3.1: Child Rights Issues – Parental Care.....	25
3.3.2: Psychosocial & Basic Support .....	27
3.4: Result 3: Evaluate awareness and attitudes among community leaders and members towards child protection, education, life-skilling, parenting and GBV mitigation initiatives within Napak District.....	28
3.4.1: Child protection .....	28
3.4.2: Child Rights Issues – Parental Care.....	31
3.4.2: Women’s rights/ Gender Based Violence (GBV).....	36

3.5: Result 4: Determine access to education and vocational training of vulnerable children and adolescents in Napak.....	40
3.5.1. Key Barriers to Education / Training .....	40
3.5.2. Children’s Perception of Education .....	41
3.5.3. Family Support Roles .....	41
3.5.4. Youth Livelihood Activities.....	42
3.5.5. Most Needed Vocational Training .....	42
5.0: Chapter Four: Recommendations and conclusions.....	44
5.1: Recommendations.....	44
5.2: Conclusions .....	45
6.0: Chapter Five: Annexes.....	47
6.1: THE QUESTIONNAIRE.....	47
6.2: Detailed tables and raw data summaries. ....	56

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We are confident that this report will significantly contribute to guiding the implementation of the *Children at Risk (CAR) Program* for the 2025–2027 phases. Moreover, it will serve as a resource for stakeholders in strengthening interventions that enable adolescents, street-connected, and other vulnerable children affected by crises in Napak to thrive within their communities, while also protecting them from unsafe outmigration from Karamoja by December 2027.

## **List of Acronyms**

4R approach	Rescue, Rehabilitation, Resettlement and Reintegration
C&D	Institute for International Cooperation and Development
CAR	Children at risk
CBOs	Community based organisations
CAT	Change Agent Training course
D/P	Dwelling places
FGD	Focused group discussions
GBV	Gender based violence
HH	Household
KCCA	Kampala Capital City Authority
KII	Key informant interviews
KIA	Kirk in Actie
KM	Kilo-meters
LC	Local council
M&E	Monitoring and evaluation
MPI	Multidimensional Poverty Index
NGOs	Non-government organizations
SDGs	Sustainable development goals
SGBV	Sexual gender based violence
SPSS	Statistical Package for Social Sciences
UCAA	Uganda Change Agent Association
UBOS	Uganda Bureau of Statistics
UGX	Ugandan shillings
VAC	Violence against children
VSLA	Village savings and Loans association

## Table of figures

2.7: Table 1. Baseline Indicators .....	9
Table 2. Demographics .....	11
Table 3. Children and Youth Demographics.....	13
Table 4. Distribution of Living conditions variables.....	14
Table 5. Living conditions by Sub-County .....	15
Table 6. HH Main source of Income.....	16
Table 7. Business Information obtained .....	19
Table 8. Frequency Distribution.....	25
Table 9. Child absence reasons in the HH.....	26
Table 10. Unsafe Outmigration factors.....	27
Table 11. Knowledge of Children's Rights by Community Leaders.....	29
Table 12. Children's Rights by Sub-counties .....	29
Table 13. Practices discrimination against women and children.....	36
Table 14. Common issues identified by leaders and community members.....	37
Table 15. How practice discriminate against women and children are handled in the communities .....	38
Table 16. GBV handling by institutions .....	38
Table 17. Social Cultural practices .....	39
Table 18. Key Barriers to education.....	40
Table 19. Children's Perception on education.....	41
Table 20. Family Support roles .....	41
Table 21. Youth Livelihoods Activities .....	42
Table 22. Vocational Trainings needed.....	42

## Figures

Figure 1. Household Expenses .....	16
Figure 2. HH Monthly income .....	17
Figure 3. Main Source of Income by HH .....	17
Figure 4. Number of Meal consumed by HH per day .....	18
Figure 5. Information Access by community members .....	18
Figure 6. Information Recived in the community .....	19
Figure 7. Business ownership status.....	20
Figure 8. Monthly Savings from business .....	21
Figure 9. Group belongingness .....	21
Figure 10. Type of Groups.....	22
Figure 11. Health Promotion in HH.....	22
Figure 12. Shelters conditions.....	23
Figure 13. Types of Latrines owned by HH .....	24
Figure 14. Parental Care.....	25
Figure 15. Psychosocial support.....	27
Figure 16. Withdrawn Children.....	27
Figure 17. Child protection .....	28
Figure 18. Children's Rights.....	30
Figure 19. Child abuse.....	31
Figure 20. Method of disciplining children in HHs.....	31
Figure 21. Prevention Laws.....	32
Figure 22. Migration policies .....	32
Figure 23. Gaps on the current migration.....	33
Figure 24. Improvements of Migration preventions .....	33
Figure 25. Barriers faced in accessing support .....	34
Figure 26. Policies and programs fro preventing unsafe migrations .....	34
Figure 27. Reasons for out-migrations policies.....	35
Figure 28. How communities and leaders be better involved in this policies .....	35
Figure 29. Women's Rights .....	36
Figure 30. Hinderences of women and children from owning land .....	39

## Executive Summary

The Children at Risk (CaR) Program Baseline Survey 2025 was conducted in Napak District, Karamoja sub-Region, to establish the current situation of vulnerable children, adolescents, and their families. The study provides a reference point for measuring the impact of project interventions aimed at reducing unsafe child outmigration and improving child protection, education, and livelihoods over the 2025–2027 implementation period. The survey employed a mixed-method approach (quantitative and qualitative), reaching 246 participants across five sub-counties- Lopeei, Lokopo, Lorengechora, Matany, and Ngoleriet. Data was collected through household interviews, key informant interviews, and focus group discussions with children, youth, and local leaders.

## Key Findings

- **Living Conditions:**

Most households (85.4%) are *slightly vulnerable*, characterized by poverty, food insecurity, and dependence on casual labor or small-scale farming. Only 11.4% are ready to graduate from vulnerability.

- **Food Security:**

About 62% of households consume only one meal per day. Food access largely depends on markets (38%) and homegrown sources (36%), indicating widespread poverty and limited livelihood diversification.

- **Child Protection and Migration:**

Around 35% of households reported children not living at home within the past six months, mainly due to *poverty, hunger, violence, and peer influence*. Children migrate in search of jobs and better living conditions, facing high risks of *abuse, trafficking, and exploitation*.

- **Awareness of Child Rights:**

Awareness remains moderate — only 57.7% of respondents know about child rights, with gaps in Matany and Lorengechora. While 73% of households have birth certificates for their children, harsh disciplinary practices such as verbal abuse and physical punishment persist.

- **Gender and GBV:**

Up to 96% of respondents reported discriminatory practices against women and children, including *asset ownership restrictions, domestic violence, and early marriage*. Cultural barriers continue to limit women's control over land and resources.

- **Education and Vocational Training:**

The leading barriers to education include *lack of school fees and materials (35%), poverty/food insecurity (20%), and poor infrastructure (13%)*. Children's perception of education is largely negative (86%), citing limited relevance and poor quality.

Youth livelihood engagement is high in *small businesses (48%) and agriculture (25%)*, but most opportunities remain informal. The most demanded vocational skills are *tailoring, carpentry, construction, and hairdressing*.



## **Conclusion**

The baseline establishes that while progress has been made in child rescue and reintegration, deep-rooted poverty, weak education systems, limited livelihood options, and low awareness of child rights remain major challenges in Napak. Addressing these will require a holistic, multi-sectoral approach focusing on livelihood strengthening, education access, and community-based child protection.

## Chapter One: Introduction and Background

### 1.1: Introduction

The Karamoja region where the CAR program is being implemented, is in north-eastern Uganda. According to the UBOS 2025 Report, Karamoja remains the most affected region living in poverty. This is and has been a major trigger of child-outmigration from the region, although it has been a recipient of humanitarian aid for over 50 years.

Despite efforts by several agencies to intervene in Karamoja, all human development indices show that the sub-region is the least developed in the country, with **74.2% of its population** living in poverty compared to the country's rate at 16.1% according to Uganda Bureau of Statistics (UBOS), "The National Multidimensional Poverty Index Report (MPI) Report" (2024) indicate that there is a big disparity of MPI levels in Uganda. The report concludes that Karamoja among other regions have the highest multidimensional poverty. This means, the poor in the region are highly deprived of food, toilet facilities, clean energy and housing materials, thereby increasing the root-causes of child trafficking and child outmigration from Karamoja.

This acute, persistent poverty and extreme vulnerability that characterize Karamoja are attributed to multiple factors including: an unpredictable drought cycle; poor infrastructure and basic social service delivery; limited marketing opportunities; natural resource degradation; and social and cultural retardation. Furthermore, to escape poverty and vulnerability, many children and adolescents seek to migrate to larger cities. In many cases, this migration takes place in an unsafe environment and their risk of becoming victims of trafficking is high. The drivers/causes of the above situation in the region includes Inability of families to provide for the basic needs of the children due to poverty resulting in child neglect and in some areas leads to migration and trafficking of children.

To remove the bottle necks above, the CAR consortium conducted a baseline survey to establish the status of the five (5) sub counties in Napak district in terms of living conditions, education, child protection and children rights awareness after the different phases of the Project. The project there considered communities in locations where the project has not been very active to improve its reach and impact in the district. Results from the survey will therefore provide a reference point for measuring change and impact over time. And identifying priority needs, refining project design, setting realistic targets, and informing effective monitoring and evaluation. Since the new phase intends to employ different social mobilization strategies to raise awareness on the different forms of VAC/trafficking, apply Rescue, Rehabilitation, Resettlement and Reintegration (the 4R approach) for trafficked cases and migrants, facilitate access to available service delivery points in case of VAC/trafficking incidents, training of parent groups in Alternative positive parenting using the Key Family care practice messaging and others, Life skill empowerment for adolescent girls and boys through in and after school activities, Sports for

VAC/trafficking abandonment, community engagement and economic empowerment, and continued support to Local government for Child Protection system strengthening.

## **1.2: Background to the project**

From 2019-2021, UCAA has been the lead agency for the CaR partner NGOs, namely C&D and Dwelling places. The three partners have been responsible for direct implementation of their assigned project. From Kampala streets and slums, they have rescued street-connected children and their families. At the community level they coach the CBOs to identify most vulnerable households and children.

Together with the community, donor and local partners, they lead the implementation of the entire project, including, among others, Child Protection, Parenting Education and awareness-raising on the children's rights, land rights, SGBV, Food Security, Economic Empowerment etc. By working closely with local government agencies, the project combines capacity building, information sharing, and participation in the development of the implementation plan at the local level to ensure that there is a mutual understanding of roles and responsibilities, and collaboration between all actors involved for effectiveness and project sustainability.

Between 2021 up to date, through the efforts championed by CaR, the number of streets connected families in Napak district has greatly reduced. However, the major factors driving children from Napak, Karamoja to different streets in Uganda have remained largely the same. These include the effect cattle raiding, influence from peers, cases of GBV, and VAC, unreliable climatic conditions, poverty, high prevalence of alcoholism and substance abuse, psychosocial distress, and harmful cultural practices that precipitate child abandonment and pre-mature exit of children from the family unit. These conditions are more severe in the sub-counties of Lopeei, Matany, Lokopo, Ngoleriet, and Lorengecora, in Napak district. The majority find their way to Kampala, Mbale, Soroti and Iganga. Indeed, others have moved as far as to bordering cities like Nairobi in Kenya.

As a result of spearheading the work to curb outmigration by CaR, many other key players have also come up to ensure that child trafficking, unsafe out migration and street life come to an end. Due to the effort being supported by KIA-CaR project consortium, government of Uganda through the Ministry of Gender, Labor and Social Development (MoGLSD), and Kampala Capital City Authority (KCCA) tightened the struggle by coming up with an ordinance on street dwellers and a bi-law in Napak district on child trafficking and un-safe migration. With the above efforts, a total of 1,908 children has been rescued from the streets, intercepted and were reintegrated with their families from 2022 up to 2024, this has left many streets with less street dwellers compared to the previous years.

### **1.3: Goals and Objectives**

This project Goal and objectives will be realized through the implementation of the reintegration models developed by CaR partners. These objectives are aligned with goal 16 of the SDGs, and the specific targets on ending violence, abuse, exploitation and trafficking of children; access to justice for all; reducing corruption and bribery in all their forms; and developing effective, accountable and transparent institutions at all levels.

### **1.4: The key objective of the project:**

To enable all adolescents, street-connected and other vulnerable children affected by crisis in Napak to thrive in their local communities and protect them from unsafe outmigration from Karamoja by December 2027

### **1.5: The specific objectives are as follows**

- i). To sustainably protect all adolescents, street-connected and other vulnerable children from unsafe outmigration from Napak district by December 2027
- ii). To strengthen resilience and livelihoods of targeted families of rescued and other vulnerable children affected by crisis in Napak district by December 2027
- iii). To empower targeted communities and their leaders to actively participate and eliminate outmigration and GBV from Napak district by December 2027
- iv). To strengthen CaR consortium coordination, child-advocacy, monitoring and evaluation (M&E) systems for effective child protection in Karamoja by December 2027

### **1.6: Baseline Study Rationale**

Though there are preliminary data on the CAR program from previous phases and evaluations across the 5 sub counties of implementation in Napak, there was a need of collecting data of the indicators being identified in the project objectives especially on the new other communities/ beneficiaries with in the same five sub counties in Napak District by extending services to them in addition to strengthening the capacity of the current beneficiaries. This baseline is critical to confirming or reaffirming some of the assumptions and data already available. The baseline results and its recommendations will be useful in monitoring the project progress and impact. The following are the specific terms of reference for the baseline survey:

- a) Establish the gender characteristics, level of education and basic social practices in the project beneficiary sub-counties
- b) To outline basic characteristics of households including number of adults, adolescents, Street-connected and other vulnerable children to be protected from unsafe outmigration from Napak district

- c) To outline livelihoods characteristics of vulnerable families of rescued and other vulnerable children affected by crisis in terms of information access, business knowledge and start-ups in Napak district.
- d) To determine the education gaps and challenges in the community
- e) To establish the level of awareness on child protection policies among the community members in Napak.

## **Chapter Two: Approach and study methodology**

### **2.1: Survey Design**

This study employed a mixed method design of qualitative and quantitative method; the activity was conducted from May to June 2025. This was intended to establish a scientifically reliable standard as a benchmark for further planning, implementation, monitoring and evaluation of the Project parameters; the basic facts, tendencies frequencies and ratios needed to be established at the onset of the project.

The study sample targeted 230 respondents drawn from an overall sample of all the five key project sub-counties. From each of these five sub-counties, a sample of HH, local leaders, school children and community youth were purposely selected. At least 110 Household, local leaders and teachers' interviews were conducted plus 10 Focus group discussions with 123 children and youth both in the schools and communities. Extra 16 adult respondents were interviewed making total of 246 study participants.

### **2.2: Scope of the study**

Geographic area: The survey was conducted in Napak district, Karamoja in all the five project sub-counties of Lopeii, Lokopo, Lorengecora, Matany and Ngoloriet. The survey covered samples of target beneficiary families, communities and the leaders in different locations in the 5 sub counties where the CaR program had not implemented, This was derived from the UCAA management, since the new phase was also targeting different communities so that other populations get the opportunity to participate in the program and learn development activities for an enhanced impact in the district.

### **2.3: Study Population sample**

Households/care givers of Street-connected children, vulnerable adolescents, teachers, and school/community children/youth, plus local leaders in 5 sub counties of Napak district.

The study sample was selected from specific background characteristics of the population that are directly involved in child protection of the social and economic rights of children in the community. They were selected by virtue of the fact of their experience, roles in the community, level of association and influence with the children.

### **2.4: Data collection tools**

Key informant interviews (Households, local leaders and teachers)

Focus group discussions (Children, youth and local leaders)

Document reviews

#### ***2.4.1: Key Informant Interviews***

Key informant interviews were held with randomly selected families of vulnerable children at risk, both women and men from families in contact with the vulnerable children at risk. The

samples included local leaders, other women and men in the community teachers from the schools within and community leaders.

#### ***2.4.2: Focused group discussions***

FGD were held specifically with children in schools plus youth in the community, consent was got from the school administration while involving the children, youth in the community were of age to consent and those that were young, consent was obtained from their parents.

#### ***2.4.3: Document Review***

Literature on related work undertaken in previous years was reviewed as well as other related national initiatives and related policy and implementation guidelines. The review focused primarily, though not exclusively, on documents about the project. The goal of the review was to obtain information to answer the key research questions and to determine which research questions will need detailed primary data collection and verification from the field.

#### ***2.4.4: Field work***

The field research was undertaken by a team of researchers who interviewed selected individuals from the above category. The main emphasis was vulnerable communities and families with children prone to child-outmigration. Thus relevant data was collected from these identified individual respondents with a summary presented per sub-county.

### **2.5: Quality control of data**

In order to ensure the credibility and reliability of the baseline findings, several quality control measures were applied, including careful design and pre-testing of data collection tools, training of enumerators on tools and ethical considerations, and supervision during fieldwork. Data was reviewed daily for completeness, cleaned before analysis, and triangulated across key informant interviews, and focus group discussions. Standardized procedures were followed throughout the process, and informed consent and confidentiality were maintained to uphold ethical standards.

### **2.6: Data entry, processing and analysis**

Data was collected using pre-coded forms in Kobo Collect, exported into Excel, and subsequently cleaned to ensure completeness and accuracy. Quantitative data was analyzed using both Excel and the Statistical Package for Social Sciences (SPSS) to generate descriptive statistics and comparisons. Qualitative data from focus group discussions (FGDs) and semi-structured interviews was systematically organized, coded, and where appropriate, quantified and analyzed using Excel to identify key themes and patterns. The findings from these analyses formed the basis for the preparation of this report.

2.7: Table 1. Baseline Indicators

Objectives	Indicators (Disaggregated by Sex)
Objective 1: Living Conditions of Vulnerable Children and Adolescents	<p>Percentage of vulnerable households</p> <p>Number of HH with food security</p> <p><b><i>Other livelihood and social capital indicators measured</i></b></p> <p>Number of individuals that belong to a group</p> <p>Percentage that belong to a savings group</p> <p>Percentage of individuals who own a business</p> <p>Number that have access to business information</p>
Objective 2: Factors Contributing to Unsafe Outmigration	<p>Percentage of Households with children not living at home</p> <p>Number of households with consistently withdrawn children</p> <p>Major Push Factors for Unsafe out migration</p>
<b>Objective 3:</b> Evaluate awareness and attitudes among community leaders and members towards child protection, education, life-skilling, parenting and GBV mitigation initiatives within Napak District.	<p>Percentage of individuals with knowledge on Children rights</p> <p>Percentage of individuals who understand Migration prevention policies</p> <p>What is mostly understood by migration prevention policies</p> <p>Most significant gaps in current migration prevention laws and regulations</p> <p><i>Women's rights/ Gender Based Violence (GBV)</i></p> <p>Percentage of individuals who responded to presence of practices that discriminate women and children</p> <p>Most identified practices that discriminate women and children (Leaders vs community members)</p>
<b>Objective 4:</b> Determine access to	Most identified key Barriers to Education / Vocational



education and vocational training of vulnerable children and adolescents in Napak.	<p>training</p> <p>Children's Perception of Education system in the community</p> <p>Current youth livelihood activities</p> <p>Most needed vocational training/skilling</p>
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## Chapter Three: Study findings

### 3.1: Introduction

The survey was a mixed method, findings are stipulated in the demographic tables involving both adults (table 1) and children/ youth (Table 2), the children and youth specifically were involved in focused group discussion questionnaire, while the adults participated in both the Interview questionnaire that involved both quantitative and qualitative questions.

This section of the analysis summarizes the results of both the quantitative and qualitative data collected from the Key informant interviews with Households, Local leaders, plus Focused group discussions from children in schools and the youth in communities.

For the study, a series of eleven (11) focused group discussions were held in both schools and communities. And 123 Key informant interviews were conducted in households amongst local leaders, parents/care givers and teacher in schools. The survey was targeting participants from the 5 sub counties of the previous phases of the CAR program had not directly implemented its intervention, so that the new communities would also be included as direct beneficiaries in the new phase to increase the intervention impact in the sub counties and district.

*Table 2.Demographics*

Variable	Category	Frequency	Percentage
Sub county		<b>123</b>	
	Lorengechora	27	21.9
	Lokopo	24	19.5
	Loopee	21	17.1
	Ngoleriet	24	19.5
	Matany	27	21.5
Sex		<b>123</b>	
	Male	47	38.2
	Female	76	61.7
Marital Status		<b>123</b>	
	Married/Cohabiting	100	81.3
	Widowed	11	8.9
	Divorced/Separated	8	6.5
	Single/Never married	4	3.2
Education		<b>123</b>	
	None	73	59.3
	Primary	31	25.2
	Secondary	4	3.25
	College/University	14	11.3

Other		1		0.8		
Occupation		123				
Casual labour		36		29.3		
Farmer		36		29.3		
Idle/Not working		18		14.6		
Employed (professional)		20		16.3		
Market vendor/Trader		13		10.6		
Leadership position		123				
Yes		28		22.8		
No		95		77.2		
Age	Min	16	Max	85	Mean	39.45
Household Size		123				
	Min	1	Max	20		
Average house hold size		7.04				
Average number of children in HH		4.8				

The survey engaged 123 households across five sub-counties, with the highest representation from Lorengchora (21.9%) and Matany (21.5%). The majority of respondents were female (61.7%) and predominantly married or cohabiting (81.3%). Educational attainment was generally low, with (59.3%) having no formal education and only a small proportion reaching secondary (3.25%) or tertiary level (11.3%). Occupations were mainly casual laborers and farmers (both 29.3%), while 16.3% were in professional employment and 10.6% in trade, though 14.6% reported being idle or not working. 22.8% were leaders who participated. The average respondent age was 39.5 years, and households were typically large, averaging seven members with about five children each. This profile highlights a predominantly female, low-educated, agrarian population with high household sizes.

### **Qualitative data Participants (Children and Youth)**

The aim of the qualitative study was to discuss with respondents and access information on the objective 2: push factors for out migration in children, things that attract children in other cities, challenges they encounter during unsafe out migration and mechanisms to reduce out migration from their communities. Objective 4 focused on: Education access challenges, attitude towards the education system in their community, Family roles in supporting education of the child, how to improve education, livelihoods youth are engaged in and training programs most needed in their communities.

The qualitative data results constitute a reference basis with the responses from the quantitative results to give the report more meaning and emphasis on the derived findings to inform the implementation and improvement on the project.

Table 3. Children and Youth Demographics

<b>Variables</b>	<b>Counts</b>	<b>Percentages</b>
<b>Participants</b>	<b>123</b>	
Female	54	43.9
Male	69	56.1
<b>Age category</b>		
Minimum	6	
Maximum	26	
Average age	14.63	
<b>Sub counties</b>		
Number	<b>123</b>	
Lorengchora	24	19.5
Lokopo	16	13.0
Lopee	40	32.5
Ngolieriet	23	18.7
Matany	20	16.3
<b>Schools FGD</b>	<b>66</b>	
Lopee Primary school	18	14.6
Lomerimong Community P/S	12	9.8
Lorengchora Primary School	12	9.8
Lokopo Primary school	8	6.5
Kokorio Primary	8	6.5
Nakicelet Primary school	8	6.5
<b>Community groups FGD</b>	<b>57</b>	
Nakumai Village youth	14	11.3
Lokitel Village Youth	12	9.8
Lorengkungin Village youth	12	9.8
Lomerimong Community youth	11	8.9
Nakumai Village children	8	6.5
<b>Class categories</b>	<b>123</b>	
Lower primary	32	26.0
Upper primary	49	39.8
Not in school	42	34.1

The demographic data in table (2) above indicates a total of 123 participants were involved in the study, comprising 54 females (43.9%) and 69 males (56.1%) with an average age of 14.63 years, ranging from 6 to 26. The respondents were drawn from five sub-counties, with the largest

representation from Lopeei (32.5%), followed by Lorengechora (19.5%), Ngoleriet (18.7%), Matany (16.3%), and Lokopo (13.0%). Focus group discussions (FGDs) were conducted in both schools and community groups, with 53.7% of participants coming from schools such as Lopeei Primary (14.6%), Lomerimong (9.8%), Lorengechora (9.8%), Lokopo, Kokorio, and Nakicelet Primary Schools (each 6.5%). The remaining 46.3% were drawn from community youth and children's groups across Nakumai, Lokitel, Lorengekungin, and Lomerimong villages. In terms of educational status, 26% were in lower primary, 39.8% in upper primary and 34.1% were not in school, indicating a substantial proportion of out-of-school children and youth in the sample.

## 3.2: Result 1: Living conditions of vulnerable children and adolescents: assessed among the 123 adult participants only

### 3.2.1: Vulnerability Assessment

*Table 4. Distribution of Living conditions variables*

Variable	Category	Counts	Percent (%)
Living conditions	Can graduate	14	11.4
	Moderately Vulnerable	4	3.25
	Slightly Vulnerable	105	85.4
	Total	123	100

The assessment of living conditions reveals that the majority of households (85.4%) fall under the slightly vulnerable category, indicating that while they face some challenges, they have the potential to build resilience if supported with appropriate livelihood interventions. Small proportions (11.4%) were considered ready to graduate, reflecting households that could sustain themselves and transition out of vulnerability with minimal

support. Meanwhile, only 3.25% were moderately vulnerable, representing those in greater need of targeted assistance. These findings suggest that most households would greatly benefit from livelihood projects such as skills training, agricultural support, savings and loan schemes, and small business development, which could strengthen self-reliance and reduce their vulnerability. Additionally, investing in households already showing readiness to graduate can create success stories and role models that inspire others within the community.

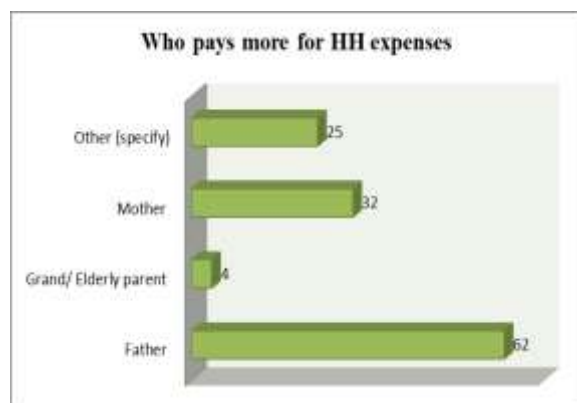
Table 5. Living conditons by Sub-County

			Sub county					Total
			Loko po	Lope ei	Lorengec hora	Mata ny	Ngole riet	
Living conditions	Can Graduate	Count	2	4	5	2	1	14
		Percentage	1.6%	3.3%	4.1%	1.6%	0.8%	11.4 %
	Slightly Vulnerable	Count	22	17	18	25	23	105
		Percentage	17.9 %	13.8 %	14.6%	20.3 %	18.7%	85.3 %
	Moderately Vulnerable	Count	0	0	4	0	0	4
		Percentage	0%	0%	3.3%	0%	0%	3.0%
Total		Total Count	24	21	27	27	24	123
		Percentage	19.5 %	17.1 %	21.9%	21.9 %	19.5%	100.0 %

**Table 4:** above presents the distribution of respondents' living conditions by sub-county. Among those classified as less vulnerable, the majority are from Lopee and Lorengechora (each contributing 35%), while smaller proportions are from Lokopo, Matany, and Ngoleriet (each 10%). For the most vulnerable group, the highest numbers are from Lokopo and Matany (both at 35.7%), with Ngoleriet contributing 21.4%, and Lorengechora only 7.1%. Lopee has no respondents in this category. The vulnerable group, which is the largest overall, is fairly evenly distributed across sub-counties, with Matany and Ngoleriet having the highest proportions (22.2% each), followed closely by Lorengechora (21.1%), Lokopo (18.9%), and Lopee (15.6%). The total respondent distribution across sub-counties is also relatively balanced, ranging from 16.9% (Lopee) to 21.8% (Lorengechora and Matany), suggesting broad geographical coverage of the data.

## Who pays for most of the House hold expenses?

Figure 1. Household Expenses



The study also collected data on household expenses, earnings, food security, business information access, and business establishments to further assess living conditions an illustrated below. The findings in **Figure 1:** reveal that fathers bear the greatest responsibility for household expenses, with 62 households reporting them as the main contributors. Mothers also play a significant role, though at a lower level, contributing to 32 households. Other supporters,

such as siblings or relatives, account for 25 households, while grandparents or elderly parents contribute the least, with only 4 households. This indicates that fathers are the primary financial providers in most households, while mothers and other relatives provide supplementary support.

Table 6. HH Main source of Income

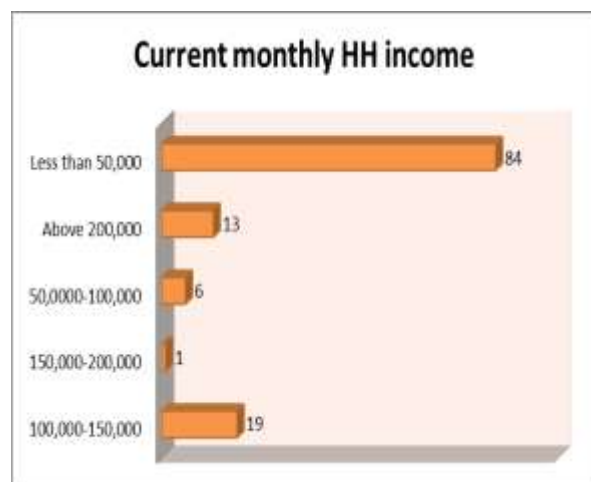
HH income source	Count	Percentage (%)
Casual Labourer	30	24.4
Commercial Farming	20	16.3
Formal employment/Job	13	10.6
Informal Job/Employment	6	4.9
None	5	4.1
Farming	27	22.0
Petty Business	21	17.1
Remittances (Pension, Gratuity, Donations)	1	0.8
Grand Total	123	100

Results in **table 5** reveal that most of the households (24.4%) earn money from doing casual work both within and in outside communities. 22% of the HH earns from peasantry farming through selling some of their harvest to access other basic needs. 17.1 have petty business which earns them income. While 16.3 % conduct commercial farming to generate income in HH. Other sources of income included Formal employment

at (10.6%), informal employment at (4.9%), remittances at (0.8%) and 4.1% reported no available source of income to sustain the HH.

## What is the current monthly HH income

Figure 2. HH Monthly income

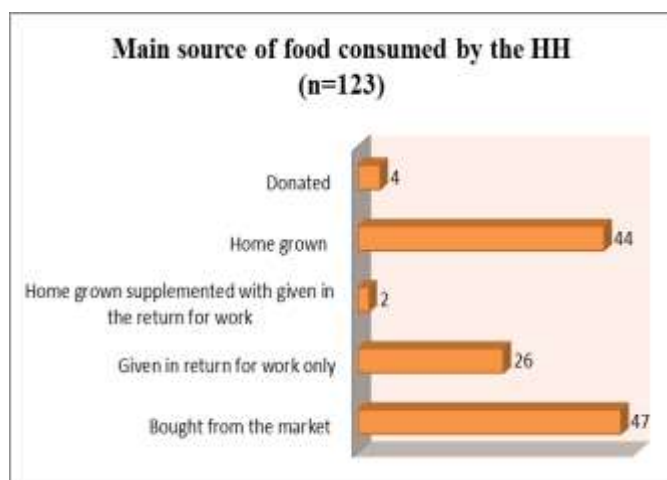


In **figure 2:** The assessment of current monthly household income shows that many households (84) survive on less than 50,000, reflecting widespread low-income levels. A small number of households (19) earn between 100,000 and 150,000, while only one household reported earning between 150,000 and 200,000. Additionally, 13 households indicated incomes above 200,000, and 6 households fall within the 50,000–100,000 range. Overall, the findings highlight that most households have very limited income, with only a few reporting relatively higher earnings.

### 3.2.2: Food security

**Over the past month (mention month) what has been the main source of food consumed by your HH**

Figure 3. Main Source of Income by HH



In **Figure 3**, the main source of food for households was the market, reported by 47 respondents, followed closely by 44 households who mainly relied on home-grown food. Additionally, 26 households obtained food in exchange for labor, while 4 households reported receiving food through donations. Some households also indicated that they supplement their home-grown food with what they earn in return for work. These findings highlight a strong reliance on markets and

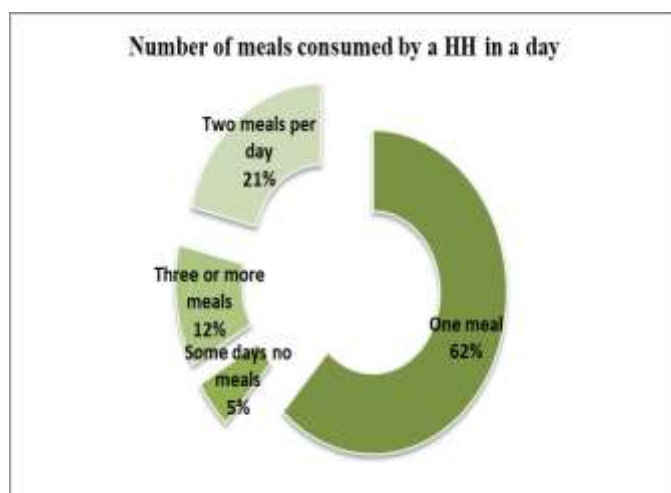
subsistence farming, with a notable proportion depending on labor exchange and external support to meet their food needs.



According to results in **Figure 4 below**, most households (62%) reported consuming only one meal per day. A smaller proportion (12%) indicated that they were able to access three or more meals a day, while 5% reported experiencing days without any meals. These findings point to significant food insecurity among households, with most surviving on minimal meals and a few facing severe hunger.

### How many meals does HH have in a day

*Figure 4. Number of Meal consumed by HH per day*



### 3.2.3: Business and Information Access

Results in **Figure 4** show that the majority of respondents (61%) reported being able to access business information, while 39% had no access. Table 6 further indicates that the most commonly accessed information related to market availability (46.4%), followed by sources of credit (21.8%). **Figure 5** highlights the main channels through which this information is received, with village community meetings cited by 51 respondents as the most common source, followed by radio

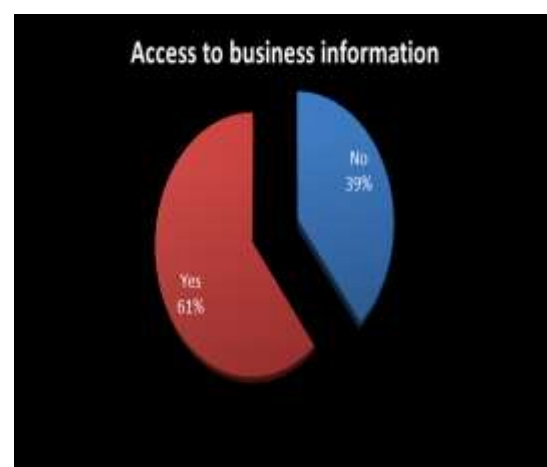
stations with 34 responses. These findings suggest that while most households have some level of access to business information, there are still gaps in coverage, and community meetings and radio remain the dominant platforms for information dissemination.

### Information access by community members in the community

*Figure 5. Information Access by community members*

Findings from the survey reveal that most respondents (61%) reported having access to business information, while 39% indicated that they do not have such access. This suggests that although a good proportion of individuals or groups can obtain relevant business-related information—such as market trends, pricing, opportunities, and regulations, there remains a significant portion of the population that is still constrained by limited access. The limited access to business information among 39% of respondents may be attributed to factors such as low literacy levels, limited digital connectivity, inadequate extension services, and lack of structured information-sharing platforms within communities.

This information gap can hinder informed decision-making, restrict participation in market activities, and reduce competitiveness among small-scale entrepreneurs. On the other hand, 61% who have



access to business information are better positioned to make strategic and informed business choices, improve productivity, and seize economic opportunities. Their access may stem from involvement in development programs, training sessions, or membership in business associations and cooperatives that facilitate information flow. Overall, while access to business information is relatively high, the findings underscore the need to strengthen information dissemination mechanisms, promote inclusive communication channels, and leverage digital tools and community networks to ensure that all potential beneficiaries are adequately informed and empowered to engage in sustainable business ventures.

*Table 7. Business Information obtained*

Business information obtained	Count	Percentage
Market availability	51	46.4
Sources of credit	35	31.8
Sources of inputs	24	21.8
Totals	110	100

The assessment findings indicate that market availability information was the most obtained type of business information, reported by 46.4% of respondents. This highlights that many entrepreneurs and project participants are primarily focused on understanding where to sell their products and the dynamics of market demand. Access to such information is essential for informed decision-making, improved sales strategies, and sustainability of enterprises.

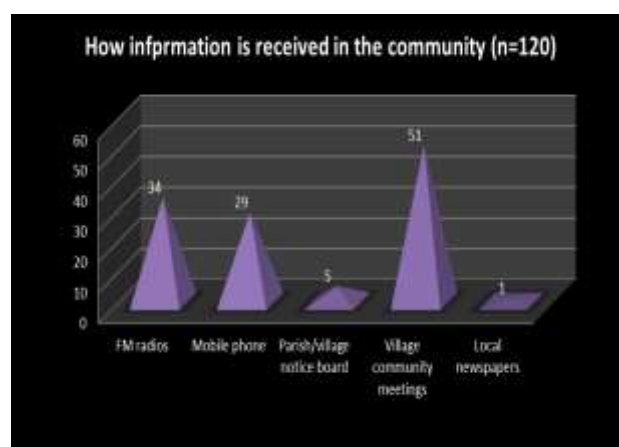
Information related to sources of credit was obtained by 31.8% of respondents. This reflects a growing awareness among participants of the need for financial resources to expand or sustain their businesses. However, it also underscores that access to credit information is not yet universal, pointing to a potential gap in financial literacy and linkages with credit institutions that the project could strengthen.

Only 21.8% of respondents reported obtaining information on sources of input, suggesting limited awareness of or access to input suppliers. This gap may affect the efficiency and productivity of small-scale enterprises, particularly those in the production and agricultural value chains.

In summary, while market-related information is relatively accessible among beneficiaries, there remains a need to enhance access to credit and input supply information. Strengthening these areas could lead to more integrated business development support and improved livelihood outcomes.

## How information is received in the community.

*Figure 6. Information Recived in the community*



The findings reveal that village community meetings are the primary source of information for most community members, reported by 51 out of 120 respondents (42.5%). This underscores the continued importance of community gatherings as trusted and accessible platforms for information sharing, collective discussion, and local decision-making. It also highlights the effectiveness of community-based communication structures in reaching a wide audience, especially in rural contexts.

FM radio stations were the second most common source of information, mentioned by 34 respondents (28.3%). This indicates that radio remains a significant channel for disseminating information, likely due to its wide coverage, affordability, and ability to reach even remote areas.

Mobile phones accounted for 29 responses (24.2%), showing an increasing reliance on digital communication channels. This trend points to growing mobile phone ownership and presents an opportunity for integrating SMS, WhatsApp, and other digital platforms into community information systems.

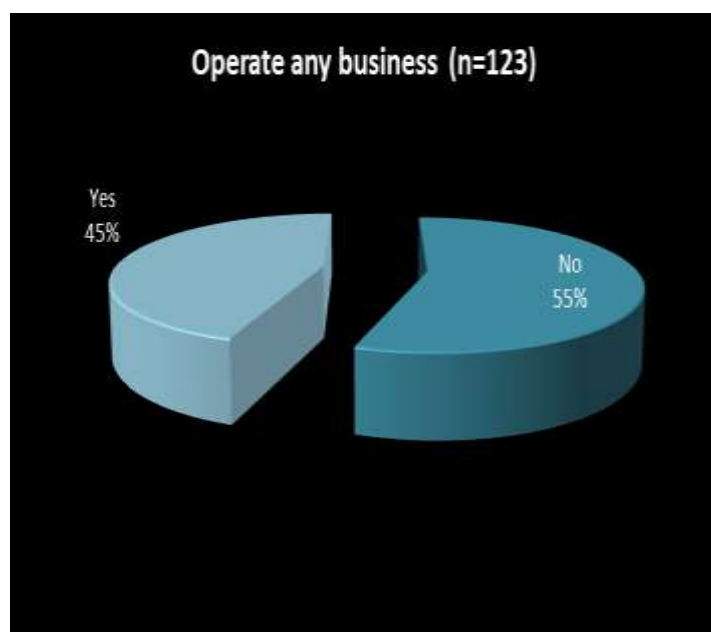
A smaller proportion (5 respondents, 4.2%) received information through parish or village noticeboards, while only 1 respondent (0.8%) reported it using local newspapers. These findings suggest that traditional print media and static notice boards have limited reach and influence compared to interactive and broadcast channels.

Overall, the results indicate that community meetings and FM radios remain the most effective and trusted means of communication, while mobile phones are emerging as an increasingly important tool for information dissemination. Projects seeking to enhance community awareness and participation should therefore strengthen communication through these channels while exploring innovative digital approaches for wider outreach.

### **Do you operate or own any business**

*Figure 7. Business ownership status*

The assessment results show that 55% of respondents reported they were not operating any business, while 45% indicated that they are engaged in some form of business activity. This implies that slightly less than half of the surveyed population is involved in entrepreneurial ventures, while the majority remains without active income-generating enterprises. The relatively high proportion of non-business operators (55%) may reflect underlying barriers such as limited access to startup capital, inadequate business skills, market constraints, or a lack of enabling infrastructure to support enterprise development. On the other hand, 45% of respondents who are engaged in business demonstrate the



community’s growing interest in entrepreneurship and livelihood diversification. These findings suggest that while there is a foundation for enterprise activity, there remains significant potential to expand business participation through targeted interventions such as vocational training, financial literacy programs, and improved access to credit and markets. Strengthening these areas would contribute to enhancing household income levels and resilience among community members.

**How much money do you save monthly from the business?**

*Figure 8. Monthly Savings from business*



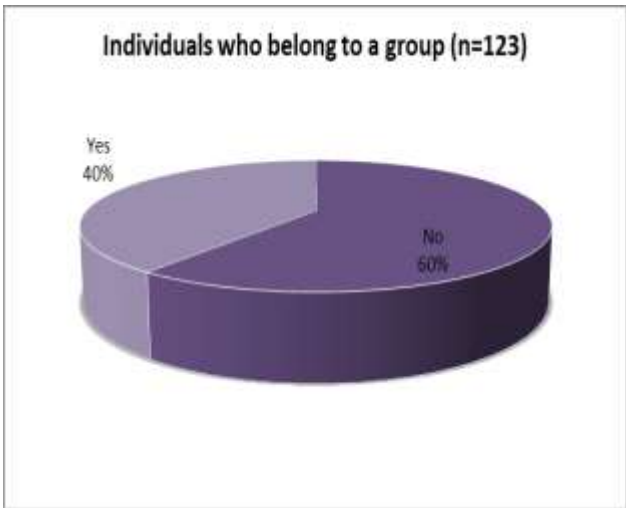
The survey findings show that most business operators save small amounts from their monthly earnings. Out of 55 respondents, 15 (27.3%) indicated they do not save at all, while the remaining 40 (72.7%) reported some level of savings. The majority, 25 respondents (45.5%), save between UGX 10,000 and 50,000, followed by 11 (20.0%) who save UGX 51,000–100,000, and 3 (5.5%) who save UGX 100,001–300,000. Only 1 respondent (1.8%) saves above UGX 300,000 per month. These findings suggest that while most respondents demonstrate a saving culture, the amounts remain low, likely due to limited profits and small-scale operations. This

highlights the need for targeted business support, financial literacy, and access to credit to strengthen income generation and savings capacity among entrepreneurs.

**3.2.4: Economic security and social capital**

**Belong to any group.**

*Figure 9. Group belongingness*



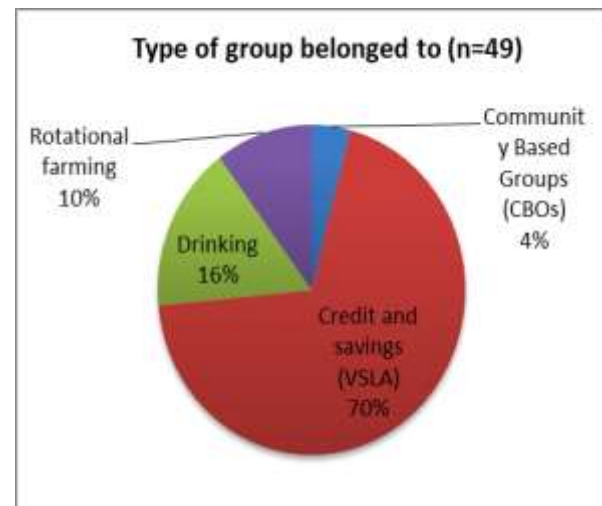
The findings indicate that group membership among respondents remains relatively low. Out of 123 individuals interviewed, 40% reported they belonged to a group, while a larger proportion, 60%, indicated they do not belong to any group. This suggests that although some community members recognize the value of collective organization—such as savings groups, producer

associations, or youth and women groups—the majority are still operating individually.

The limited group participation may be attributed to factors such as lack of awareness of the benefits of group membership, weak community mobilization structures, or limited access to well-organized groups within their localities. Strengthening sensitization and promoting the formation of inclusive and functional groups could enhance social cohesion, knowledge sharing, and access to economic opportunities such as credit, input, and market linkages.

*Figure 10. Type of Groups*

As illustrated in **Figure 10**, among those who were group members, the majority (70%) belonged to credit and savings groups, followed by 16% in drinking groups, 10% in rotational farming groups, and 4% in community-based groups. This indicates that while group membership is not very widespread, savings and credit groups play a central role in fostering financial inclusion and collective support within the community, whereas the limited participation in other types of groups reflects gaps in broader community mobilization and livelihood diversification.

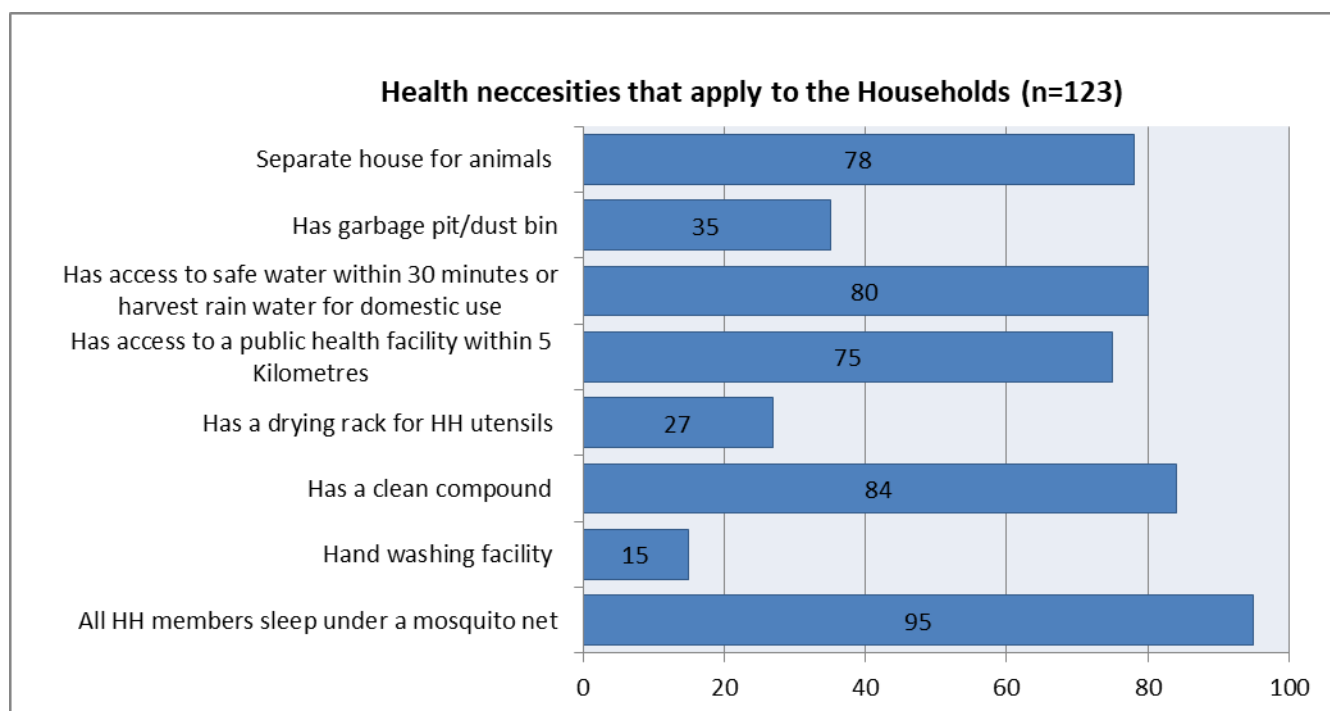


### 3.2.5: Health, Water, Sanitation and Shelter

**Figure 11** below was used to assess health promotion and care in the households and out of 123 households visited, 95 HHs slept under a mosquito net, 84 HHs had a clean compound, 80 HHs had access to safe water for domestic use, 78 HHs had separate houses for animals, 75 HHs had access to public health facilities with 5 KM, 35 HHs had garbage bins and 15 Households had hand washing facilities.

### Health promotion assessments in Households

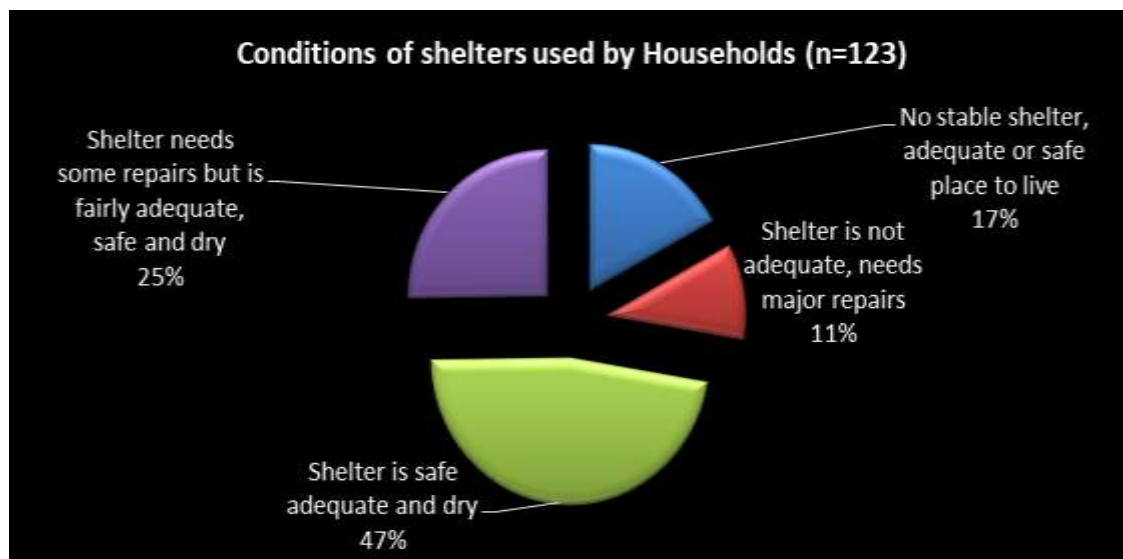
*Figure 11. Health Promotion in HH*



The respondents revealed the conditions of the shelters in their households and majority (47%) reported to having a safe adequate and dry shelter, (25%) shelter needed some repairs but is fairly adequate, safe and dry, (17%) had no stable shelter, adequate of safe place to live and finally (11%) shelter was not adequate, needed major repairs.

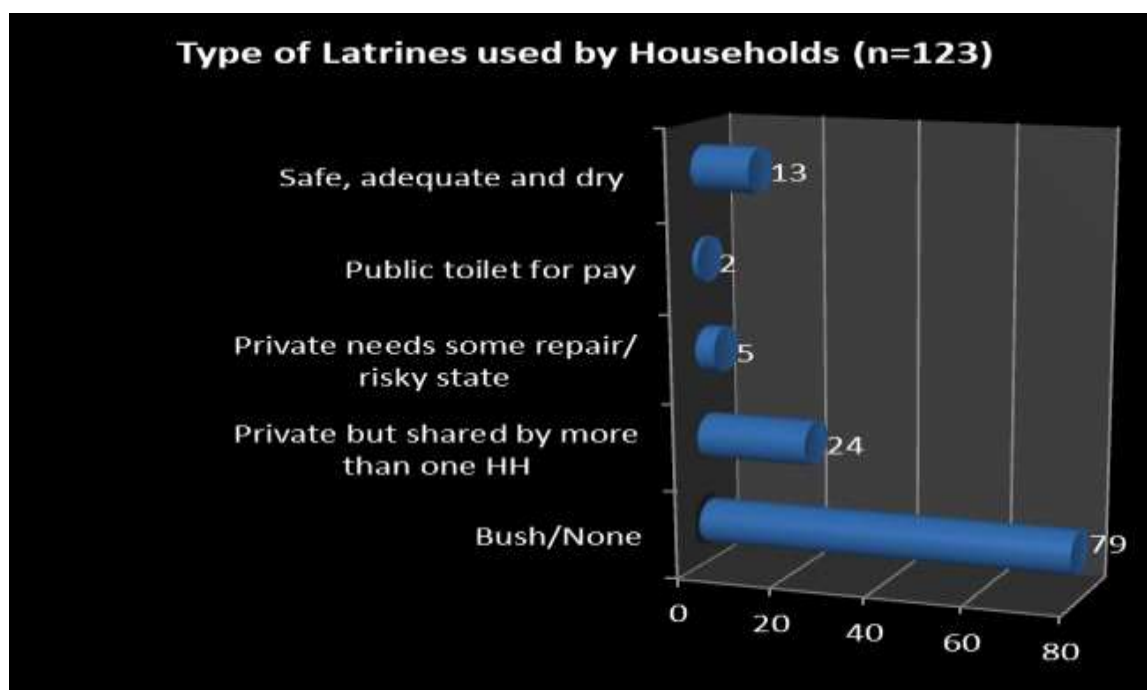
## Shelter conditions in Households

*Figure 12. Shelters conditions*



### Types of latrines used by households

Figure 13. Types of Latrines owned by HH



**Figure 13** above reveals the type of latrines owned and used by the respondent households interviewed. Out of 123 Households 79 used a bush/had no latrines in the home, 24 used private but share by more than one HH, only 13 HHs had safe, adequate and dry latrines, 5 reported using private latrines which needed some repairs/ risky state and finally 2 HHs were using public toilets for pay.



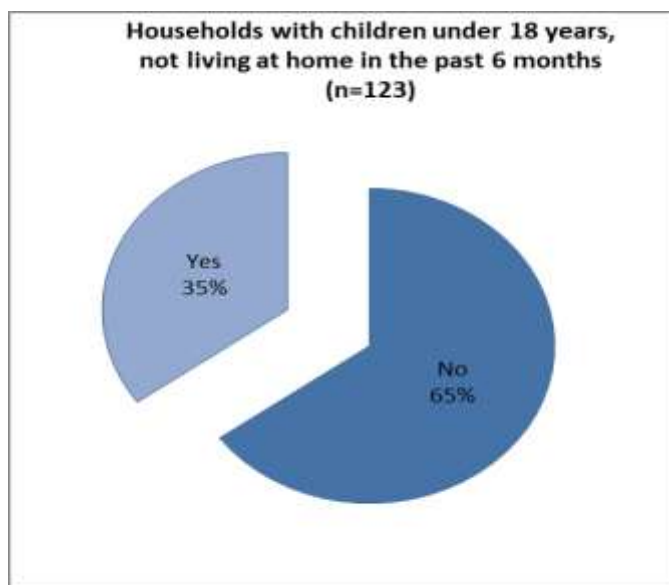
### 3.3: Result 2: Factors Contributing to Unsafe Outmigration

This objective data was collected qualitatively from the children and youth, although some particular questions were derived from the quantitative responses from the households to make genuine conclusion-based form perspectives of all the respondents.

#### 3.3.1: Child Rights Issues – Parental Care

#### Household with children under 18 years not currently living at home within the past 6 months

Figure 14. Parental Care



#### Frequency Distribution of Child absent in HH by Sub-County

Table 8. Frequency Distribution

Sub county	NO	Yes	Total
<b>Totals</b>	<b>80</b>	<b>43</b>	<b>123</b>
<b>LOKOPO</b>	16	8	24
<b>LOPEEI</b>	17	4	21
<b>LORENGECHO</b>	14	13	27
<b>RA</b>			
<b>MATANY</b>	18	9	27
<b>NGOLERIET</b>	15	9	24

Out of the 123 households surveyed, 43 (35%) reported child absence, while 80 (65%) had all their children present. By sub-county in Table 6: Lorengchora recorded the highest number of child absence cases (13 out of 27 households, 48%), followed by Matany and Ngoleriet (9 cases each, about 33%), and Lokopo (8 cases, 33%). Loopeeii had the lowest child absence (4 cases, 19%). These results suggest that while child absence is a challenge across all sub-counties, it is most pronounced in Lorengchora, where nearly half of the households reported absent children. This point to the need for targeted child protection and livelihood interventions in Lorengchora, alongside strengthening household resilience in Matany, Ngoleriet, and Lokopo



## Frequency Distribution of Child Absence Reasons in the households

*Table 9. Child absence reasons in the HH*

The results in Table 7: above show that the majority of households (65%) reported having their children present at home. However, a notable proportion of children were absent due to various reasons. About 11.4% had gone to live with relatives; while 12.2% left home without a reason, 3.3% ran away 4.9% went for work-related reasons, reflecting early engagement in labor or possible neglect. A small percentage of children were absent due to marriage (3.3%), highlighting cases of early/child marriage. These findings suggest that while most children remain within their

<b>Child Absence Reason</b>	<b>Frequency</b>	<b>Percent</b>
<b>Unknown</b>	15	12.2
<b>Marriage</b>	4	3.3
<b>Work/Job</b>	6	4.9
<b>Ran Away</b>	4	3.3
<b>Went to live with relative</b>	14	11.4
<b>Children present at home</b>	80	65.0
<b>Total</b>	123	100

households, livelihood pressures, child marriage, and mobility to relatives contribute to child absence issues that require targeted interventions in household economic strengthening, child protection, and community awareness to safeguard children's wellbeing.

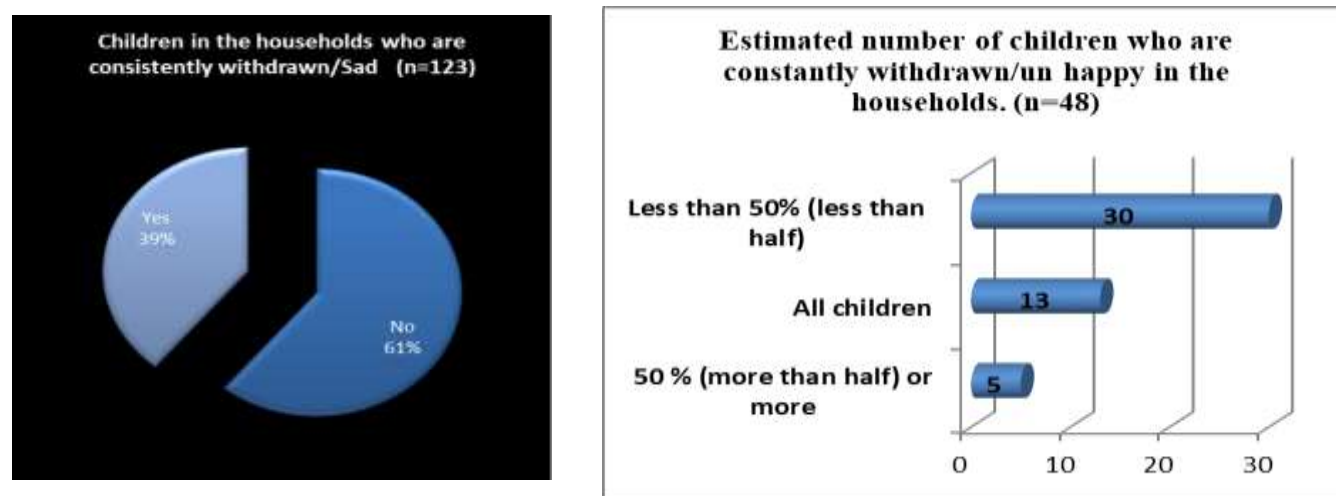
### 3.3.2: Psychosocial & Basic Support

#### Children in the HH who are withdrawn or consistently sad, not able to participate in daily activities

Figure 15. Psychosocial support

#### Estimated number of withdrawn children

Figure 16. Withdrawn Children



**Figure 14** shows that 39% of respondents reported noticing sad and withdrawn children in their households, while 61% indicated that they did not have children who were constantly sad or withdrawn. As illustrated in **Figure 15**, among the households affected, 30 respondents reported that less than half of their children were sad, 5 respondents indicated that 50% or more of their children were constantly sad and withdrawn, and 13 respondents reported that all their children at home exhibited sadness. These findings highlight that although many households did not report this issue, a significant proportion of children in some households are experiencing emotional distress, which may point to underlying psychosocial challenges that require attention and support.

#### Qualitative findings for factors contributing to Unsafe Outmigration

Table 10. Unsafe Outmigration factors

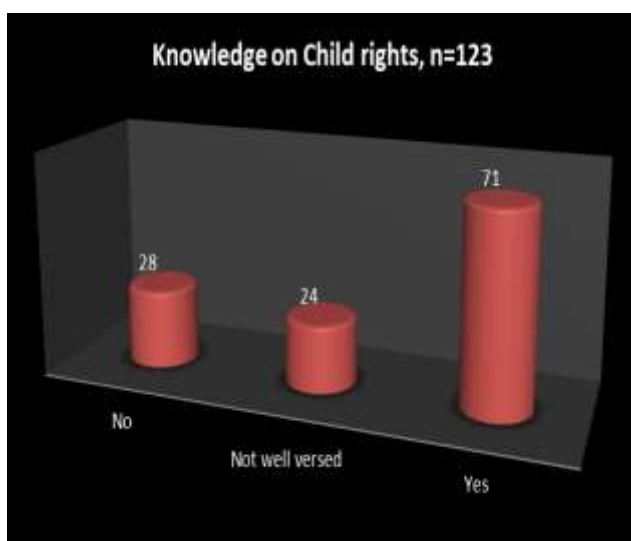
Theme	Key Findings	Details / Examples
<b>Push Factors</b>	Drivers forcing children to leave Karamoja	Poverty (40 responses), Hunger (25), Violence (15), Orphaned (10), Limited child protection, Health issues, Job scarcity
<b>Pull Factors</b>	Factors attracting	Search for jobs (36), Better lifestyle (34), Access to food (8), Improved infrastructure (10), Education &

	children to other places	peer influence (4 each)
<b>Challenges During Migration</b>	Risks faced by children while migrating	Child abuse & mistreatment (34), Trafficking (16), Disease (14), Death (12), Accidents & hunger (9 each), Forced labor & early marriage (5)
<b>Recommendations / Interventions</b>	Strategies to reduce unsafe migration	Access to basic needs: food, shelter, healthcare, education (51), Strengthen child protection & law enforcement (16), Awareness campaigns (11), Agriculture & livelihoods (5), Infrastructure improvement (6), Community & family engagement (3)

The qualitative findings in **table 8** from FGDs with 123 children and youth revealed that unsafe child migration from Karamoja is driven by a combination of **push factors** notably poverty, hunger, and violence and weak child protection structures and **pull factors** such as the search for jobs, desire for a better lifestyle, access to food, improved infrastructure, and, to a lesser extent, education. Children who migrate face serious **challenges**, with abuse, mistreatment, trafficking, disease, and even death reported as major risks, underscoring the scale of protection violations involved. Despite awareness of these dangers, children continue to migrate due to unmet basic needs and aspirations for better opportunities. To reduce unsafe migration, children recommended strengthening **child protection systems**, improving access to food, shelter, healthcare, and education, enhancing law enforcement and oversight (e.g., checkpoints), raising community awareness, promoting livelihoods such as agriculture, improving infrastructure, and reinforcing family and community responsibility.

### 3.4: Result 3: Evaluate awareness and attitudes among community leaders and members towards child protection, education, life-skilling, parenting and GBV mitigation initiatives within Napak District.

#### 3.4.1: Child protection



#### Distribution of child rights awareness

Figure 17. Child protection

**The figure 16:** illustrates the distribution of respondents' knowledge on child rights among 123 participants. A majority, 71 respondents (57.7%), reported having knowledge on child rights, reflecting

relatively good awareness within the community. However, 28 respondents (22.8%) indicated they had no knowledge, while 24 respondents (19.5%) said they were not well versed in the subject. This shows that although more than half of the participants are informed about child rights, a significant proportion (42.3%) still lack adequate knowledge, highlighting the need for continued community sensitization and training on child rights to ensure broader understanding and protection of children.

### Knowledge on children's rights by Community leaders

Table 11. Knowledge of Children's Rights by Community Leaders

In **table 9**: The cross-tabulation of knowledge on child rights and leadership positions among 123 respondents shows important patterns. Overall, 57.7% of participants reported having knowledge of child rights, with 15.5% of these also holding leadership positions, suggesting that awareness is somewhat higher among community leaders. Among those who were not well versed (19.5%), only 5.7% were leaders, while the majority (13.8%) held no leadership role. For respondents with no knowledge of child rights (22.8%),

Knowledge on child rights	Leadership position	Count	Percentage
No		28	22.8
	No	26	21.1
	Yes	2	1.6
Not well versed		24	19.5
	No	17	13.8
	Yes	7	5.7
Yes		71	57.7
	No	52	42.3
	Yes	19	15.5
Grand Total		123	100

just 1.6% were in leadership positions, while 21.1% were not. These findings suggest that leadership exposure slightly correlates with higher knowledge on child rights, though a large proportion (42.3%) still lacks sufficient understanding. This highlights an opportunity: strengthening child rights training in the community to significantly improve community-level awareness and advocacy.

### Knowledge on Children's rights in the Sub counties.

Table 12. Children's Rights by Sub-counties

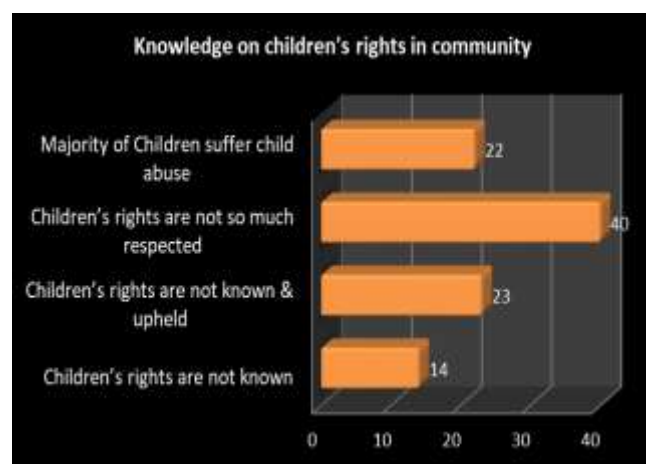
Sub county							
Knowledge on Children’s Rights?		Lokopo	Lopeei	Lorengechora	Matany	Ngoleriet	Total
No	Count	2	3	10	11	2	28
	%within	7.1%	10.7%	35.7%	39.2%	7.1%	100.0%
Not well	Count	3	2	6	10	3	15

<b>versed</b>	% Within	26.7%	26.7%	13.3%	13.3%	20.0%	100.0%
<b>Yes</b>	Count	19	16	11	6	19	52
	% Within	23.1%	23.1%	13.5%	23.1%	17.3%	100.0%
<b>Total</b>	Count	24	21	27	27	24	123
	% Within	29.3%	23.2%	13.4%	18.3%	15.9%	100.0%

The distribution of knowledge on children's rights across sub-counties shows notable variation. Out of the 123 respondents, the majority (52 households, 42.3%) reported having knowledge, with the highest proportions in Lokopo (23.1%), Lopeeii (23.1%), and Ngoleriet (17.3%). In contrast, 28 households (22.8%) reported no knowledge, concentrated mainly in Matany (39.2%) and Lorengechora (35.7%), suggesting gaps in awareness in these areas. Meanwhile, 15 households (12.2%) said they were not well versed, fairly distributed across Lokopo, Lopeeii, and Ngoleriet (each around 20–27%). Overall, while awareness of child rights is relatively strong in Lokopo, Lopeeii, and Ngoleriet, there are significant knowledge gaps in Matany and Lorengechora, indicating the need for targeted sensitization and capacity-building interventions in these sub-counties to strengthen child protection efforts.

### What is known on children rights

Figure 18. Children's Rights

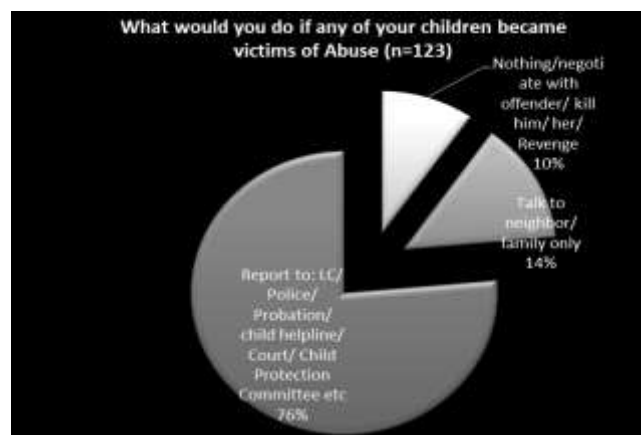


The figure illustrates community perceptions of knowledge and practice of children's rights. Most respondents (40) indicated that child's rights are not so much respected, showing gaps in enforcement and cultural adherence. A further 23 noted that children's rights are not known and upheld, while 22 highlighted that most children suffer child abuse, pointing to serious protection concerns. A smaller group (14) said that children's rights are not known at all,

reflecting a lack of awareness in some sections of the community. Overall, the chart underscores that while there is some recognition of child rights, respect and enforcement remain weak, and many children continue to experience abuse.

## What would you do if any of your children experienced or became a victim of child abuse or violence?

Figure 19. Child abuse



**Figure 18:** above indicates most respondents (76%) indicated that if their children became victims of abuse, they would report the case through formal structures such as the Local Council, Police, Probation Office, Child Helpline, Courts, or Child Protection Committees. However, 14% said they would only confide in family members or neighbors, while 10% noted they would either do nothing, negotiate with the offender, or seek revenge. This shows that while

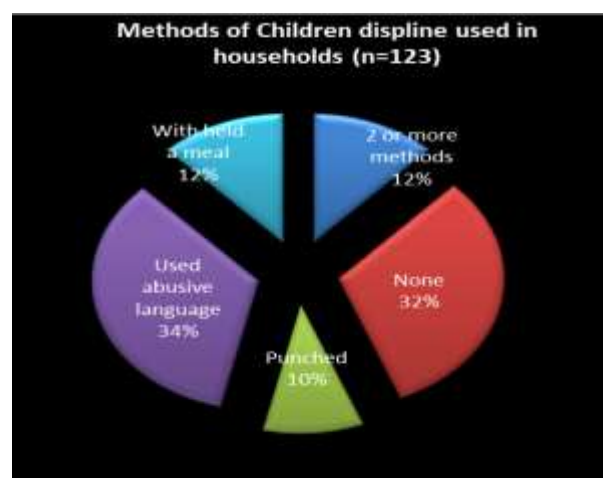
the majorities recognizes and are willing to use formal child protection mechanisms, a significant proportion still rely on informal or harmful coping mechanisms.

### 3.4.2: Child Rights Issues – Parental Care

**Children in this household have a birth certificate** - The figure shows the proportion of children in households who possess a birth certificate. Out of the 123 respondents, 73% reported that their children have birth certificates, while 27% indicated that their children do not. This suggests that although most children is registered and have official documentation, more than a quarter still lack birth certificates, highlighting gaps in birth registration and potential barriers to accessing essential services such as education, health care, and legal protection hence the consistence in unsafe child out migration.

### Method of disciplining children in your households

Figure 20. Method of disciplining children in HHs

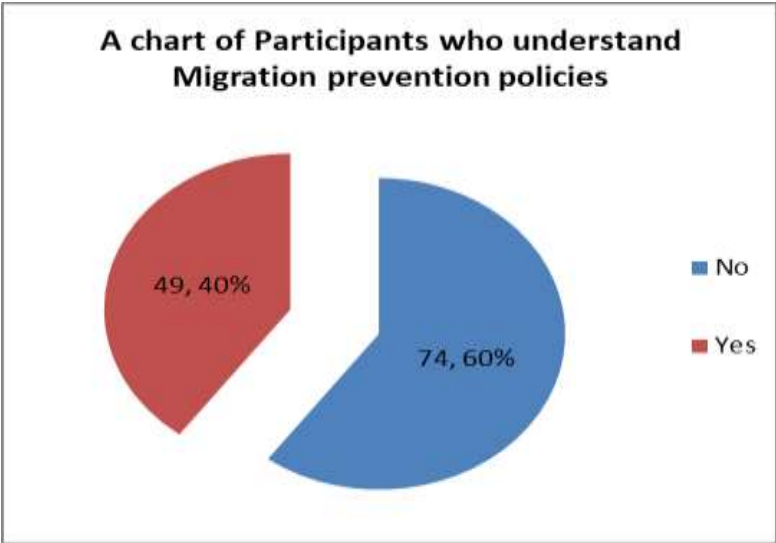


Findings in **Figure 20:** show that the most common method of disciplining children in households was the use of abusive language (34%), while 32% reported not using any of the above forms of discipline. Other methods included withholding meals (12%), using two or more methods (12%), and punching (10%). These results indicate that while a portion of caregivers apply none of these disciplinary measures, many still rely on harsh or abusive

practices, underscoring the need to promote positive and non-violent parenting approaches.

**How well do you understand migration prevention laws and regulations?**

Figure 21. Prevention Laws

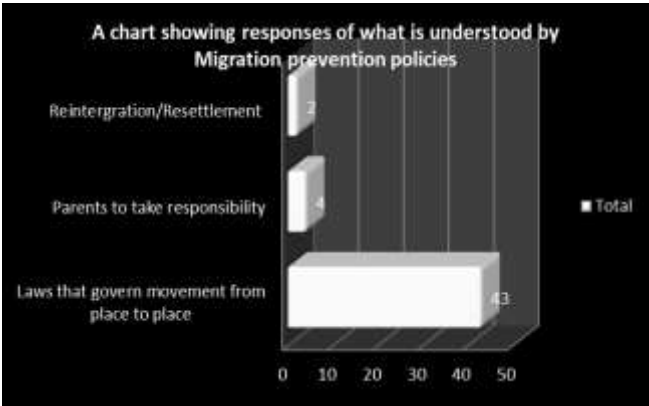


The pie chart in figure 21: illustrates the proportion of participants who understand migration prevention laws and regulations. According to the chart, 60% of participants (74 individuals) do not understand these regulations, while only 40% (49 individuals) do. This indicates a significant gap in awareness or knowledge regarding migration prevention,

highlighting the need for targeted sensitization and education efforts.

**A graph of Community understanding of migration prevention policies**

Figure 22. Migration policies



The chart above illustrates community understanding of migration prevention laws and regulations based on the number of responses received, out of the 49 participated who claimed to understand the migration regulations majority (43 individuals) believe migration prevention laws and regulations refer to "laws that govern movement from place to place." This shows a strong association between migration control and legal or regulatory

measures. A smaller group (4 individuals) understand these policies as measures that make parents take responsibility, likely implying parental involvement in preventing children from migrating. Only 2 individuals view the policies as involving reintegration or resettlement, suggesting limited awareness of support mechanisms for returnees or internally displaced persons. The data shows that most people interpret migration prevention in a legalistic way, while fewer understand it in terms of family roles or



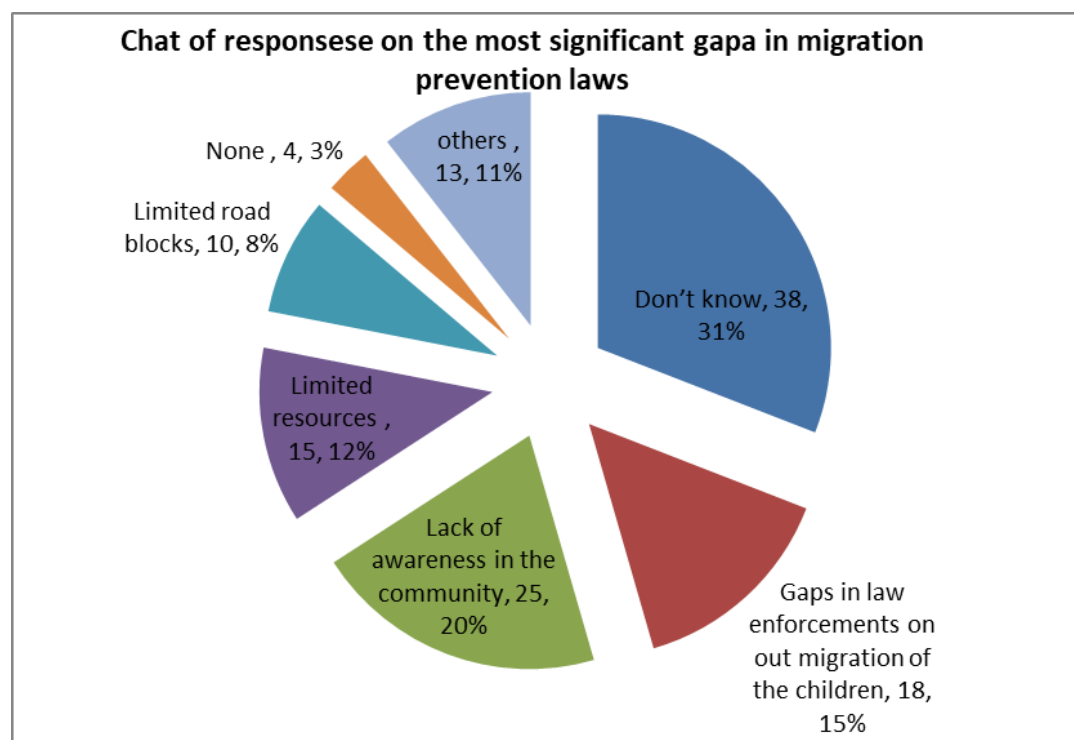
reintegration support. This suggests a potential need for awareness-raising on the broader components of migration policy, including social and protective aspects.

### ***What do you think are the most significant gaps in current migration prevention laws and regulations?***

The chart highlights key perceived gaps in migration prevention laws, with most respondents (31%) indicating they do not know what the main gaps are, reflecting a significant lack of awareness. Other notable gaps include limited community awareness (20%), weak enforcement of laws related to child migration (15%), and inadequate resources (12%). Additional concerns such as limited roadblocks (8%) and other unspecified issues (11%) were also mentioned. Only a small portion (3%) believed there were no significant gaps, underscoring the general perception that current migration prevention efforts are insufficient or poorly understood.

### **Most significant gaps in current migration prevention laws and regulations?**

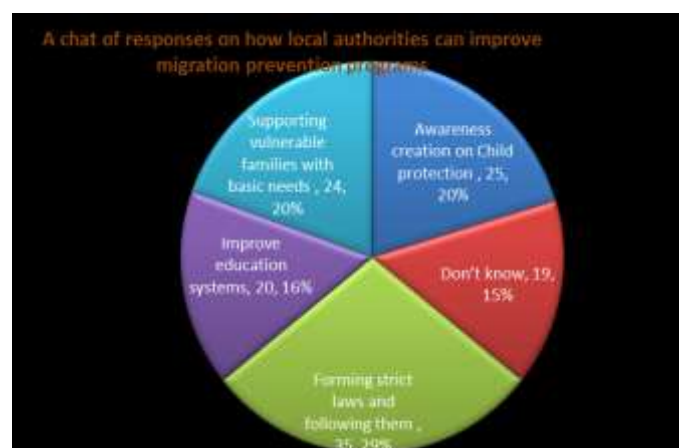
*Figure 23. Gaps on the current migration*



### **How local authorities could improve migration prevention programs**

*Figure 24. Improvements of Migration preventions*

The chart presents community suggestions on how local authorities can improve migration prevention



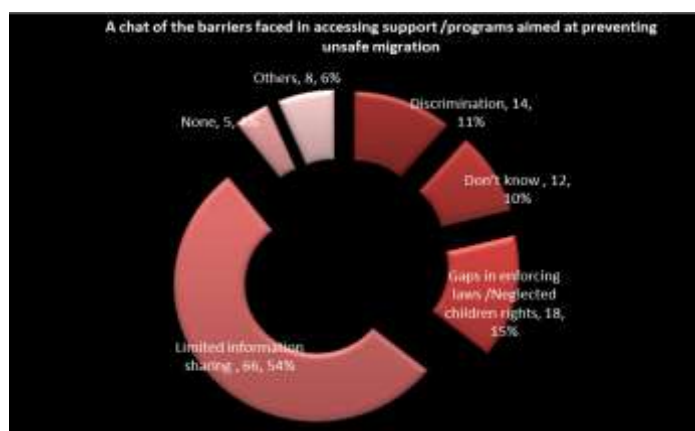


programs and approaches. The most common recommendation (29%) was to form and enforce strict laws against un-necessary movements in the community. This was followed by increase in child protection awareness (20%) and support for vulnerable families through basic needs provision (20%). Other suggestions included improving the education system (16%), while 15% of respondents indicated they don't know how local authorities could help. Overall, the responses emphasize the need for stronger legal frameworks, social support, and awareness efforts to prevent unsafe migration.

### Barriers faced in accessing support/programs aimed at preventing unsafe out migration.

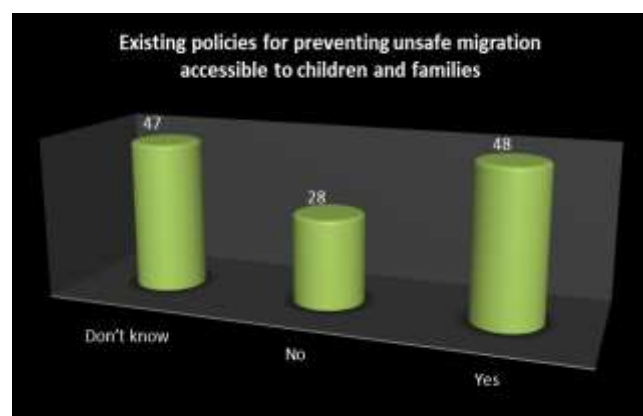
Figure 25. Barriers faced in accessing support

The **figure 25** below illustrates the various barriers faced by individuals in accessing support or programs aimed at preventing unsafe migration. The most significant barrier reported is limited information sharing, accounting for 54% (66 respondents), and highlighting a major communication and outreach gap. This is followed by gaps in enforcing laws and the neglect of children's rights, reported by 15% (18 respondents), indicating systemic weaknesses in legal and child protection frameworks. Discrimination (11%), lack of awareness or "don't know" responses (10%), other unspecified barriers (6%), and no barriers at all (4%) were also noted. These findings underscore the urgent need for improved awareness, legal enforcement, and inclusive communication strategies to enhance the effectiveness of migration-related support programs.



### Policies and programs for preventing unsafe migration accessible to children or families

Figure 26. Policies and programs for preventing unsafe migrations



This illustrates the public's awareness of existing policies aimed at preventing unsafe migration that are accessible to children and families. The highest number of respondents, 48, believes such policies do exist, while 47 are uncertain, selecting "Don't know." Only 28% of respondents believe that no such policies are in place. This distribution suggests a significant lack of awareness or

clarity regarding the existence and accessibility of migration safety policies/ laws for vulnerable groups.

## Reasons for out migration policies

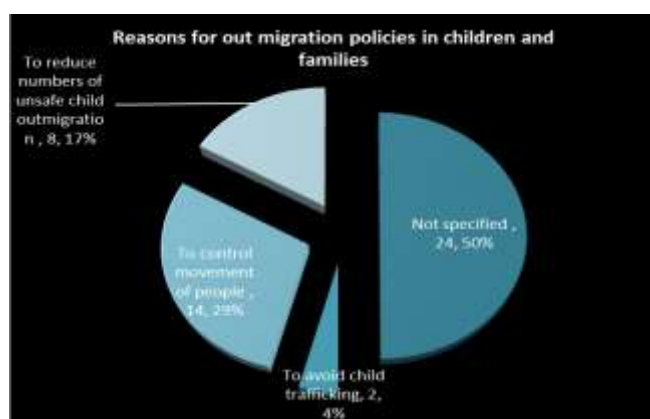


Figure 27. Reasons for out-migrations policies

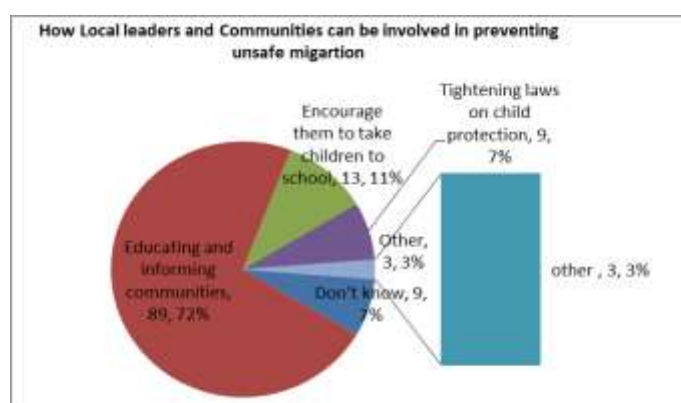
**Figure 27:** presents the reasons behind out-migration policies targeting children and families. Half of the respondents (50%) did not specify a reason for such policies, indicating a lack of clear understanding or communication about their purpose. Among the specified reasons, 29% cited the control of people's movement, 17% mentioned reducing unsafe child out-migration, and a small portion (4%) highlighted the aim to

avoid child trafficking. This distribution suggests that while some respondents recognize the protective intent of these policies, a significant portion lacks clarity.

## How communities and local leaders be better involved in preventing unsafe migration

Figure 28. How communities and leaders be better involved in this policies

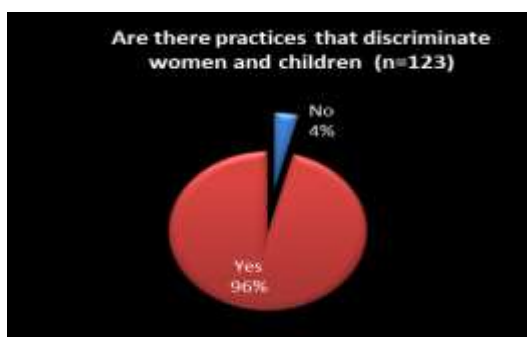
**This** shows how local leaders and communities can help prevent unsafe migration. The majority (72%) believes that educating and informing communities is the most effective approach. Other suggestions include encouraging school attendance (11%), tightening child protection laws (7%), and a small portion (3%) suggesting other measures. Additionally, 7% of respondents said they don't know how communities can contribute.



### 3.4.2: Women's rights/ Gender Based Violence (GBV)

#### Practices that discriminate against women and children in the community

Figure 29. Women's Rights



The pie chart in **figure 29** below: shows responses to whether there are practices that discriminate against women and children in the community. A majority of respondents (96%) answered "yes", indicating that there are discriminatory practices in their community. Meanwhile, 4% said there are no such discriminative practices. This suggests that while some community members may not

recognize or report discrimination, a majority do, highlighting the need for continued awareness and community dialogue on the discrimination practices against women and children.

#### Practices that discriminate against women and children in the community responded by local leaders and community members

Table 13. Practices discrimination against women and children

Variable	Category	Local leader	Community members	Totals
<b>Discrimination practices</b>	Domestic Violence			
	Count	5	16	21
	Percentage	23.8	76.2	100%
	Asset Ownership Restrictions			
	Count	9	29	38
	Percentage	23.7	76.3	100%
	Early/Forced Marriage			
	Count	4	9	13
	Percentage	30.8	69.2	100%
	Gender-Based Work Overload			
	Count	3	14	17
	Percentage	17.6	82.4	100%
	Education Restrictions			
	Count	2	5	7
	Percentage	28.6	71.4	100%
	Social Restrictions			

	Count	5	17	22
	Percentage	22.7	77.3	100%
	Total	28	90	118

The results in table 11 above show that discriminatory practices against women and children are most often reported to formal structures such as the Police, Courts, or Child Protection Committees (36.4%), followed by LCs or clan leaders (29.2%). However, in a significant number of cases (24.2%), no action is taken, especially in Lorengechora and Matany, exposing gaps in accountability. Informal responses, such as turning to neighbors/family (7.0%) or negotiating directly with the offender (3.0%), are still practiced though less common. These findings suggest that while formal systems are recognized, **trust and accessibility remain uneven**, with many communities relying on traditional or informal pathways.

### Most common gender issues identified by Leaders and community members

*Table 14. Common issues identified by leaders and community members*

Gender Issues	Leadership Status		
	No	Yes	Total
Domestic Violence	16	5	21
	76.2%	23.8%	100.0%
Women denied assets ownership	29	9	38
	76.3%	23.7%	
Early and forced child Marriages	9	4	13
	69.2%	30.8%	100.0%
Rights are not respected	17	5	22
	77.3%	22.7%	100.0%
Heavy load of all domestic work	14	3	17
	82.4%	17.6%	100.0%
Limited access to education for girls	5	2	7
	71.4%	28.6%	100.00%
Total	90	28	118
	%	%	100.0%

The results in **table 12**: Between 69% and 82% of non-leaders cited problems such as domestic violence, denial of asset ownership, disrespect of rights, heavy domestic workloads, and limited access to education for girls, and 18%–31% of leaders highlighted the same practices. This pattern suggests that community members as well as the leaders are aware of these unfair

activities, which leaves the project to strengthening intervention of gender mainstreaming to influence change with support of the leaders and the community.

### How practices that discriminate against women and children are handled in communities

Table 15. How practice discriminate against women and children are handled in the communities

Variable	Category	Frequency	Percent (%)
Reporting mechanism	Negotiate with offender	3	3.0
	Nothing is done	24	24.2
	Report to LC1/Clan leader	29	29.2
	Report to Police/Court/Child Protection Committee	36	36.4
	Talk to neighbour/Family only	7	7.1
	Total	99	100

The results in **table 13:** show that reporting mechanisms for addressing child protection and gender-related violations vary widely across the community. The most commonly cited mechanism was reporting to formal structures such as the Police, Courts, or Child Protection Committees (36.4%). This was closely followed by reporting to LC1 or clan leaders (29.2%). However, a significant proportion of respondents (24.2%) reported that nothing is done when violations occur, reflecting gaps in accountability and response. A smaller proportion mentioned informal approaches, including talking only to neighbors or family (7.1%) or negotiating directly with the offender (3%).

### Institutions that handle cases of child-abuse and GBV in the community

Table 16. GBV handling by institutions

The findings in **table 15:** indicate that cases of child abuse and gender-based violence (GBV) in the community are predominantly handled by the Police (49.8%), followed by local leaders (36.8%). A smaller proportion of cases are addressed by clan leaders (8.0%) and community courts (5.5%), reflecting the limited but existing role of traditional mechanisms. This trend demonstrates a strong reliance on formal justice systems, complemented by local governance structures that remain vital at the grassroots level.

Institution	Count	Percentage
Police	100	49.8
Local leaders	74	36.8
Community court	11	5.5
Clan leaders	16	8.0
Total	201	100

## Are there socio-cultural practices that hinder women and children from owning land/animals/assets?

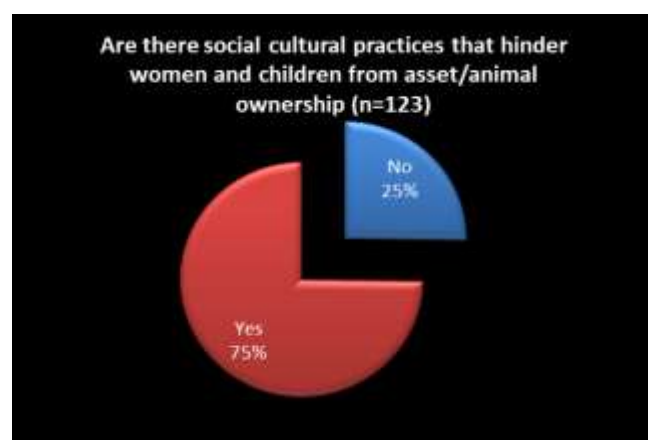


Figure 30. Hinderences of women and children from owning land

The pie chart in **figure 30:** above illustrates responses to the presence of socio-cultural practices that limit women from owning assets in terms of land, animals among others. A majority of respondents (75%) acknowledge their presence while 25% believe that such practices do not exist in their community. This suggests that although some community members may not recognize these hindrances, almost three

quarters of the people do perceive social cultural barriers to asset ownership.

The baseline study assessed asset ownership in gender since the project had designed livelihood activities which can only be achieved or highly realized once women/females participate in terms of farming for food production and income generation, given the results from the baseline, other mechanisms to ensure female play a role in these activities despite their inability to own land, or animals.

### Socio-cultural practices hindering Asset ownership

Table 17. Social Cultural practices

Category	Frequency	Percent (%)
Gender-Based Ownership Restrictions	4	28.6
Discriminatory Inheritance Practices	2	14.3
Asset Control and Decision-Making Inequality	4	28.6
Early and Forced Marriage	4	28.6
Total	14	100

In table 16: above some participants went ahead and highlighted key socio-cultural practices that hinder women from ownership of assets such as land and animals. Gender-based ownership restrictions, asset control and decision-making inequality, and early and forced marriage each

account for 28.6% of the reported cases, indicating these are the most prevalent barriers. Discriminatory inheritance practices made up 14.3% of the cases, reflecting additional challenges faced by women in acquiring or retaining ownership. Collectively, these practices demonstrate how deeply rooted cultural norms continue to limit asset ownership and control among vulnerable groups, particularly women and children.

### 3.5: Result 4: Determine access to education and vocational training of vulnerable children and adolescents in Napak

#### 3.5.1. Key Barriers to Education / Training

Table 18. Key Barriers to education

The findings reveal multiple barriers limiting access to education and vocational training among vulnerable children and adolescents in Napak District. The most frequently mentioned barrier was lack of education support, including school fees, uniforms, and learning materials, cited by 35% of respondents. This indicates that financial constraints and inadequate provision of scholastic materials significantly hinder school attendance and retention, especially among vulnerable households.

Poverty and food insecurity emerged as the second most cited challenge, accounting for 20% of responses. Many children are unable to attend school regularly due to hunger, the need to engage in casual labor, or to support their families in meeting basic needs. This highlights the inter linkage between household economic hardship and educational exclusion.

Barrier Type	Number of Mentions	Percentage of Responses
No Education Support (fees, uniforms, materials)	36	35%
Poverty / Food Insecurity	21	20%
Orphaned / Lack of caregiver support	6	6%
Poor Learning Conditions (infrastructure, overcrowding)	13	13%
Few Teachers / Staff Shortages	5	5%
Other (distance, security, child protection issues)	22	21%

Other barriers such as distance to school, insecurity, and child protection concerns were reported by 21% of respondents. These factors disproportionately affect children in remote or conflict-prone areas, limiting their consistent participation in both formal and non-formal education programs.

Poor learning conditions, including overcrowded classrooms and inadequate infrastructure, were cited by 13% of respondents, while teacher shortages were mentioned by 5%. These findings underscore the systemic challenges within the education sector in Napak that compromise the quality of learning and learner motivation.

Lastly, 6% of respondents attributed poor access to education to orphan hood and lack of caregiver support, indicating that children without parental guidance or stable caregivers are at a higher risk of school dropout and exclusion from training opportunities.

Overall, the data demonstrates that financial barriers, poverty, and structural challenges within the



education system are the leading causes of educational exclusion in Napak. Interventions aimed at improving access to education for vulnerable children should therefore prioritize school support schemes, livelihood strengthening for caregivers, improvement of school infrastructure, and teacher capacity development.

### 3.5.2. Children's Perception of Education

Table 19. Children's Perception on education

#### 3.5.2. Children's Perception of Education

The perception of education among children in Napak is largely negative or inadequate, as reported by 86% of respondents. This suggests that most children do not view education as beneficial or relevant to their current livelihoods or future opportunities. Several

Perception	Number of Respondents	Percentage
Not Adequate / Negative	49	86%
Neutral	5	9%
Adequate / Positive	3	5%

factors may contribute to this outlook, including poor learning conditions, limited access to educational materials, poverty, and a lack of visible success stories within their communities.

A small proportion (9%) expressed neutral perceptions, indicating indifference or uncertainty about the value of education, possibly due to inconsistent attendance or limited exposure to positive educational experiences. Only 5% of children reported a positive perception of education, reflecting a minimal segment that still values schooling despite the prevailing barriers.

These findings underscore the urgent need for community sensitization, mentorship programs, and education quality improvements to restore children's confidence in the value of education and its role in breaking the poverty cycle.

### 3.5.3. Family Support Roles

Table 20. Family Support roles

Type of Support	Number of Responses	Percentage
Scholastic / Personal Materials	68	71%
Financial Support (school fees)	15	16%
Emotional / Motivational Support	11	11%
Health Support	2	2%

#### 3.5.3. Family Support Roles

Family involvement in children's education remains uneven. The majority (71%) of respondents noted receiving scholastic or personal materials such as books, uniforms, or stationery from their families, indicating a tangible though often limited effort to support

learning.



Financial support for school fees was provided to only 16% of the children, reinforcing the earlier finding that economic hardship remains a major barrier to education. Meanwhile, emotional or motivational support was mentioned by 11% of respondents, highlighting the need to strengthen parental engagement and mentorship to encourage school attendance and persistence.

Finally, health-related support was the least reported at 2%, suggesting that families rarely invest in the health and well-being of learners, which is a critical factor that affects attendance and concentration. These insights emphasize the importance of holistic family and community-based interventions that combine financial, emotional, and health support for learners.

### 3.5.4. Youth Livelihood Activities

*Table 21. Youth Livelihoods Activities*

<b>Activity</b>	<b>Responses</b>	<b>Gender Distribution</b>
General Livelihood / Small Business	48	22F / 26M
Farming / Agriculture	25	12F / 13M
Domestic Work	11	8F / 3M
Brewing / Other Informal Work	10	4F / 6M
Miscellaneous Skills	6	4F / 2M

### 3.5.4. Youth Livelihood Activities

Findings reveal that many youths in Napak are already engaged in various livelihood activities, with general small business enterprises being the most common (48 respondents; 22 females and 26 males). This indicates a high level of self-initiative among youth to earn a living despite limited access

to formal employment.

Farming and agriculture followed closely (25 respondents; 12 females and 13 males), showing continued reliance on subsistence and small-scale farming as a livelihood source. Domestic work (11 respondents; 8 females and 3 males) and brewing or other informal activities (10 respondents; 4 females and 6 males) also featured prominently, reflecting gendered divisions of labor and limited access to formal vocational skills.

A smaller group (6 respondents; 4 females and 2 males) reported involvement in miscellaneous skills such as tailoring, catering, or repair work. Overall, the data suggests that while youth in Napak are economically active, their income-generating options remain informal, low-paying, and unstructured, calling for targeted vocational and entrepreneurship training support.

### 3.5.5. Most Needed Vocational Training

*Table 22. Vocational Trainings needed*

### 3.5.5. Most Needed Vocational Training

The demand for vocational training is high and diverse, reflecting the youth's desire to improve employability and income stability. The most preferred area was livelihood skills (tailoring, carpentry, bakery), cited by 49 respondents (23 females and 26 males). This demonstrates broad interest in practical, hands-on trades

Training Area	Responses	Gender Distribution
Livelihood Skills (tailoring, carpentry, bakery)	49	23F / 26M
Construction Skills	42	20F / 22M
Hairdressing	12	12F / 0M
Farming / Agriculture	11	6F / 5M
Other (catering, driving, mechanics, etc.)	Remaining	Mixed

that can be started with minimal capital investment. Construction skills ranked second with 42 responses (20 females and 22 males), indicating growing openness among young women to participate in traditionally male-dominated trades. Hairdressing was mentioned exclusively by 12 females, showing that gender-specific preferences still influence training choices. Farming and agricultural training attracted 11 respondents (6 females and 5 males), reaffirming the importance of agriculture as a sustainable livelihood pathway. Other areas such as catering, driving, and mechanics were mentioned by the remaining participants, reflecting the youth's interest in a range of technical and service-oriented fields.

Overall, the findings highlight the need for diversified vocational training programs that align with local market opportunities while promoting gender inclusivity, business mentorship, and access to start-up support. The overall analysis under Result 4 shows that while vulnerable children and youth in Napak face significant educational and livelihood challenges, there remains strong potential for empowerment through inclusive education support, parental engagement, and market-driven vocational training. Strengthening these areas can enhance both educational outcomes and long-term economic resilience among adolescents and young people.

## **5.0: Chapter Four: Recommendations and conclusions**

### **5.1: Recommendations**

#### **5.1.1 Strengthen Educational Support for Vulnerable Children**

Enhance access to quality education by supporting parents and caregivers to provide school fees, uniforms, and scholastic materials to their children. Expand school feeding programs to address hunger and improve attendance, while upgrading school infrastructure, water, and sanitation facilities to ensure a safe and conducive learning environment. These interventions should focus on improving retention, completion rates, and overall learning outcomes among both girls and boys.

#### **5.1.2 Enhance Vocational and Skills Development Opportunities**

Establish and strengthen vocational training programs targeting out-of-school youth, with emphasis on livelihood, construction, and enterprise skills. Integrate gender-sensitive approaches to ensure equitable access and participation for young women and men. Link training initiatives with local market opportunities, private sector actors, and financial institutions to enhance employability and sustainability of income-generating ventures.

#### **5.1.3 Engage Families and Communities in Child Protection and Education**

Promote **family and community engagement** through awareness campaigns on the value of education, child protection, and positive parenting. Encourage **mentorship and peer support systems** to guide vulnerable children, especially orphans and those at risk of unsafe migration. Strengthen community capacity in **child safeguarding**, reporting, and referral mechanisms at both household and community levels.

#### **5.1.4 Integrate Education, Livelihoods, and Child Protection in CAR Program Interventions**

Adopt an integrated approach where education, vocational training, and livelihood support are implemented alongside child protection initiatives to address the root causes of unsafe migration. Regularly monitor children's participation, school performance, and well-being to ensure that interventions foster resilience, self-reliance, and long-term empowerment for both children and their caregivers.

#### **5.1.5 Strengthen Social Protection and Economic Empowerment Mechanisms**

Expand access to community-based social protection systems such as VSLAs and agricultural support initiatives to improve food production and financial security. Promote mindset change programs such as the Change Agent Training (CAT) to cultivate self-reliance and collective responsibility. Enhance psychosocial and counseling services for vulnerable children and

families. Empower women and caregivers through livelihood and rights-based initiatives to reduce gender-based vulnerabilities, including domestic violence, harmful cultural norms, and economic exclusion.

### **5.1.6 Strengthen Community Awareness and Engagement**

Conduct community-wide sensitization campaigns to increase understanding of child rights, the dangers of unsafe migration, and the importance of education and protection. Empower parents, teachers, and local leaders to take active roles in monitoring children's welfare and supporting their education. Strengthen family and social networks to provide ongoing support and follow-up for children at risk.

### **5.1.7 Address Discriminatory Practices against Women and Children**

Undertake targeted community sensitization and advocacy to challenge cultural and social norms that perpetuate discrimination, particularly regarding asset ownership, early marriage, and gender-based violence. Build the capacity of local leaders and formal child protection actors to ensure that all reported cases are acted upon promptly and fairly, strengthening community accountability and justice mechanisms.

### **5.1.8 Strengthen Trust and Accountability in Child Protection Systems**

Given that many community members still rely on informal dispute mechanisms, the CAR Program should bridge gaps between formal and traditional protection systems. This includes training local leaders, improving coordination with formal authorities (Police, CPCs, Probation Officers), and enhancing community awareness on reporting channels. Ensuring timely and transparent responses to reported cases will reinforce public confidence and strengthen the safety net for children at risk.

## **5.2: Conclusions**

The baseline findings demonstrate that children and adolescents in Napak District face multiple, interlinked vulnerabilities driven by poverty, social inequality, weak child protection systems, and limited access to education and livelihood opportunities. Persistent gender disparities, including domestic violence, early and forced marriage, and restricted access to assets—further compound these risks, leaving girls and other marginalized groups disproportionately exposed to abuse, neglect, and unsafe migration.

While awareness of child rights and protection mechanisms is gradually improving, significant capacity and knowledge gaps remain among families, community leaders, and service providers. Many households continue to depend on informal and insufficient coping mechanisms due to low income, food insecurity, and limited access to social services.

The findings call for a comprehensive, multi-sectorial response that integrates education, livelihoods, gender equality, and child protection. Sustainable impact will depend on strengthening household resilience, enhancing access to quality education, expanding economic opportunities, and reinforcing local protection structures.

Ultimately, the success of the CAR Program will rely on its ability to empower families and communities as active agents of change, capable of protecting and supporting every child to thrive within safe, nurturing, and self-reliant communities in Karamoja.

## 6.0: Chapter Five: Annexes

### 6.1: THE QUESTIONNAIRE

#### UGANDA CHANGE AGENT ASSOCIATION (UCAA) BASELINE SURVEY FOR THE KARAMOJA CHILDREN AT RISK (CaR) PROJECT NAPAK, UGANDA

##### BASELINE SURVEY QUESTIONNAIRE for KEY INFORMANTS INTERVIEWS (KIIs)

###### Informed Consent Section Form:

###### INTRODUCTION

Good morning / afternoon / evening. My name is .....We are conducting a survey on behalf of C&D Dwelling Places and Uganda Change Agent Association (UCAA), that has been implementing the project “CaR project” in Napak (Karamoja) and Kampala with funding from Kerk-in-Aktie. This survey is being conducted by the CAR consortium field internally for the new phase that is starting 2025/2027. The purpose is to establish a reference point for key project indicators and inform evidence-based implementation of the CAR project in terms of Living conditions, Education, Child protection services and causes of un-safe out migration of children and individuals from the community.

You have been selected as a valuable respondent and we would be grateful for your participation in this discussion. The information provided will be used for the survey purposes only and I wish to assure you that we will observe confidentiality for the information provided.

Interviewer ID [Name]	
Participant study ID	
Participant Name	
Language of interview [Please tick accordingly]	English ___  Nga’Karimojong ___  Other, Specify .....

Date of Interview .....Start Time.....End Time .....

##### A – BASIC INFORMATION ON RESPONDENT

###### 1. Name of Respondent

(Optional).....

###### 2. Sex of Respondent

Male	1	Female	2
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###### Age of Respondent

<18 years	1	42-49	5
19 -25	2	50-57	6
26- 33	3	58-65	7
34-41	4	66+	8

###### 3. Primary occupation of respondent

Farmer	1	Casual labour	6
LC I - III	2	Artisan	7
Clan leader	3	Idle/ not doing work	8
Market Vender/ Trader	4	Employed (Professional)	
Herding cows/goats	5		

#### 4. Total Number of children in the Household

Age Bracket	Female	Males
0-5 years		
6-12Years		
13-18 years		

#### 5. Highest Education Level completed for the Respondent

None	1
Primary school not completed (<Std 7)	2
Primary school completed (Std 7)	3
Secondary school not completed (<snr 4)	4
Secondary school completed (snr 4)	5
High school completed (snr 6)	6
College / university / poly completed (diploma / certificate/ degree)	7
Post graduate	8
Other (Specify)	

No	Question	Response Options	Code
6	Is the respondent the head of Household? [ <i>A household refers to people living together, cooking and eating from the same pot</i> ].	0 = No 1=Yes	<input type="text"/>
7	Who is the head of the household? ( <b>please probe</b> )	1 = MHH; 2 = FHH; 3 = CHH	<input type="text"/>
8	What is the status of the head of household?	1 = Married; 2 = Single; 3=Widowed; 4 = Divorced; 5=Separated	<input type="text"/>
9	Total number of people in the household	1=1-4; 2=5-9; 3=10+	<input type="text"/> <input type="text"/> <input type="text"/>
10	How many members of your household fall under the following age groups?	1=0-5; 2=6-14; 3=15-18 4= 19-45 5= 45-65 6= 65+	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
11	How many of the adults in the household between ages of 16 and 65 are unable to work? (Disability,	1=1-2; 2=3-6;	<input type="text"/>

	illness etc.)	3=7+	
<b>B Household Assessment</b>			
<b>Objective 1:</b> Assess the living conditions of vulnerable children and adolescents.			
<b>1</b>	<b>Who pays for most of the HH expenses?</b>	4- Child (6-17)years 3-Grand/Elderly parent 2-Relative 1-Mother 0-Father	<input type="checkbox"/>
<b>2</b>	<b>What is the main source of the HH income?</b>	4-None 3-Remittances (Pension, Gratuity, Donations) 2-Casual Labourer 2- Informal Job/Employment 2-Peasantry Farming 1-Petty Business 0-Formal Business 0-Commercial Farming 0-Formal Job/Employment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>3</b>	<b>What is the current monthly HH income?</b>	4-Less than 50,000 3-50,000-100,000 2-100,000-150,000 1-150,000-200,000 0-Above 200,000	<input type="checkbox"/>
<b>4</b>	<b>Do these statements apply to this HH (Yes/No)</b>  1. Any member of the HH owns an electronic gadget (radio, phone, TV) 2. Any member of the HH has a functional transport means (bicycle, motor cycle, boat) 3. At least one member of the HH has vocational/apprenticeship/professional skills 4. At least one member of the HH has formal employment, is self-employed or has a business 5. At least one member of the HH belongs to any financial savings and lending group 6. Household has domestic animal (Cows, goats, Sheep, Chicken, and Pigs) 7. HH has access to land for Agriculture/hire	4-If 4 or more are NO  3-If Three are NO  2-If Two are NO  0-If more than 4 are Yes or NA	<input type="checkbox"/>
<b>5</b>	If the HH incurred any of the following expenses in the past three months, was it able to pay without difficulty? Eg selling HH permanent assets like land, bicycle or without borrowing etc Health related expenses (Yes/No/NA) Education (School) related expenses (Yes/No/NA)	4-If All are No 2-If Two are NO 1-If One is NO 0-If All are Yes/NA	<input type="checkbox"/>



	Food related expenses (Yes/No/NA) If All related expenses (Yes/No/NA)		
<b>Food Security and Nutrition</b>			
<b>7</b>	Over the past month (mention month), what has been the Main source of food consumed by your HH	4-Donated 3-Given in return for work only 2-Bought from the market 1-Home grown supplemented with given in the return for work 0-Home grown	<input type="text"/>
<b>8</b>	What/ does the family usually eat? (At least 3 times a week) Yes/No  1. Energy foods: Potatoes, banana, oils, Posho, Millet, rice, maize, bread, cassava 2. Body building foods: beans, meat, Soya, Peas, Milk, Eggs, Chicken, Fish 3. Protective and regulative foods: tomatoes, Oranges, Paw paw, mangoes, pineapples	4- None 3-One food group 1-Two food groups 0- All food groups	<input type="text"/>
<b>9</b>	How many meals does the HH have in a day	4- Some days no meals 3-One meal 1-Two meals per day 0- Three or more meals	<input type="text"/>
<b>10 Health, Water, Sanitation and Shelter</b>			
<b>11</b>	Do the following apply to this HH: Indicate Yes/No/NA (Numerator to observe where necessary?) 1. Has access to safe water within 30 minutes or harvest rain water for domestic use 2. Has a clean compound 3. Has access to a public health facility within 5 Kilometres 4. Has a drying rack for HH utensils 5. Has garbage pit/dust bin 6. Separate house for animals 7. Hand washing facility 8. All HH members sleep under a mosquito net	4-If 4 or more NOs 3-If three are NOs 2-If two are NOs 1-If One is NO 0-If four or more are Yes	<input type="text"/>
<b>12</b>	Does the HH have a stable shelter that is adequate, safe and dry? (Enumerator can also observe)	4- No stable shelter, adequate or safe place to live 3-Shelter is not adequate, needs major repairs 1-Shelter needs some repairs but is fairly	<input type="text"/>

		adequate, safe and dry 0-Shelter is safe adequate and dry	
13	What is the type of a latrine/toilet facility used by members of your HH? (Enumerator can also observe)	4-Bush/None 3-Public toilet for pay 2-Private needs some repair/ risky state 1-Private but shared by more than one HH 0-Safe, adequate and dry	<input type="checkbox"/>
Objective 3: Evaluate awareness and attitudes among community leaders and members towards child protection, education, life-skilling, parenting and GBV mitigation initiatives within Napak District.			
<b>C. CHILD PROTECTION AND BASIC SUPPORT</b>			
	<b>Child Rights issues</b>		
1	Do you know about Children's Rights?	0 = No 1=Yes 3=Not well versed	<input type="checkbox"/>
2	If yes, what do know or think about the Children Rights in your community?	1=Children's rights are not known 2= Children's rights are not so much respected 3= Children's rights are not known & upheld 4=Majority of Children suffer child abuse	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	What would you do if any of your children experienced or became a victim of child abuse or violence?	4-Nothing/negotiate with offender/ kill him/ her/ Revenge 1-Talk to neighbor/ family only 0-Report to: LC/ Police/ Probation/ child helpline/ Court/ Child Protection Committee/ CDO/ Human rights office/ CSO/ Para social Worker/ VHT	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	In the past 12 months (state months), has any child in the HH had the following happen to them in or outside of the HH? <b>{Note: if you see an obvious issue of abuse or you already know about it, then indicate Yes}.</b> 1=Repeated physical abuse 2=Withheld a meal to punish 3=Involved in Child Labor 4=Family separation (ran away, chased)/Neglect) 5=Sexually abused, defiled, raped, forced sex 6=Stigmatized/ discriminated due to illness, disability or otherwise 7=Using abusive words/ language 8= Child abused alcohol or drugs 9=In contact/ conflict with the law 10=Witnessed regular adult alcohol/drug	4-If four or more are YES 3-If three are YES 2-If TWO are YES 1-If ONE is YES 0-If All ARE NO	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	abuse		
<b>Psychosocial &amp; Basic Support</b>			
5	Are there any children in this HH who are withdrawn or consistently sad, unhappy or depressed, not able to participate in daily activities including playing with friends and family?	0=No 1=Yes	<input type="checkbox"/>
	If yes above, what is the estimate number of those children	4-All children 3- 50 % (more than half) or more 2-Less than 50% (less than half)	
6	In the past 12 months (state months), has someone in your HH felt so troubled that it was necessary to consult a spiritual, faith or traditional healer, counsellor or health worker?	0=No 1=Yes	<input type="checkbox"/>
	If yes above, how often has someone in your HH felt so troubled that it was necessary to consult a spiritual, faith or traditional healer, counsellor or health worker?	4-More than five times 3: 3-4 times 2: Two times 1: Once	
3	In times of need, who can you approach outside the household for emotional support? (count those mentioned)	0= Nobody 1= 1 person 2= 2 persons 3= 3 or more persons	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	In times of need, who can you approach outside the household for material support, such as food or money? (count those mentioned)	0= Nobody 1= 1 person 2= 2 persons 3= 3 or more persons	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Child Rights Issues – Parental Care</b>			
1	Do all children in this household have a birth certificate? (Yes/No) If no, how many do have a Certificate?	1= No 2= Less than 50% have a birth certificate (0-49%) 3= 50% or more have a birth certificate 4= Yes, All children	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	In the past three months, have you or another caregiver used the following Method of discipline with any child in your house?	1= Punched, kicked or hit a child with any object 2= Withheld a meal to punish a child 3= Used abusive words/language toward the child	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Are there any children of this household, under 18 years, who are not currently living here or have not lived with you at some point during the past 6 months	0= No 1= Yes	<input type="checkbox"/> <input type="checkbox"/>
5	If yes, why are they not living in the household?	1= Respondent/ parent/caregiver doesn't know where the child is 2= The child ran or was chased away, 3= The child does not like staying in this home 4= The child is living with relative because	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		family cannot support him 5= The child went to work/for a job, 6= The reason is child went to school	<input type="checkbox"/> <input type="checkbox"/>
6	Total number of children not living in the household	1=1 2= 2-3; 2= 4-5; 3= 6+	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Child Outmigration – How many children were Intercepted from this HH in last 12 months?	1=1 2= 2-3; 2= 4-5; 3= 6+	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Child Outmigration – How many children were reintegrated in last 12 months?	1=1 2= 2-3; 2= 4-5; 3= 6+	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	Child Outmigration – How many reintegrated children have gone back to Kampala, or elsewhere in last 12 months?	1=1 2= 2-3; 2= 4-5; 3= 6+	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Economic security and Social capital</b>			
6	Do you belong to any group? 1 = Yes 0 = No (skip to Q 6 a.)		<input type="checkbox"/>
7	What type of group do you belong to? 1=Drinking 2=Credit and savings (VSLA) 3=Savings 4=Rotational farming 5= Community Based Groups (CBOs) 6= Faith Based Groups 7=Cultural Groups (Music, Dance and Drama) <i>[Please rank two most important (1,2) 1 being the highest priority]</i>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	If you belong to a group, does your group lend and borrow money? 1= Yes; 0= No		<input type="checkbox"/>
9	Do you borrow money for doing your own business? 1 = Yes; 0 = No		<input type="checkbox"/>
10	In what kind of space do you conduct your business? 1= Own land/building 2= Family land/building 3= Rented land/building 4= Market stall		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11	What kind of labour do you employ in the business? 1= Own labour 2= Family labour 3= Hired labour		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	How much money do you save month? 1=10,000-50,000 2=51,000-100,000 3=100,001-300,000		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	4=Above 300,000		<input type="checkbox"/>
14	How much money did you save from your business in the last six months? 1=100,000-500,000 2=501,000-1,000,000 3=1,000,001-3,000,000 4=Above 3,000,000		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>G. WOMEN'S RIGHTS/ GENDER BASED VIOLENCE (GBV)</b>			
1	What are the most common gender issues/dimensions/gaps with respect to and the food security in the project area? <i>(Explain choice in one sentence below)</i>	1= Culturally 2= Socially 3= Physically 4=Local institutions ( <b>specify</b> )	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Are there practices that discriminate against women and children in the community?	1 = Yes; 2 = No	<input type="checkbox"/>
3	Are there ways through which practices that discriminate against women and children are handled in this community	1=Nothing is done 2= Negotiate with offender 3=Talk to neighbor/ family only 4= Report to: LC/ clan leader 5= Police/ Probation/ child 6= Report to: Police/Court/ Child Protection Committee	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	If they exist please list how they are resolved or managed.	1 = Yes; 2 = No	<input type="checkbox"/>
5	Are there socio-cultural practices that hinder women and children from owning land/animals/assets?	1 = Yes; 2 = No	<input type="checkbox"/>
6	Which are the most common practices that promote violence against women and/or children? <i>If yes, (list two).</i>	1= 2=	<input type="checkbox"/> <input type="checkbox"/>
7	Which institutions handle cases of child-abuse and GBV (respectively), in the community ( <i>list two</i> )?	1= 2=	<input type="checkbox"/> <input type="checkbox"/>
<b>H. ACCESS TO INFORMATION</b>			
1	What kind of information do you obtain on business? ( <b>Multiple response</b> ) 1= Sources of inputs 2= Sources of credit 3= Markets		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	How do you receive these messages? ( <b>Multiple response</b> ) 1= FM radios 2= Local newspapers 3= Mobile phone 4= Village community meetings 5= Parish/village notice board		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Do you sell any commodity? ( <b>any product sold on regular basis</b> ) 0 = No (skip Q4) 1= Yes		<input type="checkbox"/>
4	How is your product delivered to the final consumer? 1= Bought from business premise 2= Daily market/ Trading centre 3= Weekly market (0-4kms) 4= Other (specify type and distance) eg town 6kms/ market 6kms		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<b>Open ended questions (Qualitative)</b>	
	Objective 3: Evaluate awareness and attitudes among community leaders and members towards child protection, education, life-skilling, parenting and GBV mitigation initiatives within Napak District.	
	<ol style="list-style-type: none"> <li>1. How well do you understand migration prevention policies and programs.</li> <li>2. What do you think are the most significant gaps in current migration prevention policies?</li> <li>3. How do you think the government or local authorities could improve migration prevention programs?</li> <li>4. What barriers do you face in accessing support or programs aimed at preventing unsafe migration?</li> <li>5. Are there existing policies and programs for preventing unsafe migration accessible to children or families in your community? Why or why not?</li> <li>6. How can communities and local leaders be better involved in preventing unsafe migration?</li> </ol>	

### **Qualitative Questionnaire**

Objective 2: Identify factors contributing to unsafe outmigration.

#### **Qualitative Questions**

##### **A. Focused Group discussions for the adolescents and children**

1. What factors push children to leave Karamoja?
2. What factors attract children to migrate to other places?
3. What challenges do they face during migration?
4. What can be done to reduce unsafe outmigration?

Objective 4: Determine access to education and vocational training of vulnerable children and adolescents in Napak.

#### **Qualitative Questions (FGDs in schools)**

1. What are the main challenges you face in accessing education or training?
2. How do you feel about the education system in your area? Is it adequate for your needs?  
1-not at all 2-Not adequate 3-Neutral 4-Adequate 5-Very adequate
3. What role does your family play in supporting your education or participation in training?
4. What changes would help improve access to education and vocational training for youth in your community?
5. What kind of work or livelihood activities do youth in your community usually engage in?
6. What kind of vocational training programs are most needed in your community?

**This is the End of our discussions.**

**Thank you very much for sharing your information**

## 6.2: Detailed tables and raw data summaries.

### Household respondents

Sub county Sex/Occupation	LOKOPO	LOPEEI	LORENGECHORA	MATANY	NGOLERIET	Grand Total
<b>Female</b>	<b>15</b>	<b>11</b>	<b>21</b>	<b>17</b>	<b>12</b>	<b>76</b>
Casual labour	2	7	9	12		30
Employed (professional)	1	4	4	1		10
Farmer	8		1	2	8	19
Idle/not working	4		5	1	3	13
Market vender/Trader			2	1	1	4
<b>Male</b>	<b>9</b>	<b>10</b>	<b>6</b>	<b>10</b>	<b>12</b>	<b>47</b>
Casual labour	1	1	1	2	1	6
Employed (professional)	1	3	1	2	3	10
Farmer	3	4	1	2	7	17
Idle/not working	1		2	2		5
Market vender/Trader	3	2	1	2	1	9
<b>Grand Total</b>	<b>24</b>	<b>21</b>	<b>27</b>	<b>27</b>	<b>24</b>	<b>123</b>

### Children and youth

	Female			Female Total	Male			Male Total	Grand Total
Class levels School /Community	Lower primary	Not in school	Upper primary		Lower primary	Not in school	Upper primary		
LOMERIMONG community	1	4		<b>5</b>	1	5		<b>6</b>	11
KOKORIO primary school	1		1	<b>2</b>	3		3	<b>6</b>	8
LOKITEL village youth FGD		6		<b>6</b>		6		<b>6</b>	12
LOKOPO primary school.	1		3	<b>4</b>	2		2	<b>4</b>	8
LOMERIMONG community primary school	6			<b>6</b>	3		3	<b>6</b>	12
LOPEEI primary					2		8	<b>10</b>	10

school									
LOPEEI primary school	1		3	4			4	4	8
Lorengecora primary school.			6	6	2		4	6	12
LORENGEKUNGIN village	4		3	7	2		3	5	12
NAKICELET primary school.	1		3	4	1		3	4	8
NAKUMAI village children's FGD		4		4		4		4	8
NAKUMAI village youth FGD		6		6		8		8	14
<b>Grand Total</b>	<b>15</b>	<b>20</b>	<b>19</b>	<b>54</b>	<b>16</b>	<b>23</b>	<b>30</b>	<b>69</b>	<b>123</b>