



BURUNDI NEEDS ASSESSMENT REPORT
EDUCATION AND PROTECTION
IN EMERGENCIES

Bujumbura, December 2021

BURUNDI NEEDS ASSESSMENT REPORT

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ACRONYMS

CBO	Community-Based Organisation
CP	Child Protection
CPIMS	Child Protection and Information Management Systems
CwD	Children with Disabilities
DRC	Democratic Republic of Congo
DRR	Disaster Risk Reduction
EADE	Study on Out-of --School Children
ECD	Early Childhood Development
ECHO	European Civil Protection and Humanitarian Aid Operations
EiE	Education in Emergencies
FGD	Focus Group Discussion
FSL	Food Security and Livelihoods
GBV	Gender Based Violence
GER	Gross Enrolment Rate
GSSAME	FSL Sector
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IDP	Internally Displaced Person
JRRRP	Joint Refugee Response and Reintegration Plan
K4D	Knowledge for Development
KII	Key Informant Interview
MHM	Menstrual Hygiene Management
MHPSS	Mental Health and Psychosocial Support
MNESR	Ministry of National Education and Scientific Research
NGO	Non-Governmental Organisation
OOSC	Out of School Children
PASEC	Study on Education System Performance in Francophone Sub-Saharan Africa
PFA	Psychological First Aid
PP	Positive Parenting
PSS	Psychosocial Support
QDA	Qualitative Data Analysis
RRRP	Regional Refugee Response Plan
SCI	Save the Children International
SPDET	Sector Plan for Development of Education and Training
TEP	Transitional Education Plan
TLS	Temporary Learning Space
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commissionaire for Refugees
UNICEF	United Nations Children's Fund
WASH	Water, Sanitation and Hygiene
WB	World Bank
WDI	World Development Indicators

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EXECUTIVE SUMMARY

Burundi has experienced successive periods of violence and political instability, which pushed thousands of people to flee to neighbouring countries. Since 2017, however, the government of Burundi and its partners have been facilitating the Voluntary Repatriation of Burundian Refugees back home. Some 174,990 Burundians have returned (August 2021), 56% of whom are children.

While the political stability in Burundi has improved, the country struggles to sustainably absorb and reintegrate large numbers of returnees. Returnees face limited livelihood options, difficulties accessing land and housing, low levels of school enrolment, as well as important exposure to protection risks during transit and at destination. As a result, secondary displacement of returnees has become increasingly common.

In addition to this significant return flux of Burundian refugees, the country counts some 1 13,408 internally displaced persons. Over three quarters of internal displacements can directly be attributed to natural disasters, which become more violent and recurrent with climate change. Natural shocks, combined with reintegration and protection challenges, and the economic impact of the COVID-19 pandemic, have left 2.3 million people in need of humanitarian assistance in Burundi in 2021, 56.7% of whom are children.

This report highlights key findings from the assessment conducted in Burundi by Save the Children in December 2021. The assessment sought to capture the scope and scale of the Education and Protection needs among internally displaced, returnee and host communities living in high return areas of Burundi. Specifically, it aimed to:

1. Identify the needs, gaps and barriers in access and provision of education and protection services to children and adolescents, including the most vulnerable and marginalised ones.
2. Gather reliable qualitative and quantitative data to inform the development of a humanitarian response, for consideration under ECHO's 2022 Humanitarian Implementation Plan (HIP).

Save the Children surveyed the three provinces of Kirundo, Ruyigi and Cankuzo, which are among the areas receiving the most returnees, and which were highlighted in the 2021 Burundi Humanitarian Needs Overview as hosting the people with the most severe needs. The assessment involved 606 respondents. Save the Children employed a mixture of quantitative and qualitative methods to collect, analyse and triangulate data. Information was gathered using a questionnaire, key informant interviews and focus group discussions.

Findings show that 48% of IDPs intend to return to their locations of origin. Yet, fear of facing natural disasters is a reality, with which nearly 25% of IDPs must live. This impedes their intention of return. The assessment also allowed for a deep dive into how gaps in financial resources impede on the return of displaced households, as they struggle to fast reintegrate and restart a normal life. Due to inadequate financial resources, 63% of IDPs in Kirundo province worry they might not be able to afford food, repair damaged homes, and access decent livelihoods upon their return.

In relation to education, Burundi is making positive strides to reaching the gross primary school enrolment over 100%. However, the mean years of schooling stands at 2.7, despite education being mandatory for six years, and over 90% of returnee children cannot access adequate education services. Children reported

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how disasters weaken their willingness and ability to pursue education. In the aftermath of a disaster, 25% of children stated that they were out of school for over a month, 22% of them dropped out of school, while 20% of surveyed children missed schools over a month. About 7,000 teachers, including 3,500 females, have also been affected by internal displacement, repatriation and/or natural disasters, and seek to be reemployed in host communities.

Province officials highlighted registration as being a key issue, with many displaced or repatriated children lacking ID documents. The absence of civil affairs structures at transit centres, with the capacity to provide identification documents immediately upon return, remains a gap that is hampering children's access to basic services. This leads some children starting primary school at a later age, which in turn results in higher likelihood that these children fall behind and eventually drop out of school. Parents also regretted the insufficient availability of non-formal education opportunities, such as youth centres, supplementary learning, recreational activities and craft's centre in the host communities.

Girls, who have dropped out of school following sexual violence (including early marriages) and/or pregnancy couldn't reintegrate schools within two years from the date of delivery. The assessment observed largely gender-blind school infrastructures and environment, and noted a direct correlation with low success rate among children, especially girls. The majority of teachers, qualified or not, are not satisfied with the amount and content of training they have received. 77% of heads of schools and teachers reported that they have not attended any child protection training. Additionally, the survey indicated that unmet needs in emergency context impact on school drop-out due to the lack of food at home, sanitary equipments and poor home shelter are among the most hindrances to child quality of education. The assessment found out that only 14.3% of children on average can access to school feeding programme across the three provinces surveyed. Officials reported that inadequate school feeding increases drop-out rates among girls and boys from low-income families, including returnee and displaced children.

The low level of sensitivity to the specific needs of children with disabilities was reported among surveyed communities. It translates in inexistent disability-friendly spaces, scarce learning opportunities and material, and poor understanding of the needs of children with disabilities among parents and teachers.

The assessment highlighted the most common child protection risks, as being child neglect (stated by 36% of respondents), psychosocial and emotional abuse (28%), child labour (22%), sexual assault/exploitation (8%), discrimination (3%) and physical abuse (2%). Participants in focus group discussions confirmed that family poverty and child orphanage exacerbate gender-based violence (GBV) incidences. The assessment found scarce child-friendly GBV health-related services. Women and girls indicated not being promptly and properly counseled at health facilities, and ignoring how to submit a criminal complaint against perpetrators, which reflects a critical gap in awareness and knowledge of legal redress mechanisms. Moreover, the legal system at community level fails to punish perpetrators of GBV. While mental health support is at core of GBV services to children abused, only 2% of children who are victims of GBV currently access psychosocial support.

Adolescent girls aged between 12-17 years old were found to be the most exposed to early child marriage. The highest rate of early marriage was recorded in Kirundo province (38%), followed by Ruyigi (13%) and Cankuzo (12%).

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Many state and non-state organisations operate to address child protection needs. Those include Save the Children, Terre des Hommes, UN Women, health centres, province administration, police, Child Protection Committee (CPE - Comité de Protection de L'Enfant) and the Child Protection Association supporting child rights (Agateka k'abana banguka). However, the assessment highlighted the insufficient coordination among actors and stakeholders to adequately provide community response to child abuse.

Recommendations to development partners and donors:

- Support implementing agencies, like Save the Children, to influence decisions by the Ministry of Education for the development and implementation of a national policy for the reintegration of adolescent mothers into education systems;
- Contribute to boost education and protection in emergencies by supporting initiatives relevant to enhance quality education through gender and child protection sensitive school infrastructures and equipment as well as fast tracking teachers' capacity to deliver competency-based teaching.

Recommendations to government inclusive of provinces and communes surveyed:

- Facilitate the creation and support to establish civil affair structures at transit centres to speed up child registration upon return.

Recommendations to implementing agencies and actors, inclusive of local CSOs:

- Improve child access to services in emergency context through providing non-formal education opportunities, psychosocial support and referral services for children victims of GBV, establishing child safeguarding mechanism at schools, legal aid to children in need of legal support and facilitating family reunification and alternative care arrangements;
- Enhance quality education in emergency context by delivering catch-up classes, remedial lessons and homework support to displaced and returned children, carrying out back to school campaigns involving local education actors and government education systems, empowering teachers and parents on minimum standards of education and protection of children in emergencies and education management;
- Strengthen ability of teachers and school administrators on competency-based curriculum, first aid and positive discipline in order to deliver age-appropriate teaching activities with conflict-, inclusion- and gender-sensitivity lenses;
- Improve gender sensitive school infrastructures inclusive of school facilities, teaching and learning aids, COVID-19 prevention kits and handwashing stands, sex segregated latrines and girls' rooms;
- Establish child friendly spaces, recreational interventions, sports for development initiatives, out-of-school literacy and numeracy activities, etc. that enable vulnerable children to explore their full educational and protection potentials, support their development and well-being, and foster their reintegration in host communities / communities of origin;
- Improve the synergy and coordination among education and protection actors to implement integrated responses, and establish a shared mechanism for measuring school retention and transition, especially in the context of the COVID-19 pandemic and related schools' closure.

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I. BACKGROUND

The present Needs Assessment aims to better understand the scope and scale of the Education and Protection needs among internally displaced, returnee and host communities in high return areas in Burundi. Save the Children International (SCI) targeted the three provinces of Kirundo, Ruyigi and Cankuzo, which were highlighted in the 2021 Burundi Humanitarian Needs Overview as hosting the people with the most severe needs.¹

This assessment had two specific objectives:

- 1) Identify the needs, gaps and barriers in access and provision of education and protection services to children and adolescents, including the most vulnerable and marginalised ones.
- 2) Gather reliable qualitative and quantitative data to inform the development of a humanitarian response, for consideration under ECHO's 2022 Humanitarian Implementation Plan (HIP).

The Assessment was guided by, but not limited to the following documents:

- Education in Emergencies Minimum Standards²;
- Sphere Standards Handbook³;
- UNHCR Comprehensive Refugee Response Framework⁴;
- Burundi Humanitarian Response Plan 2021⁵
- Burundi Humanitarian Needs Overview 2021⁶ and
- Core Humanitarian Standard⁷.

The assessment provides a resourceful bank of information pertaining to the needs, gaps and barriers affecting children and adolescents in the context of emergencies in Burundi. It seeks to understand the extend to which these pitfalls impact on education and child protection across the three targeted provinces. Thereupon, it informs the humanitarian response through ECHO's 2022 Humanitarian Implementation Plan.

¹ Considering severity level 4.

² https://inee.org/system/files/resources/INEE_Minimum_Standards_Handbook_2010%28HSP%29_EN.pdf

³ <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>

⁴ <https://cdn.odi.org/media/documents/12935.pdf>

⁵ <https://educationcluster.app.box.com/s/h9rpk0tnmyjfrcu6r1mwwd9jygb2qdkc>

⁶ <https://educationcluster.app.box.com/s/8x3jcee0ih1mi5oduhqbn2w2awinmlc3>

⁷ <https://spherestandards.org/humanitarian-standards/core-humanitarian-standard/>

2. CONTEXTUAL ANALYSIS

Burundi is located in the Great Lakes region of Africa, bordering the Democratic Republic of Congo (DRC) to the west, Tanzania to the east and south and Rwanda to the north. The country has experienced a cycle of chronic crises with successive periods of violence, which have resulted in loss of human life and public and family assets. These crises have impacted development across all sectors, especially basic social services such as education and protection.

After a period of stability from 2005 to 2015, marked by an economic recovery (with an economic growth rate of 4.7%⁸ in 2014), a socio-political crisis occurred in 2015 and plunged the country in a situation of great instability. About 400,000⁹ Burundians - over half of whom were children – fled to Tanzania, Rwanda, DRC, Uganda and elsewhere, in efforts to escape violence and repression. As of mid-2021, around 300,000 Burundian refugees were still registered in the four main asylum countries – Tanzania, DRC, Rwanda and Uganda.

Since 2017, however, the government of Burundi has been encouraging the Voluntary Repatriation of Burundian Refugees back home. This was facilitated by a multi-partite agreement concluded between UNHCR and the governments of Burundi and Tanzania. The number of Burundian refugees seeking repatriation assistance to their country of origin increased dramatically following the May 2020 general elections, which brought back a sense of political stability in the country. As of August 31, 2021, 174,990 Burundians had repatriated. 56% of them are children, and 52% are female¹⁰. The provinces that hosted the most returnees are Makamba (31,811), Ruyigi (31,464), Kirundo (28,151), Muyinga (25,379), Cankuzo (14,162), Rutana (12,346), Rumonge (5,346) and Cibitoke (3,781).

While the situation in Burundi seems to be more conducive for return, the country's capacity to sustainably absorb and reintegrate large numbers of returnees remains fragile. Returnees face multiple challenges, ranging from limited livelihood options to exposure to protection risks. Fewer than half of the returning children attend school, mainly due to a lack of birth certificates and the insufficient number of schools in some return areas in addition to inadequate school materials. The majority of them are at risk of dropping out of school due to the difficult socio-economic conditions facing by families. An increase in secondary displacement of returnees has also been observed in 2021.

Recognising the importance of promoting durable reintegration, the government of Burundi established a *National Strategy for the socio-economic reintegration of victims affected by forced displacement* for the period 2017-2021.¹¹ The latter articulates three priorities, namely:

1. Enabling displaced people to access land and shelters upon return to the chosen areas of residency;
2. Providing economic opportunities with support to the local markets and job creation;
3. Allowing full social cohesion with participation of returnees in community and social lives.

The international community is embracing a comprehensive approach to support Burundi's voluntary repatriation and reintegration process. The 2021 Joint Refugee Response and Reintegration Plan (JRRRP)

⁸ Report of the Monetary Policy Committee N ° 1/2014, Banque de la République du Burundi, February 2014.

⁹ Burundi Regional Refugee Response Plan, January 2019 – December 2020

<https://www.unhcr.org/partners/donors/5c330c444/burundi-2019-2020-regional-refugee-response-plan-december-2018.html>

¹⁰ UNHCR, Rapatriement Volontaire des Réfugiés Burundais, 31 Août 2021 - <https://data2.unhcr.org/en/documents/details/88566>

¹¹ Stratégie Nationale de Reintégration socio-économique des personnes sinistrées au Burundi

endeavours to achieve these synergies through a humanitarian and resilience/development nexus. Robust support by donors and other stakeholders is and will remain crucial to ensure the sustainable reintegration of refugee returnees, who have already returned, and those who are expected to return in coming year(s).

In addition to this significant return flux of Burundian refugees, the country is fragilised by internal displacement, which is exacerbated by natural disasters, including floods (due to torrential rains and the overflowing of Lake Tanganyika and rivers), landslides, violent winds, and droughts. Given its very high population density, the poorest communities, including those returning from exile, often settle in areas prone to flooding and landslides. Of the country's 18 provinces, the most affected are Bujumbura Mairie, Bujumbura, Cibitoke, Kirundo, Cankuzo and Rumonge.

Climate change is expected to increase the frequency and intensity of hydro-meteorological hazards in the country, causing loss of lives, destroying shelters, infrastructure and livelihoods. They also increase the risks of disease outbreaks, as demonstrated by recurrent epidemics of cholera and malaria. Natural disasters caused significant population displacements during the year 2020, with an increase of nearly 25% in the IDPs, compared to the previous year. In August-September 2021, however, an overall decrease of 3 % (3,504 IDPs) in the number of IDPs was recorded. This was mainly due to the permanent return of IDPs in their communities of origin, as well as local integration¹².

Natural shocks, combined with reintegration and protection challenges, and the economic impact of the COVID-19 pandemic, have resulted in 2.3 million people in need of humanitarian assistance in Burundi in 2021. 700,000 of them have acute humanitarian needs¹³. This constitutes a respective increase of 35% and 17% compared to 2020. Among those in need, 50.8% are female and 56.7% are children.

Much progress has been achieved in Education over the past decades. The Government of Burundi made primary education free in 2005, and gradually increased allocation for Education in the state budget to 19.54% in 2020-2021¹⁴. Enrolment rates rose dramatically as a result of primary free education. Importantly, schools have also remained open during the COVID-19 pandemic.

Yet, 1.9 million of school-aged (4-19 years) children and adolescents in Burundi are still either out-of-school inclusive of an estimated 129,450 children with disabilities (15%)¹⁵ or have never been to school. This represents a third of counted school age children¹⁶. Preliminary results of the 2020 study on out-of-school children and adolescents (EADE) break down this figure as follows: 0.9 million children are missing out on pre-school education; 392,933 on basic education; 231,190 on post-basic lower; and 430,959 on post-basic higher education. This situation results from a combination of factors, which have contributed to weakening the Burundian education system since 2020. Those include:

- High levels of poverty, exacerbated by the impact of COVID-19, leading families to deprioritise education. Most children dropping out of school come from low-income families.

¹² https://reliefweb.int/sites/reliefweb.int/files/resources/Burundi_IDP%20Humanitarian%20Needs%20Report_September_2020_EN.pdf

¹³ Burundi Humanitarian Response Plan, March 2021

¹⁴ <https://www.unicef.org/esa/medial8036/file/UNICEF-Burundi-2020-Education-Budget-Brief-FR.pdf>

¹⁵ UNICEF (2021). Humanitarian Action for Children. Source : <https://www.unicef.org/medial98361/file/2021-HAC-Burundi-May-Update.pdf>

¹⁶ Counted at 5,126,686 children and adolescents in 2017. Report of the study on children and adolescents out of school (EADE) in Burundi, November 2020 (Government of Burundi-UNICEF).

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- **Displacement:** The repatriation of Burundian refugees continues to add pressure on education institutions welcoming displaced or repatriated children. This contributes to poor learning environments in return areas, with overcrowded classrooms where teacher/student (1:76) ratio spiraled over and a lack of teacher materials, both of which increase dropouts. Preliminary data from the EADE in 2020 shows that more than 50% of children aged 4-19 living in provinces bordering Tanzania are out of school¹⁷.
- **Natural disasters:** Floods, strong winds and landslides in the first half of 2020 caused damage to school infrastructure and teaching materials, whilst some schools were also used as shelters by affected populations. In January 2020 alone, the Burundi Red Cross recorded 748 affected households (5,984 displaced people), who had gathered in schools or administrative premises in the city of Bujumbura. The deterioration and occupation of school infrastructure are key drivers of education interruption and dropout.
- **Lack of teachers:** 7,000 teachers, half of whom are female, have also affected by internal displacement, repatriation and / or natural disasters¹⁸ and cannot practice their profession.
- **Deteriorating living conditions and the psychological effects** of natural and man-made shocks on the mental health of children and their parents have also affected access to education and the healthy development of children.

The poor socio-economic situation of IDPs and returnees, including the lack of food and access to basic social services, pushes many to adopt harmful coping mechanisms, and exposes them to various protection risks, including exploitation and gender-based violence (GBV). Long distances to basic services, such as water, education and health services, also reinforces exposure to these risks. GBV case management by police, health and social structures exist but holds inadequate capacity to handle the issues timely and adhere to quality service standards. Many GBV cases remain unreported. Survivors of violence lack information on their rights and services available, notably to report incidents. Social and cultural barriers also limit their willingness to report, whilst staff at health facilities is not trained to respond adequately. The lack of civil documentation, such as birth certificates, is another major obstacle encountered by some returnees and displaced to access basic social services.

Voluntary repatriation in conditions of safety and dignity remains the preferred solution in most refugee situations. The overriding priorities are to promote enabling conditions for voluntary repatriation in alignment with the principle of non-refoulement, to ensure the exercise of a free and informed choice and facilitate voluntary, safe and dignified repatriation. Voluntary repatriation is not necessarily conditional on political solutions in the country of origin; the right of a refugee to return to her/his country of origin being a fundamental human right. There are situations where refugees voluntarily return outside the context of a formal voluntary repatriation framework, and these returnees should also be included in protection and assistance programmes. While enabling voluntary repatriation is first and foremost the responsibility of the country of origin towards its own nationals, the international community stands ready to provide support, including to facilitate sustainability of the returns.¹⁹.

¹⁷ Ibid

¹⁸ Burundi Humanitarian Needs Overview 2021 <https://educationcluster.app.box.com/s/8x3jcee0ih1mi5oduhqbn2w2awjnlc3>

¹⁹ [2021 Burundi JRRRP 15 February 2021.pdf \(unhcr.org\)](#)

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Several monitoring mechanisms exist. The International Organisation for Migration (IOM), in partnership with the Burundian Red Cross, monitors the movements of populations. Whilst the United-Nations Refugee Agency (UNHCR) monitors the protection of returnees in their areas of return. International partners are committed to establishing and maintaining a child protection management system in country through standardised and harmonised tools, whilst also strengthening the capacity of community-based protection structures on case management, including GBV cases. The partners under the Protection Cluster will support in setting up a system for cross-border referencing to facilitate access to support services for returnees.

3. METHODOLOGY

3.1. Scope and geographic coverage

This assessment was conducted in 3 targeted provinces including Kirundo province (Busoni and Bugabira communities), Ruyigi province (Gisuru and Butezi communities) and Cankuzo province (Mishiha community). Those provinces are among 8 that host a huge number of returnees from neighboring countries. Kirundo province represents setting which hosts majority of returnees from Rwanda whilst Ruyigi and Cankuzo provinces border Tanzania; they represent the reality of community return and host of returnees from Tanzania.

3.2. Study population & Sampling

The study population of the assessment are Burundian returnees from Rwanda, Tanzania and Republic Democratic of Congo and those affected by natural disasters in Burundi. The assessment targeted children, adults and key informants including heads of schools and government officials.

3.3. Sample size

The following formula was used to calculate the representative sample size of the population to be surveyed.

$$n = D [(Z + Z)^2 * (P1 (1 - P1) + P2 (1 - P2)) / (P2 - P1)^2]$$

Where:

n: Sufficient size of the sample needed for the survey

D = Design effect (in the equation, this is assumed to be the default value of 2)

P1 = The estimated level of the indicator at the initial level (for the field concerned; here the field of education)

P2 = The expected level of the indicator either at a future date, after the intervention in the area concerned so that the quantity (P2 - P1) is the order of magnitude of the change.

Z α = Degree of confidence with which one wishes to be able to say that an observed change or a difference between the comparison groups, of the above-mentioned order of magnitude, would not have occurred by chance (level of statistical significance), and

Z β = Degree of confidence with which we want to be able to say that an effective change or an effective difference, of the above-mentioned order of magnitude, will have actually taken place (statistical power).

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$Z\alpha$ and $Z\beta$ have “standard” values depending on the desired reliability.

α	$Z\alpha$	β	$Z\beta$
0,90	1,282	0,80	0,840
0,95	1,645	0,90	1,282
0,975	1,960	0,95	1,645
0,99	2,326	0,975	1,960
		0,99	2,320

In this assessment, we used this formula and an estimate of 50% of PI as the data is not available to indicate the extent of the problem. Expecting that after our intervention, there will be at least 10% of households with children whose situation of separation from school will be mitigated and therefore P2 was 60%.

Using the standard parameters with a significance level of 95% (0.95) and a power of 80% (0.840), the values of the preceding table with $Z\alpha = 1.645$ and $Z\beta = 0.840$ were chosen.

By using the formula

$$n = 2 [(1.645 + 0.840)^2 * ((0.5) (0.5) + (0.6) (0.4))] / (0.6 - 0.5)^2$$

$$= 2 [(6.175 * 0.49) / 0.10^2]$$

$$= 2 [(3.02575) / 0.01] = 2 (302.575) = 605.15, \text{ Thus } 606 \text{ individuals were reached in this assessment.}$$

Initially, it was planned to interview 33% of adults, 42% of children and 25% of key informants/ stakeholders, as well as to conduct focus group discussions (FGDs) with 15 groups of beneficiaries as depicted in the table I below. The share of the respondents was based on the existing coverage of beneficiaries to Save the Children humanitarian programmes in the country. The existing interventions reach 42% of children in total, 33% of adults and roughly 25% of stakeholders notably government officials, like-minded actors and host communities like schools are invited to our activities and events.

Table I. Target sample

Province	Communes / survey sites	Adults	Children	KIs and parents
Ruyigi	Gisuru	40	50	30
	Butezi	40	50	30
Cankuzo	Mishiha	40	50	30
Kirundo	Busoni	41	51	31
	Bugabira	41	51	31
Total		202	252	152
		606		

To further allow the comparison of data at different survey sites, almost equal number of respondents were targeted from various strata of respondents. The number of children interviewed varied between 50 and 51 at survey sites, whilst the number of adults varied between 40 and 41. Between 30 and 31 key informants were surveyed at each site.

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Table 2. FGD participants

Participants	# of FGDs	Male	Female	Total
Parents groups	4	41	22	63
Teachers and head teachers	3	28	21	49
Child Protection Committees	2	18	12	30
Children's group	1	10	5	15
Total	10	97	60	157

A total of 10 FGDs were conducted and attended by 157 participants, including 97 males and 60 females. Participants to FGDs were selected randomly using a gender lens. Females represented the majority of respondents to help us grasp the extend to which women and girls are specifically affected by natural shocks and the COVID-19 pandemic.

Table 3. Key informant interviews

Province	Gender		Total
	Female	Male	
Cankuzo	2	8	10
Kirundo	23	32	55
Ruyigi	7	13	20
Total	32	53	85

85 respondents participated in Key Informant Interviews (KIIs), including 53 males and 32 females. Contrary to FGDs, the majority of key informants were males. This reflects the current level of gender representativity in local government across the three targeted provinces. Few females have access to decision-making roles, especially in Cankuzo and Ruyigi provinces.

3.4. Data Collection

Data collection tools were developed and translated in local language (Kirundi, see Annex 2). Equal number of respondents by sex (50% females and 50% males) were surveyed. Prior to gathering data, Save the Children obtained permission from the Ministry of Interior. The authorisation was endorsed, and the Governors of Ruyigi, Cankuzo and Kirundo provinces and Administrators of Gisuru, Butezi, Mishiha, Busoni and Bugabira districts/communities kindly facilitated the work of our enumerators throughout their assignment.

The assessment employed mixed methods, including questionnaires (quantitative methodology) uploaded on the Kobo Toolbox digitalised system (<https://kobo.humanitarianresponse.info/>) to reduce data entry errors and facilitate data analysis. Qualitative data collection methods were used, such as KII and FGDs. Save the Children reached out to children, heads of schools, teachers and school administrators, members of Child Protection Committees, parents, provincial and communal authorities.

Data collection was supervised by our Monitoring, Evaluation, Accountability and Learning (MEAL) teams from Rwanda and Burundi. They trained 18 enumerators (10 males and 8 females) on data collection

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tools, research ethics and child safeguarding prior to gathering information. To comply with COVID-19 preventive measures, enumerators respected social distancing, made regular use of hand sanitizers and wore face masks during all interviews and discussions.

3.5. Desk Review

Secondary data was documented and reviewed to better understand the context, in which the assessment was undertaken, and to inform the sampling strategy. The desk review had a wide span, and covered::

- a) The study of international sources, such as United-Nations (UNICEF, OCHA, IOM, UNHCR) data, situational reports and demographic data
- b) The study of national sources, such as government publications, websites, and demographic data
- c) Research using existing literature related to education and protection
- d) Analysis of country context and secondary data
- e) Verification of data and validation of the results.

Study of the documents included, but was not limited to the following:

- Burundi Humanitarian Response Plan 2021;
- Burundi Humanitarian Needs Overview 2021;
- Burundi Refugee Return and Reintegration Plan 2021, UNHCR/ UNDP;
- Regional Refugee Response Plan 2020, including Mid-Year and End-Year Reports;
- UNHCR Protection Monitoring Report;
- Burundi Internally Displaced Persons Humanitarian Needs Report, IOM, September 2020
- Global Report on Internal Displacement 2021, IDMC

3.6. Data Cleaning and Analysis

The questionnaire was digitalised and uploaded in the Kobo Toolbox software to limit data errors. Data was later exported to the SPSS Statistics software, version 21, for cleaning and analysis. In turn, the dataset was exported from SPSS into excel for final cleaning and data validation. Thereafter, data was re-exported into SPSS for analysis. This iterative process allowed the team to remove duplicate data and outliers, and eased missing values check. The team used a Single Variable and Cross-Variables, automatic record rules in SPSS version 21 for data validation. In a similar vein, the analysis provided the cross tabulation and graphics, comparative analysis, indicators extraction, etc. As for the qualitative data, FGDs and KIIs audios and notes recorded were transcribed and analysed using content analysis method.

3.7. Ethical consideration

Ethical considerations are essential, for the purpose of not only respecting the integrity and the dignity of participants to the assessment, but also ensuring that quality data is collected. Throughout this assessment, enumerators and FGDs / KIIs facilitators ensured that respondents provided consents prior to data being collected. Participants were encouraged to ask clarification on the assessment background, its goal and objectives, the intended use of data and findings, and the measures taken to ensure confidentiality and anonymity of data sources. Throughout the process of data collection, we were driven by the 'Do No Harm' principle and Save the Children's Child Safeguarding policy and principles.

3.8. Limitations and challenges

The assessment was largely successful. Nonetheless, some challenges and limitations are worth highlighting. Those include but limited to:

- **Respondents scattered:** Many respondents lived across scattered locations, which took our team more time to reach out to them.
- **Access to data:** The assessment depends on having access to people, organisations, data or documents. The key challenges were related to the lack of unified and disaggregated data on returnees, general population and number of children in Burundi, and in the three targeted provinces in particular. Systematised and disaggregated data on population groups, especially for the most vulnerable and marginalised respondents, was not available in almost all surveyed communities.
- **Delay in obtaining authorisation for data collection:** Delays in receiving official approval and authorisation from the Ministry of Interior, impacted the commencement date and timing of the assessments.
- **Resources:** due to limited resources and time available, the assessment was conducted only in five communities of three provinces in Burundi.

4. KEY FINDINGS AND DISCUSSION

4.1. Country profile

Table 4. General information²⁰

Total Population	12.07 million
Female	50.4 %
Male	49.6 %
Aged 0-13	40.4 %
Aged 13 and above	59.6 %
Aged 18 and above	48.4%
Population in Kirundo province	628,256
Population in Cankuzo province	228,873
Population in Ruyigi province	400,530
Urbanisation	13.6 %
School enrolment, primary (% gross)	119 % ²¹
School enrolment, primary (% net)	94 %
School enrolment, secondary	45 %
School enrolment, primary and secondary (gross), Gender Parity Index (GPI)	1%
Literacy rate ²²	58 %
Youth literacy rate	88 %
Mean years of schooling	2.7
Primary completion rate ²³	59.36 %

4.2. Issues around IDPs' return to places of origin

Natural disasters are the most prevailing causes of internal displacement

According to IOM and the Burundian Red Cross²⁴, the number of IDPs in Burundi is on the rise, and had reached 122,500 individuals (27,300 households) by July 2021. 84% of IDPs were displaced due to natural disasters, mostly floods and torrential rains, whilst 16% were displaced for other reasons, 54% of displaced persons are female, and 55% are children under 18 years.

²⁰databank.worldbank.org/views/reports/reportwidget.aspx?Report_Name=CountryProfile&Id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=BDI

²¹ Gross enrollment includes students of all ages. In other words, it includes students whose age exceeds the official age group (e.g. repeaters). Thus, if there is late enrollment, early enrollment, or repetition, the total enrollment can exceed the population of the age group that officially corresponds to the level of education – leading to ratios greater than 100%

²² World Bank Diagnostic 2018 data

²³ UNESCO, 2019, <https://data.worldbank.org/indicator/SE.PRM.CMPT.ZS?locations=BI>

²⁴ IOM, BURUNDI, Displacement Tracking Matrix Internal Displacement Report | July 2021

Key barriers to return to places of origin

48% of displaced households reported an intention to return to their places of origin, whilst about 45% of households wish to integrate locally in host communities.²⁵ For example, the vast majority of households in Cankuzo province (80%) preferred local integration due to the availability of land for construction of houses, as well as of jobs in the agriculture sector. The prevailing reasons for non-return to their places of origin include:

- The destruction of houses (50% of surveyed households);
- Lack of food (28%)
- Fear of facing natural disasters (25%)

Save the Children's assessment confirmed that the lack of financial resources hampers intentions to return. IDPs are deterred by the costs of repairs to damaged homes could incur. The majority of households in Kirundo province (63%) worry they might not be able to afford food, due to prolonged drought in this province, and access decent livelihoods upon their return. Displaced households in the provinces of Cankuzo (22%), Muyinga (15%) and Ngozi (15%) also reported concerns relating to scarce livelihoods, including poor access to income generating activities.

4.3. Overview of educational needs, gaps and barriers

A total of 157,283 school-age children and teachers in Burundi are estimated to be reintegrated in 2021 onward, including 34,489 children displaced by natural disasters or other events, 15,513 repatriated children and 100,660 children from host communities. To these populations are added about 6,621 teachers including 3,372 females in need of capacity building to ensure continuity of education in emergency situations²⁶.

Access to education: Needs of children from internally displaced and host communities

The desk review revealed that Burundi outperforms the gross primary school enrolment, which currently stands over 100%. However, the mean years of schooling stands at 2.7, despite education being mandatory for six years. This is even below the three years of required lower primary education.

The Burundian government has made significant efforts in recent years to improve access to education. However, according to OCHA, in 2021, more than 160,000 children aged 3 to 16, including 80,000 girls, are at risk of not attending school, or of experiencing interruptions in their studies. Of this number, 35,000 children are internally displaced, 27,000 are returnees and 95,000 are vulnerable children from the host communities. In addition, about 7,000 teachers (50% female) were affected by internal displacement, repatriation and/or natural disasters, and need to reintegrate their professions²⁷.

Since 2005, the number of classrooms has been significantly increased to enable schools to meet the growing demand resulting from free education. However, the quantity and quality of infrastructure still needs improvement. In 2019-2020, 1,609 classrooms were damaged as a result of natural disasters in 16 provinces of the country, causing a temporary interruption of learning for 110,340 children. Schools are

²⁵ Ibid.

²⁶ Burundi Humanitarian Needs Overview, 2021, OCHA

²⁷ Ibid.

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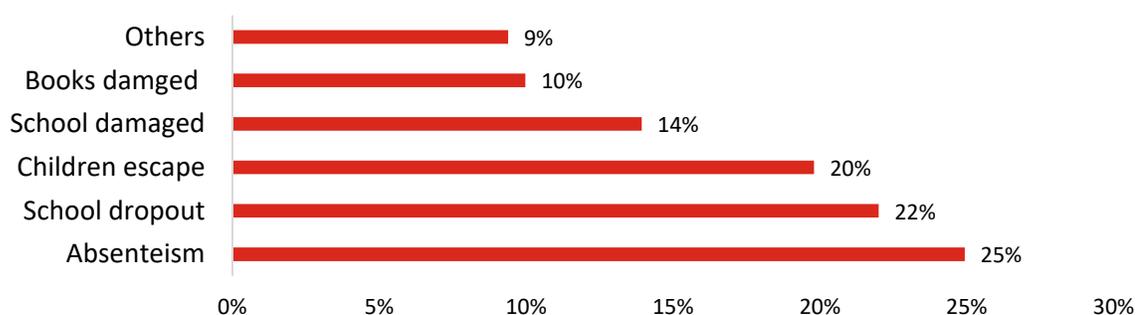
also sometimes used as shelters during natural disasters. This results in education interruption, as well as in the destruction of school furniture by the occupants.

Classroom occupancy is high, with an average ratio of 76 students per classroom in the primary grades²⁸ due to free fees and the mass influx of returnees. It is difficult to ensure an appropriate learning environment in this context, especially as teachers are sometimes poorly equipped to supervise such big groups, and rarely have training on education in emergencies.

Disasters decline children's opportunities to pursue education

Children reported how disasters negatively impact the pursuit of their education. In the aftermath of disasters, 25% of children surveyed across three provinces surveyed confirmed that they did not go to schools for over a month. 22% of them dropped out of school, while 20% of them missed school regularly.

Chart I: The impact of disasters on child education



With reference to the above chart, the assessment demonstrated that nearly 67% of children in communities affected by disasters risk school absenteeism, drop-out and escape. The majority of them live in rural areas, where emergency response mechanisms operate at low profile, and with weaker local capacity to implement emergency responses.

Failure to child registration: Barrier for displaced and repatriated children to access to education

“Some displaced or repatriated children face registration problems due to lack of civil status paper, since their parents have not registered them. This leads some children to start primary school at a later age and drives them to higher likelihood of dropping out of schools,” revealed the Provincial Education Director of Ruyigi province during interviews.

Reversing school pregnancy ban is not enough to protect girls

Girls, who have dropped out of school following sexual violence (including early marriages) and/or pregnancy face reintegration challenges. Teenage mothers could not reintegrate schools within two years from the date of delivery. *“Reversing the school pregnancy ban is not enough to protect girls. The Ministry of Education should develop a sound policy that fully supports teenage mothers to return to school, while ensuring it adequately tackles the root causes of teenage pregnancies”*, a parent from Kirundo advised.

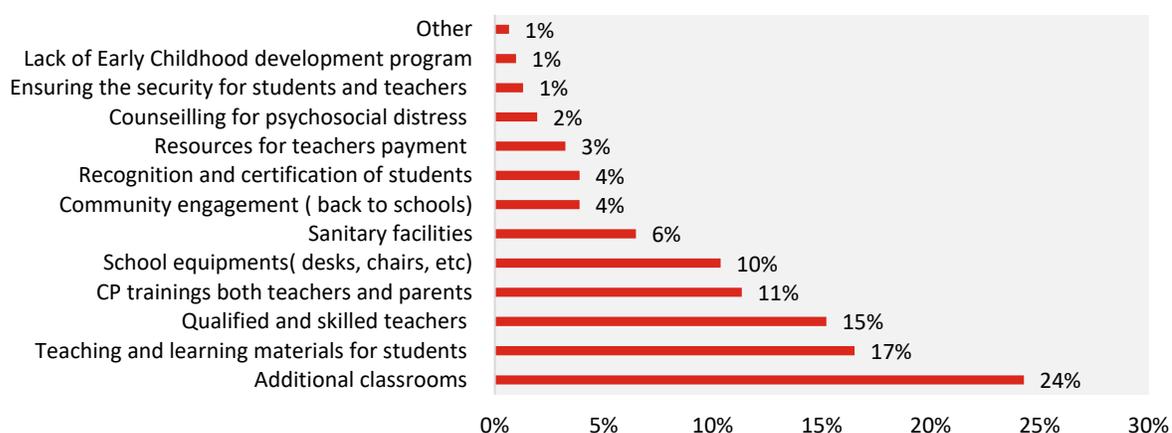
²⁸ School statistics yearbook, 2019-2020

Poor and gender-blind school infrastructures and environment drive low success rates

The literature review of available data from 2019 revealed that only 35% of students pass the national 9th grade competition. This low success rate in national tests can be explained in particular by the fact that Burundian schools have poor infrastructure and very little basic equipment. 94% have no electricity, 61% do not have a water point, 19% do not have hand washing system and 90% are without fence. Furthermore, 25% of teaching groups do not have a classroom, laboratory and workshop equipment are insufficient or non-existent in many schools, despite being essential for certain technical and scientific courses. Likewise, the majority of schools do not have the necessary computer equipment for teaching ICT.

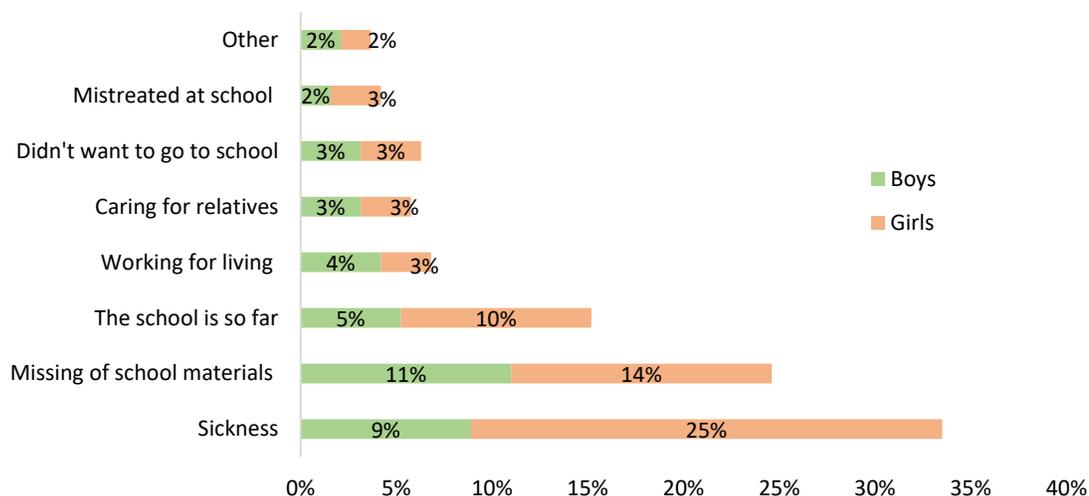
A list of urgent education needs in host communities was described by survey respondents below.

Chart 2: The urgent educational needs in host communities



Furthermore, 72% of key informants confirmed that poor school infrastructures contribute to a feeling of unsafety among girls attending mixed schools. Additionally, school attendance by girls is affected by their vulnerability to sicknesses ; 25% of them report missing school due to illnesses – compared with 9% of boys.

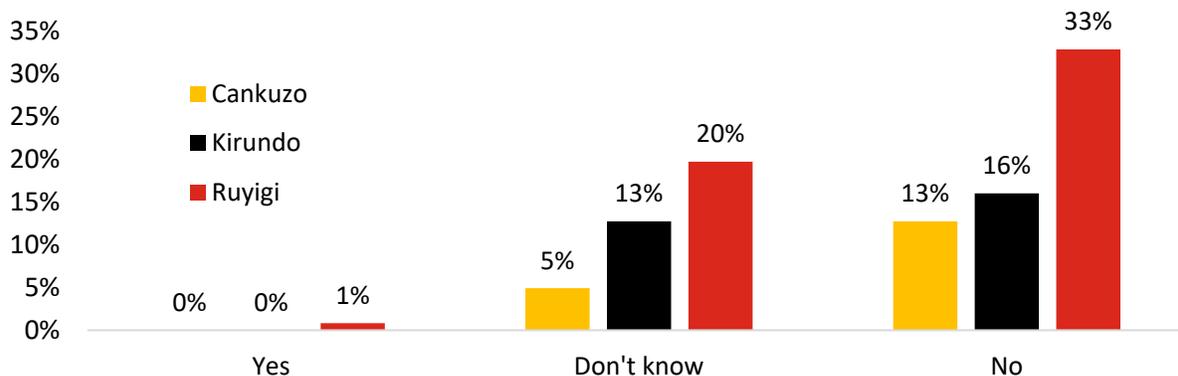
Chart 3: Reasons for not attending school



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In relation to school infrastructures, only 1% of respondents admitted that community schools have girl-appropriate sanitation and menstrual hygiene management facilities. Respondents view this lack of gender-sensitivity as hindrance to girls' attendance to school.

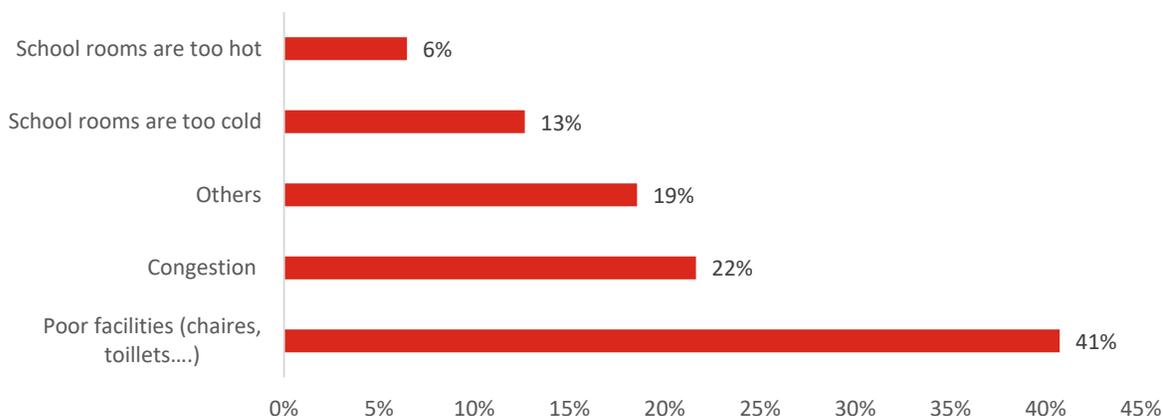
Chart 4: Availability of girls' Menstrual Hygiene Management rooms



The acute absence of girls' rooms is not only a barrier to girls' attendance to schools. It is also viewed by parents as a government's failure to support girls education and to provide quality learning environment in host communities. Gender blindness in school sanitation denotes an overall need to embed a gender sensitivity culture in education to further facilitate girls- and boys-friendly learning environment.

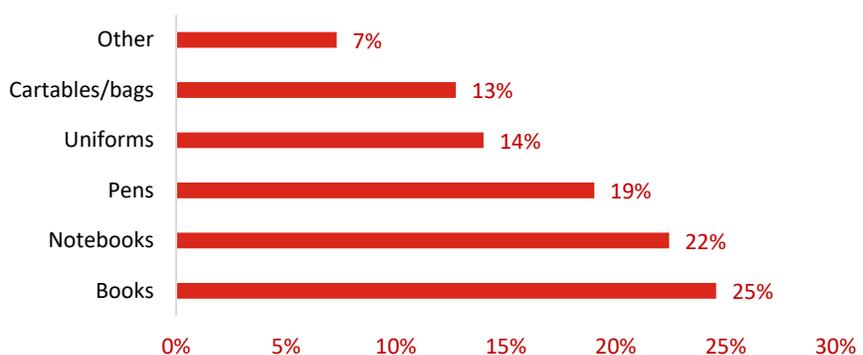
Worth noting, children reported poor school facilities (41%), class congestion (22%) and other key factors including poor teaching methods and teachers' innovations (19%) worsen school environment and decline their willingness to education.

Chart 5: Children comfort with school environment



The assessment found insufficient learning materials render child education poor and lead on poor school environment in emergency context of three provinces surveyed. It was found the majority of children live in poor households and cannot afford essential learning materials such as books, notebooks, pens, uniforms and bags make the burning needs to boost child education as depicted in the following chart 6.

Chart 6: Needs of learning materials at school



The data presented above shows that Burundi lags behind its neighbours as regards the level of primary school completion rate. The average primary completion rate for Eastern Africa stands at 78.23%, almost 20 points higher than in Burundi²⁹.

Pre-service teacher education still provides outdated programmes

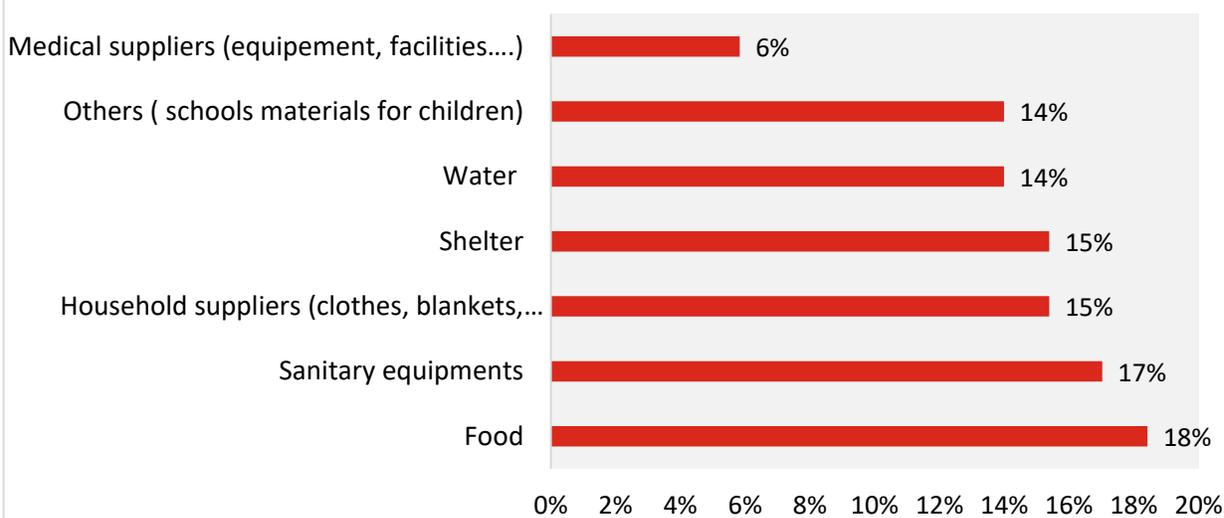
FGDs revealed that most teachers, qualified or not, are not satisfied with the content of the training they have received. The teachers interviewed consider the content and quantity of training as insufficient. They regret the lack of training opportunities in new disciplines, the brevity of training courses, and outdated training content that focus too much on theory rather than providing practical applications, etc. Further, there are no training courses for pre-school teachers. Teachers assigned to pre-schools are qualified for basic education. It is necessary to strengthen the continuous training of teachers, in particular through school networking and educational activities.

Economic hindrances, exacerbated by unmet needs in emergency, trigger school drop-outs

According to the KII results with heads of schools, economic hindrances (including lack of economic resources to purchase adequate school materials and uniforms for children, and teaching materials) contribute to increasingly indecent learning environment, which in turn, worsens drop-out among school-age children. The survey indicated that unmet needs in emergency context directly impact on school drop-out. The lack of food and sanitary equipments at home, inadequate household suppliers and poor shelters are among the most common hindrances to child quality of education. Economic pressure pushes many families to resort to harmful coping mechanisms, including but not limited to prostitution, banditry and child labour. This is further compounded by peer pressures among children.

²⁹ Global Economy (2022). Primary school completion rate in Africa. Source : https://www.theglobaleconomy.com/rankings/Primary_school_completion_rate/Africa/

Chart 7: Unmet needs in emergency context impact on school dropout

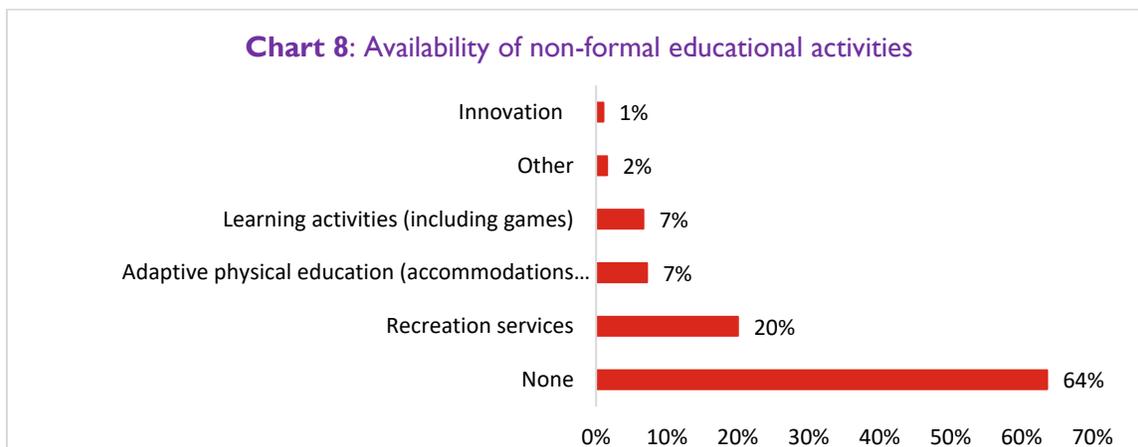


Need to increase child access to non-formal education opportunities

Parents reported that children have few non-formal education opportunities, such as access to youth centres and craft’s centre. Some international organisations, like *World Vision* and *Right to Play*, implement programmes to enhance children’s knowledge through non-formal education activities notably sport for development in the provinces targeted by the assessment. However, it was found that there are no craft centres in Mishiha and Butezi communities.

Chart 8 shows that 64% of children do not have any supplementary learning service in their communities, 20% have some recreation activities, and 7% have access to adaptive physical education. Existing non-formal education activities are provided by the government, some international organisations and local communities.

Chart 8: Availability of non-formal educational activities



This demonstrates the need for organising extra-curricular activities across the three provinces surveyed. Such activities are highly relevant to increase positive and holistic child and youth development, including

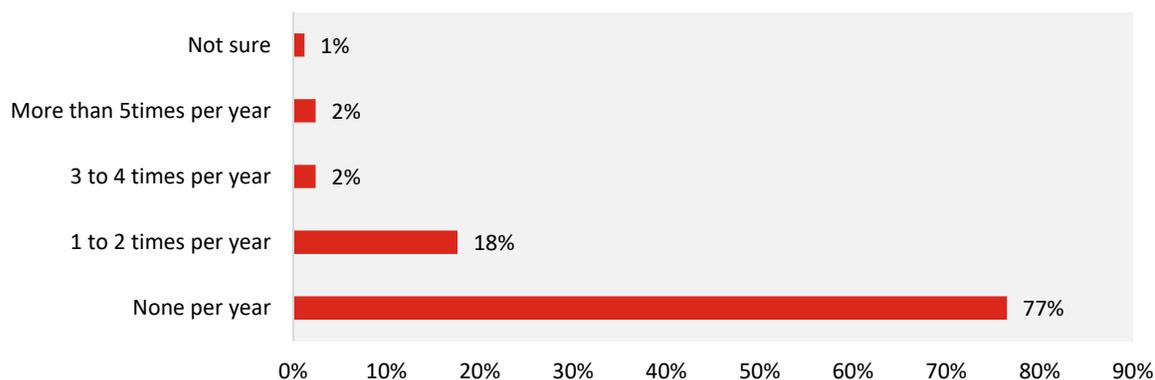
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cognitive, physical, emotional and intellectual development. Yet, the assessment found that provinces do not have clear policies and programmes to achieve those outcomes.

Need to train teachers in child protection

School administrators, teachers and other education personnel, were asked whether they had received any training on child protection and child rights, to be able to assist children in need. 77% of heads of schools and teachers have not attended any child protection training, 18% participated in one or two trainings, 2% of respondents said that they attend 3-4 times per year and 2% reported about attending more than 5 times per year.

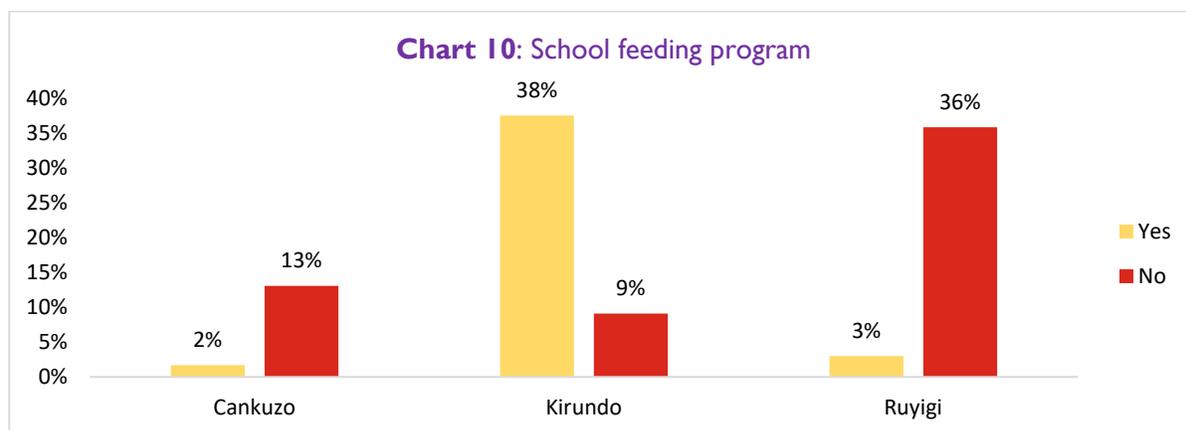
Chart 9: Level of teachers in attending child protection training



This can be directly analysed in parallel with another survey finding: Children revealed that corporal punishment is the most prevailing type of discipline utilised by teachers. There is a need of focusing on positive discipline and help teachers learn how to adopt more child-friendly alternatives to discipline learners at schools. This is a key contributor to creating positive school environments, in which children feel safe and can focus on their learning.

Lack of school feeding programme made schools non-child friendly settings in host communities

School Feeding programmes are implemented at low profile across all three provinces surveyed as described in the chart 10 below.



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School feeding coverage stands at 14.3% on average across the three surveyed provinces. Province officials reported that inadequate school feeding leads to inadequate school environment, and increase in drop-out rates among returnee and displaced children. Kirundo province has been supported by World Food Programme, and reports the highest percentage (38%) of schools providing nutritious meals to children at lunch time. Another key finding from the assessment is that parents demonstrate low engagement in supporting school feeding programming.

4.4. Overview of protection needs, gaps and barriers

Building social cohesion in host communities is required to ensure effective reintegration of IDPs and returnees, as well as responding to protection needs

It was found that host communities need to be supported in their resilience building efforts, in order to effectively ensure social cohesion. The deterioration of living conditions in host communities, as well as family separation (also due to secondary displacement), expose the most vulnerable individuals, including women, children and youth, and persons with disabilities to additional protection risks, such as survival sex, forced labour, trafficking and harmful coping mechanisms.

The most pressing protection needs include access to administrative documentation, including birth registration for children; medical care and psychosocial, legal and material assistance to survivors/witnesses of violence, abuse and exploitation. Livelihoods activities, i.e. access to diversified income generating activities, particularly for women and youth, would also contribute to reducing the use of harmful coping mechanisms by vulnerable households. For women at high risk of violence, as well as GBV survivors living in Burundi, safe housing is a critical gap due to the absence of national or communal safe havens to guarantee the physical integrity and provide these women and girls with mental health support interventions.

Legal aid support to returnees needed

KIs suggested that reinforcing the capacity, accountability and knowledge of justice actors, and increasing the availability of lawyers, legal aid support and Conseil des Notables systems, are required to support returnees obtain legal documents and land/property rights documents upon return and on due time.

Gap in availing civil affairs services at transit centres

Interviews with parents highlighted how the situation has forced large number of children and adolescents to leave their homes and start working, which puts them at an increased risk of sexual exploitation, abuse and trafficking. Additionally, the absence of civil affairs structures at transit centres, with the capacity to provide identification documents immediately upon return, remains a gap that is hampering children's access to basic social services, including access to health and education. The survey found that 54% of returnee households include at least one child with no birth certificate. Most returnee children hold, however, a notification of birth issued by health partners in Tanzania. This birth notification does not have the same legal standing as a birth certificate under either Tanzanian or Burundian law. The absence of a recognised birth certificate may create risks of statelessness, particularly when returnee children are born out of wedlock, or to parents of different nationalities.

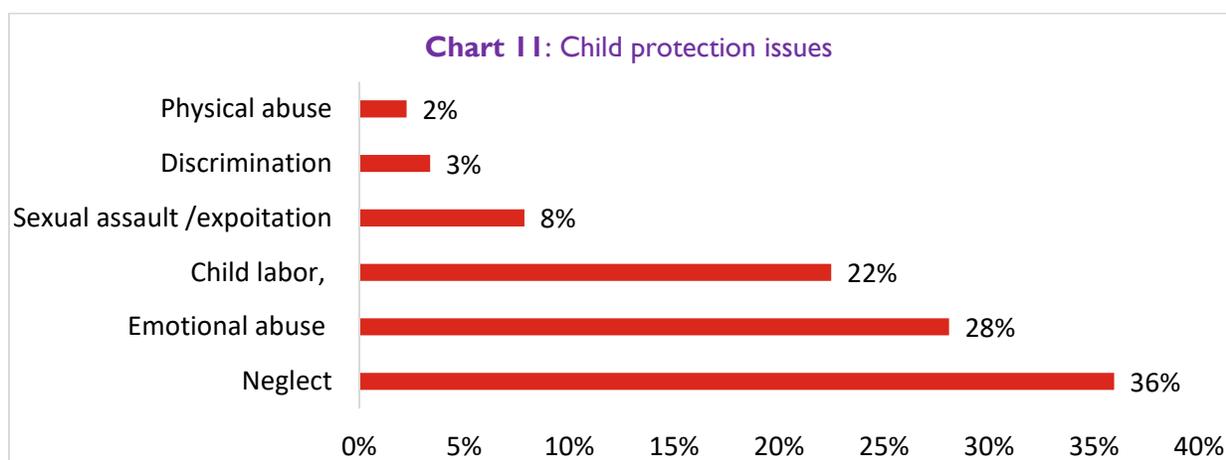
Gender-based violence is exacerbated by inadequate awareness on legal procedures, poor reporting and responsive services

Women and girls are likely to experience challenges and protection risks, such as GBV, as reported by parents' interviews. Intimate partner violence is believed to constitute the majority of GBV cases. It also contributes to inadequate parenting support for returning boys and girls, who often lack effective community support mechanisms and awareness of the legal procedures available to address these risks. The poor socio-economic situation exposes returning women and girls to increased risks of sexual abuse and exploitation. In parallel, access to regular GBV services can be a challenge for survivors due to lack of awareness of the mechanisms available to support survivors and combat sexual violence. Poor reporting of GBV cases, linked to social stigma and/or lack of access to survivor care services, means that limited reliable information is available on SGBV trends and patterns in the areas of return. Nevertheless, given the very precarious socio-economic conditions in return areas and evident protection challenges, risks of GBV exposure for women and girls must be mitigated.

Women and girls indicated not being promptly and properly counseled at the clinics and health facilities on their rights, and on ways to submit a criminal complaint against perpetrators, which reflects a critical gap in awareness and knowledge of legal redress mechanisms. This needs to be urgently addressed to mitigate the protection risks to which these women and girls may be exposed. Moreover, returnee women reported that they are frequently abandoned by their legal husbands or the de facto male partners upon return to Burundi. This scenario exposes returnee women to denial of resources, destitution and economic hardship, in addition to other protection risks.

Neglect and emotional abuse are the most prevailing protection issues that children face to

The assessment results enables to build a better understanding of common child protection risks in the three targeted provinces. Child neglect came out as the most common risk, stated by 36% of respondents, followed by psychosocial and emotional abuse (28%), child labour (22%), sexual assault/exploitation (8%), discrimination (3%) and physical abuse (2%).



When asked about the key reasons behind child neglect and emotional abuse, parents brought forward the pressing search for livelihoods, pushing caregivers to leave their children alone and unsupervised. A

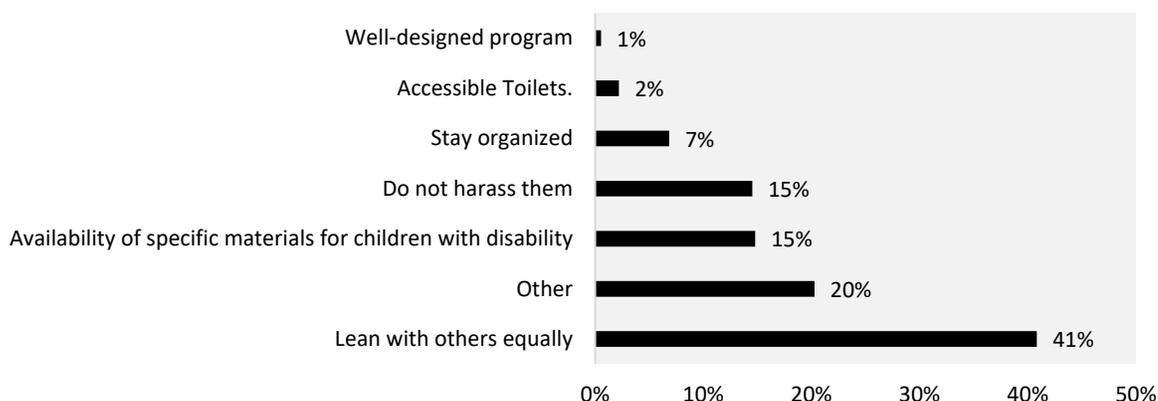
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significant number of children are cared for by their older siblings, especially young girls looking after their younger sisters and brothers, which also increases risks of school absenteeism and drop-out.

Low level of sensitivity to respond to the needs of children with disabilities

All children have the right to learn and develop in their schools and communities. Schools must support this objective and ensure that children with disabilities (CwD) have the same opportunities as other students. As shown in chart 12, 41% of CwD respondents state that they learn equally with others ; 20% are involved in school feeding programme ; Only 15% of CwD respondents said that there have access to specific learning materials, while 15% mention that they do not suffer from any type of harassment. The major gaps in providing disability-sensitive and responsive services in schools include the lack of appropriately designed education programmes and the unavailability of accessible toilets.

Chart 12: Respondents' sensitivity to respond to the needs of CwD at school



The above chart revealed the low level of sensitivity to respond to needs of children with disabilities among communities surveyed. This notably translates in inexistent CwD-friendly spaces, and scarce learning opportunities and materials for CwDs. Furthermore, more parents and teachers do not understand what could be the needs of CwD. Such insensitivity was observed at different levels of activities, infrastructures and materials from schools surveyed.

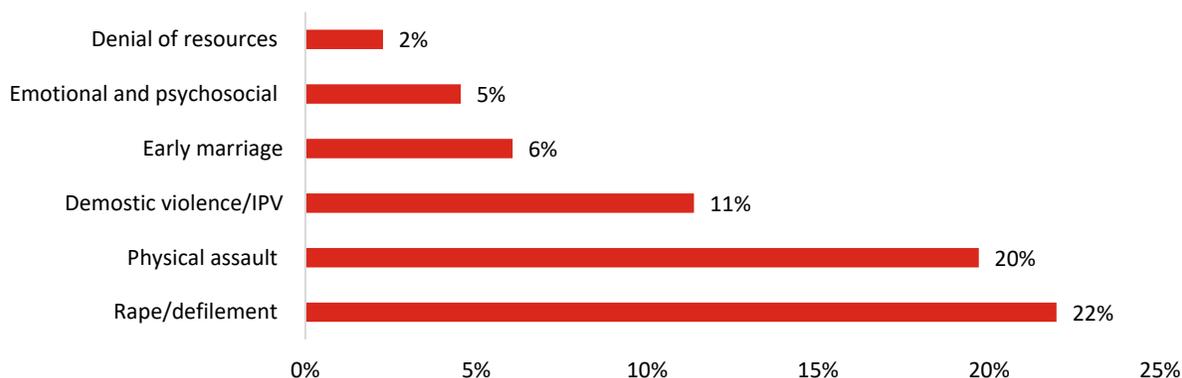
Need of offering child protection training to parents

Data collected showed that only 18% of parents and caregivers have attended the Positive Parenting and/ or PSS training sessions provided by organisation working on protection in Mahama and Nduta, when they were resettled in the camps. The survey showed that 82% of the parents did not participate in any child protection session whatsoever.

Adolescent girls aged 12-17 are less skilled at sexual reproductive health and risk early marriage

The assessment results revealed that, over the past 12 months, 22% of surveyed children faced GBV incidents; including rape, child defilement, physical abuse, and domestic violence. 6% of children under 18 were reported to be married.

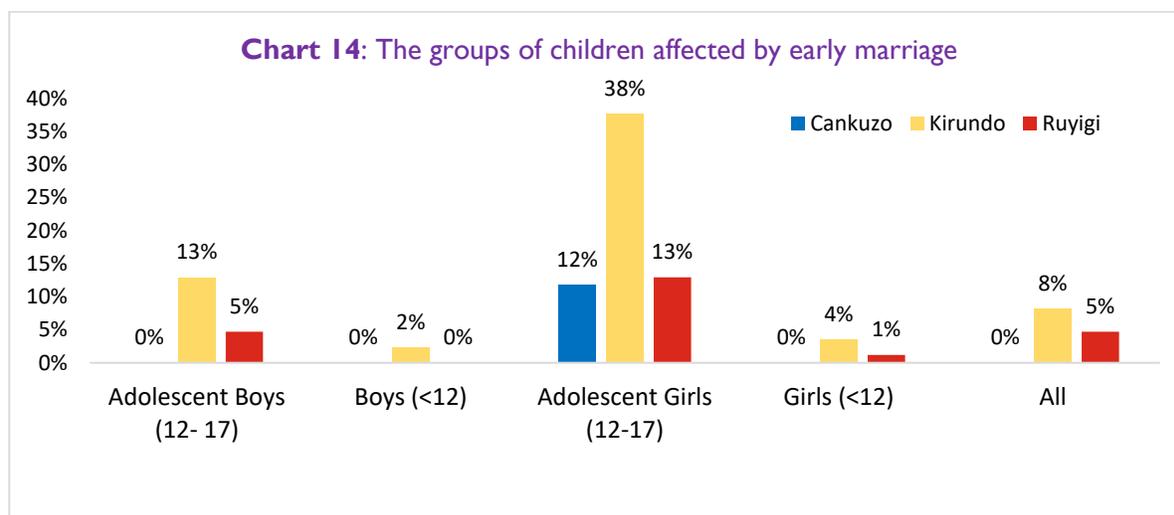
Chart 13: Types of GBV affecting children in past 12 months



During FGDs, participants confirmed that family poverty and child orphanage are core contributors to the incidence of GBV against children. Moreover, it was reported that the legal system at community level is not functioning and fails to punish perpetrators of GBV. While poor reporting of child GBV was noted, it was indicated that most of those GBV cases are solved amicably among parents.

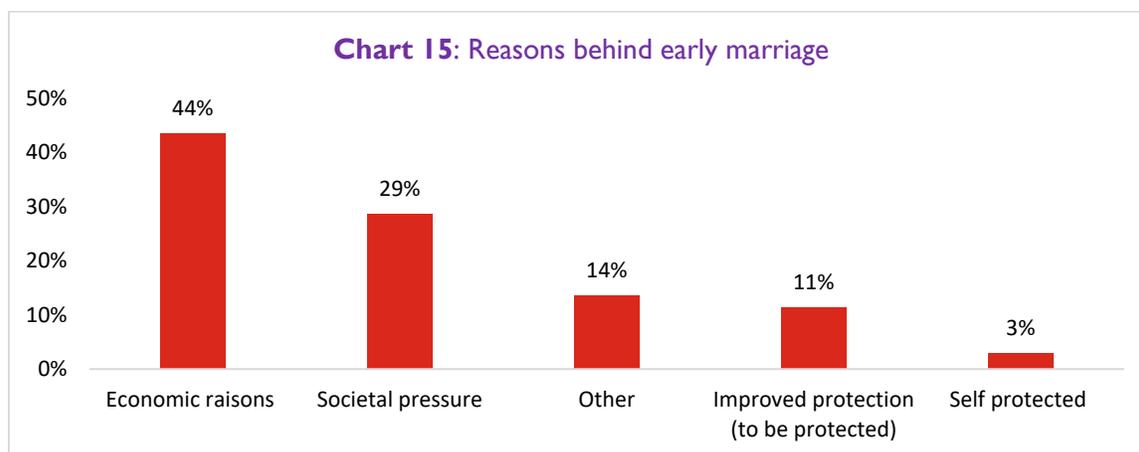
With regard to early child marriage, adolescent girls aged between 12-17 years old were found to be the most exposed to this risk. The highest rate of early marriage was recorded in Kirundo province (38%), followed by 13% in Ruyigi and 12% in Cankuzo.

Chart 14: The groups of children affected by early marriage



Adolescent girls aged between 12 and 17 are also the most exposed to early sex across the three provinces surveyed. Surprisingly, children from this age group reported they are not skilled at sexual reproductive health (SRH) and have not fully studied it in class.

Looking into the causes behind early child marriage, the assessment found that poor economic livelihoods of parents (reported by 44% of children) and societal pressures (reported by 29% of children) lead girls to get married at an early age.



With reference to chart 14, it was revealed that “other” causes behind early marriage include the existence of other young girls early married and this was supported by widow mothers and poor parents in search for any economic gains.

Insufficient coordination of community response mechanisms to child abuse

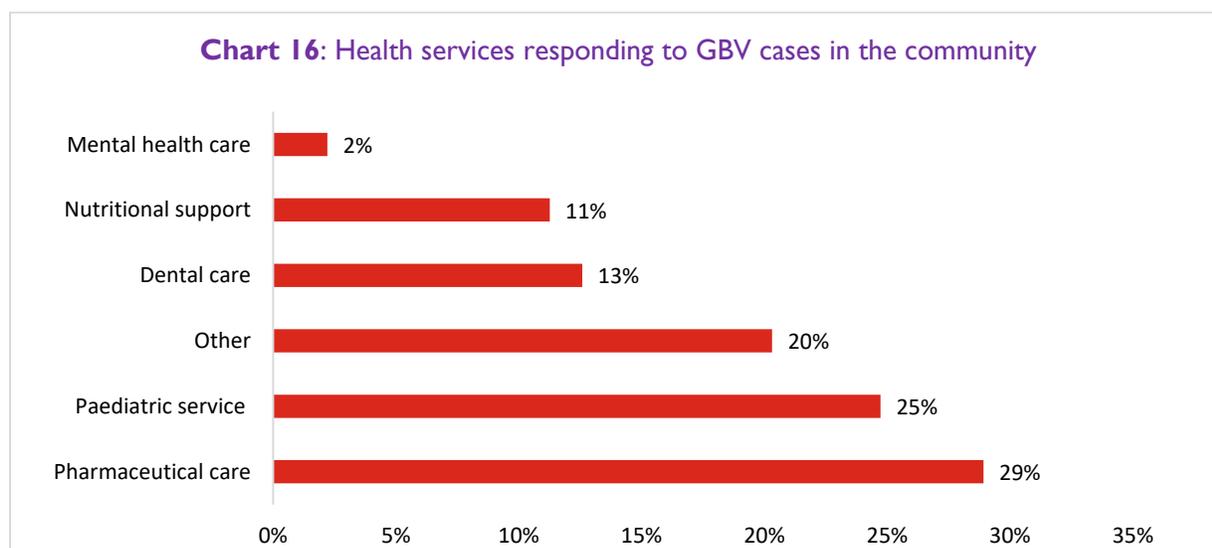
During FGDs, parents in Mishiha community of Cankuzo province flagged child protection concerns in their communities, such as children being forced to go and look for a job; and richer people taking advantage on young girls and boys. Respondents indicated knowing where to report any cases of child abuse. There are many state and non-state organisations, including Terre des Hommes, UN women, health centres, province administration, police, Child Protection Committee (CPE-committee de protection de L’Enfant) and Child Protection Association supporting child rights (Agateka k’abana banguka). However, the insufficient coordination of community response mechanisms was revealed among actors and stakeholders to child abuse.

Scarce child friendly GBV mental health-related services in communities surveyed

The assessment found scarce child friendly GBV health-related services. While mental health support is at the core of the services to GBV survivors, it was found that only 2% of child survivors have access to psychosocial support. The available services across three surveyed provinces cover a little rate of children including 29% of children capable of accessing to pharmaceutical care, 25% of them accessing to paediatric support and 20% of children accessing to other services notably legal aid and social services.

Across the three provinces surveyed, the assessment found that existing GBV health-related services are not child friendly. None of the health centres have adequate tools and facilities to provide child appropriate services, including psychosocial support to children victims of GBV.

Chart 16: Health services responding to GBV cases in the community



CONCLUSIONS AND RECOMMENDATIONS

The assessment was occasion of understanding needs, gaps and barriers in access and provision of education and protection services to children and adolescents, including the most vulnerable and marginalised ones in the context of emergencies including internal displacement and return. It was indicated that natural disasters are the driving emergencies hindering quality education and are behind mainly school dropout and absenteeism.

It was seen that emergencies decline child education and protection including especially impoverishing school infrastructures and environment, leading huge number of child abuse, poor health and education services as well as lack of coordination of interventions among actors in the context of emergencies in Burundi. In order to respond to the above concerns, needs, gaps and barriers, the assessment recommended the following:

Recommendations to development partners and donors:

- Support implementing agencies, like Save the Children, to influence decisions by the Ministry of Education for the development and implementation of a national policy for the reintegration of adolescent mothers into education systems;
- Contribute to boost education and protection in emergencies by supporting initiatives relevant to enhance quality education through gender and child protection sensitive school infrastructures and equipment as well as fast tracking teachers' capacity to deliver competency-based teaching.

Recommendations to government inclusive of provinces and communes surveyed

- Facilitate the creation and support to establish civil affair structures at transit centres to speed up child registration upon return

Recommendations to implementing agencies and actors, inclusive of local CSOs:

- Improve child access to services in emergency context through providing non-formal education opportunities, , psychosocial support and referral services for children victims of GBV, establishing child safeguarding mechanism at schools, legal aid to children in need of legal support and facilitating family reunification and alternative care arrangements;
- Enhance quality education in emergency context by delivering catch-up classes, remedial lessons and homework support to displaced and returned children, carrying out back to school campaigns involving local education actors and government education systems, empowering teachers and parents on minimum standards of education and protection of children in emergencies and education management;
- Strengthen ability of teachers and school administrators on competency-based curriculum, first aid and positive discipline in order to deliver age-appropriate teaching activities with conflict-, inclusion- and gender-sensitivity lenses;
- Improve gender sensitive school infrastructures inclusive of school facilities, teaching and learning aids, COVID-19 prevention kits and handwashing stands, sex segregated latrines and girls' rooms;
- Establish child friendly spaces, recreational interventions, sports for development initiatives, out-of-school literacy and numeracy activities, etc. that enable vulnerable children to explore their full educational and protection potentials, support their development and well-being, and foster their reintegration in host communities / communities of origin;
- Improve the synergy and coordination among education and protection actors to implement integrated responses, and establish a shared mechanism for measuring school retention and transition, especially in the context of the COVID-19 pandemic and related schools' closure.

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ANNEXES

Annex I. Consent Forms

Bonjour, je m'appelle..... Je travaille (agent de collecte des données) pour l'organisation SCI, une ONG qui travaille ici au Burundi. SCI est une organisation non gouvernementale qui travaille dans le domaine de l'enfance pour la protection des enfants Nous menons une évaluation des besoins afin d'évaluer la situation qui prévaut dans la communauté de cette commune en rapport avec les enfants surtout les rapatriés. Nous voudrions vous poser quelques questions en rapport avec les besoins des enfants pour leur protection mais aussi en rapport avec les violences basées sur le genre qu'ils peuvent subir. Sachez que la participation à cette entrevue est complètement volontaire, en outre, vous n'êtes pas obligé(e) de répondre à une question si vous ne le voulez pas, et vous pouvez interrompre l'entretien à tout instant. L'entretien durera environ 30 min. Toutes les informations que nous obtiendrons resteront strictement confidentielles et vos réponses ainsi que votre nom ne seront jamais révélés. Les informations de cette enquête seront utilisées pour des analyses au compte de SCI seulement et en faveur des enfants de cette communauté.

Avez-vous des questions pour moi?

Ai-je votre permission pour continuer l'entrevue?

1. Oui
2. No

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Annex 2. Assessment Questionnaires

2.1. Questionnaire for Adults

This needs assessment will be targeting Burundian returnees living in Ruyigi, Cankuzo, and Kirundo Provinces as key respondents.

SECTION 1: IBIRANGA NYENURUGO / DEMOGRAPHIC & HOUSEHOLD INFORMATION /

DH1: Provinsi/**Province name**

1. Cankuzo
2. Kirundo
3. Ruyigi

DH2.a: Commune

1. Mishiha
2. Butezi
3. Gisuru
4. Busoni
5. Bugabira

DH2.b: Zone

DH2.c: Collines

DH3: Igitsina /**Sex of respondent**

1. Male/Gabo
2. Female/Gore

DH4: Imyaka y'uwishura / **Age of respondent (Years)**

DH5.a: Etat civil /Marital Status

1. **Married**/Arubatse biciye mu mategeko/
2. **Single**/ celibataire
3. **Separated**/Yaravanye n'uwo bubakanye
4. **Divorced** / yarahukanye
5. **Widow** /umupfakare
6. **Widower** / umupfakazi

DH5.b Muri uru rugo hari abantu bangahe? /**How many people live in this household?**.....

Age	0-17	18-24	25-34	35-49	50-64	65-et plus
Males						
Females						

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DH.7. a. Ni abana bangahe bagendana ubumuga muri uy muryango/**Number of children with disability living in the same home.**

1. Umuhungu/**Boys**
2. Umukobwa/**Girls**

DH.8: Abana bagendana ubumuga bariga/ **Are the children with disability attending school?**

1. Ego/Yes
2. Oya/No
3. N/A

DH10: Bafise canke afise ubumuga ubuhe/**What kind of disability?**

1. Kutumva/**Hearing disability**
2. Ubumuga bwo ku mubiri/**Physical mobility**
3. Ubumuga bwo mumutwe/**Learning/cognitive disability**
4. Kutabona/**Vision disability**
5. Ibindi/**Other**

SECTION 2. EDUCATION

ED1. Ni abana bangahe bari mw'ishure/**How many school aged children currently enrolled in school?**

Age	3-5	6-12	14-17
Boys			
Girls			

ED.2: Abana bose bagiye kw'ishure mu gitondo bagenda baronse ico barya? /**Do all children who go to school in the morning have an opportunity to get a meal at home before going to school?**

1. Ego/**Yes**
2. Oya/**No**

ED3: Amashure bigako arafise inyubakwa zo kwakira abana bagendana ubumuga? /**Does the school infrastructure Support children with disability**

1. Ego/**Yes**
2. Oya/**No**

ED4.a: Amashure abana banyu bigako arafise programa yo kubagaburira/**Does the school(s) your children are attending have feeding programme?**

1. Ego/**Yes**
2. Oya/**No**

ED4.b Nimba ari Oya, ni kubera iki/**If No, why**

1. Imvo z'ubutunzi/**Economic reasons**

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2. Uwo mugambi ntibawitayeho/**Not interested by the programme**
3. Abana bafungura muhira iwabo/**Children ate in their homes**
4. Ibindi/**Others**

ED5.a Kubana mutunze ngaha munzu b'abakobwa bararonka ivyangombwa bijanye n'isuku /**Do girls get sanitary materials?**

1. Ego/Yes
2. Oya/No

ED5.b Nimba ari ego babikura hehe? /**If yes where do they get sanitary materials?**

1. Abavyeyi/**Parents**
2. Kw'ishure/**School**
3. Aravyigurira/**Herself**
4. Abagenzi/**Friends**
5. Ishirahamwe/**NGOs**
6. Ahandi/**Other**

ED6.a: Murashimishwa n'ivyo abana banyu baronswa muvuyi'indero kwishure? /**Are you satisfied with the services provided at the primary school?**

1. Ego/Yes
2. Oya/No

ED6.b: Nimba ari Oya ingorane zikeneye gutorerwa umuti n'izihe? /**If NO what are the problems which need to be addressed? (mention)**

1. Kwongereza Ibirasi/**increase classrooms**
2. Gufasha abana kugira batekane mu mutima/**Counselling for psychosocial stress**
3. Isuku n'isukura bibereye mu mashure/**Appropriate WASH facilities in schools**
4. Kuronswa abarimu banonosoye kwigisha neza/**Qualified teachers**
5. Ibikoresho mfashanyigisho/**Teaching and learning materials for students (including textbooks)**
6. Intebe n'ibindi vyo kwisharako/**School equipment (desks, chairs etc)**
7. Uburyo bwo guhamba abigisha/**Resources to pay teachers**
8. Inyigisho nkaburabwenge/**Teacher training**
9. Ibindi/**Other**

ED7: Abigisha barukurikirana abana baheba amashure canke bataja kw'ishure imisi yose? /**Do the teachers and other partners follow up on children who either drop out or do not attend regularly?**

1. Ego/Yes
2. Oya/No

ED8.a: Mwibaza ko abana b'abakobwa ko baronka amahigwe amwe n'abahungu muvuyo kwiga? /**Do you think girls are treated and given the same opportunities as boys in schools?**

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1. Ego/**Yes**
2. Oya/**No**

ED8.b: Nimba ari Oya ingorane ziri hehe? /**If no what is the gap between boys and girls in schools? (mention)**

ED9.a Mwibaza ko kwishure ari ikibanza abanyeshure b'ibitisa vyose bidagaduriramwo neza? /**Do you think the school is a safe place for both boys and girls?**

1. Ego/**Yes**
2. Oya/**No**

ED9.b Nimba ari Oya, kw'ishure hamerera neza abahungu canke abakobwa/**If No, is it LESS safe for girls or boys?**

1. Abahungu/**Boys**
2. Abakobwa/**Girls**

ED10: Ni izihe ngorane abana bagira bari kw'ishure? /**What are risks for children while at school**

1. Ingorane z'amagara/**Health risks**
2. Inyubakwa zimeze nabi? /**Unsafe buildings**
3. Gufatwa nabi bifatiye kugitsina? /**Being sexually abused or exploited**
4. Gufatwa nabi n'abigisha/**Canning by teachers**
5. Ibindi/**Others**

ED11.a: Hari ibirasi kwishure aho abana bigira mu ma shiting canke hanze? /**Are there classes in your children's school(s) that are in TEMPORARY structures (e.g. tents or outside)**

1. Ego/**Yes**
2. Oya/**No**
3. Ntavyo nzi/**Don't know**

ED11.b: Nimba ari ego, ivyo birasi bingane bingahe? /**If yes, how many of the classes are TEMPORARY structures (mention).....**

ED12: Hari ingingo zo kwirinda COVID-19 zishigwamungiro aho mubaye? /**Are there COVID 19 prevention measures in your community**

1. Ego/**Yes**
2. Oya/**No**

ED13: Ni vyaba ari Ego, ni nk'izihe? / **If yes, what are they? (TICK MULIPLE AS REQUIRED)**

1. Kutegerana/**Social distancing**
2. Gukaraba n'isabuni/**Handwashing**
3. Kwambara masike/**Wearing marks**
4. Kuja kurucanco/**Vaccination**
5. Ibindi/**Other**

SECTION 3. CHILD PROTECTION AND ADVOCACY

CPI: Murafise abana mureze? /**Do you have children that you take care of?**

1. Ego/**Yes**
2. Oya/**No**

CP2: Nimba ari vyo, n'izihe ngorane muhura mukurera abana? Mwozivuga? **If yes, what challenges do you face in raising them? Please mention**

1. Ingwara/ubumuga/**Sickness and disability**
2. Imvo z'uburyo bwo kubarera/**Economic reasons**
3. Guhohoterwa n'abandi bantu/**Any kind of abuse**
4. Ingwara/ubumuga/**Sickness and disability**
5. Inda z'indaro/**Pregnancy**
6. Ibindi/**Others**

CP3: Murafise ubushobozi bwo kuzitorera umuti? / **Do you have access to support to mitigate the mentioned challenges?**

1. Ego/**Yes**
2. Oya/**No**

CP5: Hoba hari ivyigwa bijanye n'ingene umuvyeyi yitaho umwana mwaronkejwe? / **Have you ever attended any parenting session or get psycho-social support?**

1. Ego/**Yes**
2. Oya/**No**

CP8: Mwibaza ibintu vyofasha abana kubaho neza ari nk'ibihe aha mubaye? /**What do you think are the most important needs that should be met to ensure that children are safe in this area?**

CP9.a: Hamwe ubonye umwana ari mu ngorane udashoboye gutorera inyishu urazi aho womutabariza? /**In case you find a child in risk environment that you cannot respond, do you know where to report?**

1. Ego/**Yes**
2. Oya/**No**

CP10: Mwovuga nk'ugwego canke ishirahamwe rifasha mugukingira abana aha mubaye? /**Mention any agency that deals with child protection in the host community?.....**

CP11.a: Abana mutunze barafise impapuro z'amavuka? /**Do the children in your care have birth certificates?**

1. Ego/**Yes**
2. Oya/**No**

SECTION 4. CROSS CUTTING ISSUES

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GD1: Murategera canke murazi ico arico amabi afatiye kugitsina / **Do you understand what is Gender Based Violence (GBV)**

1. Ego/**Yes**
2. Oya/**No**
99. Ntavyo nzi/**Don't Know**

GD3: Aha mubaye hari ivy'ihohoterwa Bihari? / **The violence is everywhere in your area/community?**

1. Ego/**Yes**
2. Oya/**No**
99. Ntavyo nzi/**Don't Know**

GD4: Hari ihohoterwa ry'abana woba warabonye canke wumvise muri aya mezi cumi n'abiri aheze? / **Have you witnessed any violent incidents your family and community in the past 12?**

1. Ego/**Yes**
2. Oya/**No**

GD.6.a: Hari umuntu uzi yagiriwe ihohoterwa ry'igitsina? / **Do you know any victim of sexual abuse?**

1. Ego/**Yes**
2. Oya/**No**

GD6.b: N'iyihe migwi y'abantu canke ibitsina bikarirwa n'ayo mabi? / **Which group or sex is the mostly victim of sexual abuse**

1. Abahungu/**Boys**
2. Abakobwa/**Girls**
3. Abagabo/**Men (adults)**
4. Abagore/**Women (adults)**
5. Abagabo bagendana ubumuga/**People with disabilities (Men)**
6. Abagore bagendana ubumuga/**People with disabilities (Women)**

GD7: Abakarigwa n'ayo mabi baba bafise nk'imyaka ingahe? / **Which age is mostly affected by sexual abuse?.....**

GD8: Aho mubaye muramenya aho mwokwitura iyo hagize uwushikirwa n'amabi afatiye kugitsina? / **In the community where you live, are you aware of the existence of community support organs/structures that support victims of violence?**

1. Ego/**Yes**
2. Oya/**No**
99. Ntavyo nzi/**Don't Know**

GD9: Ikibano gikora iki iyo habaye amabi afatiye kugitsina? / **What are the main community responses when GBV occurs?**

1. Ababikoze barashikirizwa inyamiramabi/**Perpetrator take to police**

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2. Ntagikorwa/**Cases usually not reported**
3. Bivugigwa mumuryango gusa/**Discuss as a family**
4. Baja guhanuza umumenyeshamana/**Taken to a religious leader**
5. Bishikirizwa abatwara umutumba/**Taken to village office/NPA – VAWC village committee**
6. Bishikirizwa abatwara amashirahamwe y'abagore/**Taken to the CBO/women group**

GD10: Abahohotewe barasaba ubufasha iyo babikorewe? /**Do survivors of GBV look for help when they experience violence?**

1. Ego/**Yes**
2. Oya/**No**
99. Ntavyo nzi/**Don't Know**

Murakoze/**Thank you**

2.2. Questionnaire for Children

This needs assessment will be targeting Burundian children returnees living in Ruyigi, Cankuzo, and Kirundo Provinces, children 7-17 years old considered as key respondents and children aged 3-6 their parents/guardians considered as key respondents

SECTION I: IBIRANGA UMWANA DEMOGRAPHIC & CHILD INFORMATIONS

DH1: Province/**Province name**

1. Cankuzo
2. Kirundo
3. Ruyigi

DH2: Ikibanza habereye ikiganiro/ **Place where interview conducted**

1. Kwishure/**At school**
2. Muhira/**At Home**

DH3: Igitsina c'uwishura/**Sex of respondent**

1. Gabo/**Male**
2. Gore/**Female**

DH4: Imyaka y'uwishura/ **Age of respondent (Years)**

1. 3-6 (repondant=**parent ou gardien**)
2. 7-17 (repondants=**children themselves**)

DH5: Urugero rw'amashure yize canke ishure agezemwo/ **Education level**

1. Imbere y'ayintango/**Nursery**
2. Amashure y'intango/**Primary**
3. Ay'isumbuye/**Secondary**

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4. Ayandi/Other

DH6.a: Hari ubumuga mugendana? /Do you have any kind of disability?

1. Ego/Yes
2. Oya/No

DH6b: Ari Ego n'ubumuga ubuhe/If yes, what kind of disability do you have?

1. Ubumuga bwo kumubiri/Physical disability
2. Ubumuga bwo mu mutwe/Mental disability
3. Ubundi/Others

DH7: Ni ibihe bisata vy'ubuvuzi ushobora kwivuzamwo? /What are health services do you have access? (Can select more than one service)

1. Kwivuzza ingwara zo mumutwe/Mental health care.
2. Ubuvuzi bw'amenyo/Dental care
3. Ubuvuzi bw'abana/Paediatric service
4. Ivyo gufungura neza/Nutritional support.
5. Ububiko bw'imiti/Pharmaceutical care
6. Ibindi/Other

DH8: Mbega ibintu bihari bibafasha mu guteza imbere ubwenge n'indero vyanyu bihari n'ibihe? /What are the education services do you have access? (Can select more than one service)

1. Kwidagadura/Recreation service
2. Kwiga/Learning
3. Kumenya bishasha/Innovation
4. Ivyo kugorora ingingo z'umubiri/Adaptive physical education (accommodations for gym class)
5. Ibindi/Other

SECTION 2: Indero y'abana/ EDUCATION

ED1.a: Hari ishure ry'ibanze riri aha kumutumba iwanyu/: Is there a school in your zone/colline?

1. Ego/Yes
2. Oya/No

ED1.b: Nimba ari ego hari amashure angahe kumutumba iwanyu? / If YES, how many schools?
.....

ED2: Kuva umwaka w'ishure utanguye wama uja kwishure? /Since the beginning of the school year, have you been going to school?

1. Ego/Yes
2. Oya/No

ED3: Ari Oya ni kuki utagiye kw'ishure kandi Atari mu buruhuko? / If no, why didn't you go to school when it was not vacation or holidays?

1. Naringwaye? /I was sick

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2. Nari ngwaje incuti/**I had to care for a sick relative**
3. Nategerezwa gukora kubw'ubuzima bwanje/**I had to work for my living**
4. Nari nagiyeye kuraba umunyamuryango canke umugenzi ahandi hantu?/**I had to go and stay with family/friends in another area**
5. Nafashwe nabi mw'ishure/**I am mistreated in school**
6. Natwaye inda/**I was pregnant**
7. Sinashatse kuja kwiga/**I did not want to go**
8. Ishure riri kure/**The school is too far**
9. Nta bikoresho vy'ishure nfishure/**Ishure riri kure/The school is too far**
10. Nari nabuze ibikoresho vy'ishure/**The school did not open**
11. Ibindi/**Other**

ED4: Birakworohera kuja kwishure?/**Is it safe for you to go to school?**

1. Ego/**Yes**
2. Oya/**No**

ED5.a: Niyaba ari Oya, intambanyi ufise ni izihe? /**If your answer is No what makes you not to feel safe?**

1. Ngira ubwoba bw'amashamba munzira ija kw'ishure/ **Bushes-Forest along the way to school**
2. Gutinya abantu bongirira nabi mu nzira nja kwishure/**Threats of people on the way to school**
3. Ndatinya ibikoko/**Dangerous animals**
4. Ibindi bintu/**Others**

ED5.b Niyaba ari gutinya icokugirira nabi mu nzira canke kugirirwa nabi mu nzira, bibaye urazi aho wotabaza? /**In case of danger on your way to school or danger of abuse, do you know where to report?**

1. Ego/**Yes**
2. Oya/**No**

ED5.c: Ari ego wobivuga hehe canke wotabaza hehe? /**If yes where do you report?**
.....

ED6.a Niwaba wiga ikirasi mwigamwo kimeze neza? / **Is your classroom comfortable for you to study?**

1. Ego/**Yes**
2. Oya/**No**

ED6. b Niyaba ari Oya ni kuberiki kitabereye kuri wewe? /**If No, why is it not comfortable for you?**

1. Tugisangira n'abandi/**Congestion**
2. Harakanye/**Too cold**
3. Harashushe/**Hot**
4. Ibikoresho bike nk'intebe zokwandikirako, intebe zo kwicarako/**Poor facilities like desks, chairs**
5. ibindi/**Others**

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ED6.c Murakina kwishure/ **Do you play games/sports at school?**

1. Ego/**Yes**
2. Oya/**No**

ED6.d Niyaba ari Ego n'izihe nkino mukina kwishure? / **If yes what kind of games and sports do you play?**

ED7.a: Hariho ahantu munywa amazi iyo munyotewe? /**Do you have a place where you can go and take water within the school when you feel thirsty?**

1. Ego/**Yes**
2. Oya/**No**

ED7.b: Nimba ari Ego, munywa amazi avuye hehe? /**If Yes, please mention the source of Water**

1. Kuri robine yo kwishure/**Water inside the school**
2. Ayo tureka / **Water from roof**
3. Ayo tuja kuvoma kw'ivomo hanze y'ishure/**Source a l'exterieur de l'ecole**
4. ahandi/**Other**

ED7.c: Kwishure iwanyu hari ubwiherero bw'abakobwa nkiyo bari mu butinyanka? **In your school, are there girls' corner/ Menstrual Hygiene Management (MHM) rooms?**

1. Ego/**Yes**
2. Oya/**No**
99. Ntavyo nzi/**Don't know**

ED7.d: Niyaba ari oya abakobwa baca bayifitamwo gute aha kwishure iwanyu? / **If no what is the practice/adaptation plan for girls who experience menstrual period while in school?**

ED7.e Mu gatondo imbere yo kuja kwishure murafungura? /**Do you eat a meal before going to school in the morning?**

1. Ego/**Yes**
2. Oya/**No**

ED7.f Niyaba ari Oya, imvo ni izihe? /**If no what are the reasons?**
.....

ED8.a: Kwishure ibikoresho vy'ishure biriho bikwiye (Ibitabo, ibitabo vy'imyimenyenrezo, ama crayons, amakaramu n'ibindi)? Are school learning materials (textbooks, exercise books and pencils/pens etc.) available in school? shure ibikoresho vy'ishure biriho bikwiye (Ibitabo, ibitabo vy'imyimenyenrezo, ama crayons, amakaramu n'ibindi) ?Are school learning materials (textbooks, exercise books and pencils/pens etc.) available in school?

1. Ego/**Yes**
2. Oya/**No**

D8 .c: N'ibihe bikoresho vy'ishure bihari mwishure iwanyu? /**Which learning materials are available in your class? (mention)**

1. Ibitabu/**Books**

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2. Ingwa/Chalks
3. Ibindi/Others

ED8.d: Hari ibikoresho vy'ishure wifuza ko vyoba bihari mw'ishure iwanyu? /**Are there any learning materials you wish to be available in your school?**

D8. d: Hari ibikoresho vy'ishure wifuza ko vyoba bihari mw'ishure iwanyu?/**Are there any learning materials you wish to be available in your school?**

1. Imashini/computers
2. Ibitabu/Books
3. Ingwa/Chalks
4. Ibindi/Others

ED9: Kuri wewe, abavyeyi bawe canke abo mu kibano baritaho ibikorwa bibaraba? /**Do your parents/members of the community engaged in school activities?**

1. Ego/**Yes**
2. Oya/**No**

ED11: Hariho utuzu twa sugwumwe n'ubukarabiro kw'ishure iwanyu? **Are toilets and handwashing facilities available at school (with water and soap)**

1. Ego/**Yes**
2. Oya/**No**

ED12: Iyo kwikingira COVID-19 birakorwa kw'ishure iwanyu? / **Are COVID 19 prevention measures putted in place in your school**

1. Ego/**Yes**
2. Oya/**No**

ED13: Nimba arivyo nibihe/**If yes, what are they? (TICK MULIPLE AS REQUIRED)**

1. Kutegerana/**Social distancing**
2. Gukaraba/**Handwashing**
3. Kwambara agafuka munwa/**Wearing marks**
4. Kwicandagisha/**Vaccination**
5. Ibindi/**Other**

ED14: Abana bagendana ubumuga bafatwa gute kw'ishure iwanyu? /**How children with disabilities are treated in your school**

1. Bariga co kimwe n'abandi/**Lean with others equally**
2. Ubwihereho bashobora gushikamwo neza/**Accessible Toilets.**
3. Baratunganirijwe neza/**Stay organised**
4. Ntawubahohotera/**Do not harass them**
5. Imigambi iteguwe neza/**Well-designed programme**
6. Hari ibikoresho abana bagendana ubumuga bakeneye/**Availability of specific materials for children with disability**
7. Ibindi/**Other**

SECTION 3: GUKINGIRA ABANA/CHILD PROTECTION

CPI.a: Ubana n'abavyeyi bawe/**Do you live with your parents?**

1. Ego/**Yes**
2. Oya/**No**

CPI.b: Nimba ari Oya, ubana nande? / **If No, whom do you live with?**

1. Incuti, Data wacu canke Marume, Sogokuru canke ngogokuru etc...) /**Relatives**
2. Abandeze Atari abavyeyi/**Foster parents**
3. Abandi/**Other**

CP2: Ninde ari umukuru w'umuryango iwanyu? /**Who is the head of household?**

1. Data/**Father**
2. Mawe **Mother**
3. Sogokuru/Nyogokuru/**Grandparents (Male or female)**
4. Jewe nyene/**Myself**
5. Mushikanje/**Sister**
6. Muvyaranje/**Cousin**
7. Mwene wacu/**Brother**
8. Uwundi/**Other**

CP3.a: uriyumva neza iyo uri muhira/ **Do you feel safe at home?**

1. Ego/**Yes**
2. Oya/**No**

CP4.b: Nimba ari Oya, ingorane ugira n'izihe mu buzima bwa misi yose? / **If no, what protection concern do you face?**

1. Gukubagurwa ku mubiri/**Physical abuse**
2. Kutitabwaho/Neglect
3. Gukubagurwa mubijanye n'igitsina/**Sexual abuse**
4. Kutameregwa neza ku mutima/**Emotional**
5. Gukumirwa/**Discrimination**
6. Ibindi/**Other**

CP5.a Woba waravuye aha muhira uja ahandi hantu? /**Have you ever gone out of you Colline?**

1. Ego/**Yes**
2. Oya/**No**

CP5.b: Nimba arivyo, vyari vyavuye kuki? /**If yes, for what purpose?**

1. Nari ngiye kuramukanya/Family
2. Kwivuza/medical visit
3. kumashure ari kure/schooling
4. Gusenga/religion
5. Gukora akazi/Work/casual labour

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CP5.c: Nimba warugiye gukora akazi wagiye amaja hehe? /If **WORK**, in which places have you gone? (Can choose more than one response),

1. Muri iyi ntara/**Within the province**
2. Mu ntara yindi/**Outside the province**
3. Inyuma y'igihugu/**Outside the country**

CP5.d: Wahavuye ugaruka gute ahuba? / **How did you manage to come back to your zone/Colline?**

1. Narizanye/**On my own**
2. Naronse ubufasha/**Rescue programme**
3. Ibindi/**Other(specify)**

CP5. e Ninde yari yagufashije kuja gukora ako kazi? /**Who facilitated your visit outside the Colline for work/casual labour**

1. Abavyeyi/Parents
2. Incuti/**Relatives**
3. Abandeze atari abvyeyi/**Foster parents**
4. Urunganwe/Peers
5. Nabonye hari ivyo nkeneye/**Individual needs**
6. Umuntu abijejwe/**Agent**
7. Abandi/**Others**

CP6.a: Hari ibindi bikorwa ujamwo bitakumerera neza? / **Do you involve yourself in other types of work that you feel uncomfortable/abused?**

1. Ego/Yes
2. Oya/No

CP6.b: Niyaba ari ego, wobitubwira? /If yes, mention such work (Can select more than one)

1. Kudandaza umubiri/**Commercial sex**
2. Ibikorwa vyo mu mirima/**Farm work**
3. Gukora mu mihana/**Domestic labour**
4. Kwikorera ibintu, ibidandazwa/**Transporting goods**
5. Gusenya/**Collecting firewood**
6. Kuragira/**Grazing cattle**
7. Ibindi/**Other**

CP7: Inzu yanyu imeze gute? / **How is your housing condition**

1. Tuyibamwo turi benshi/**Overcrowded**
2. Hari umwanda/**Hygienically poor**
3. Harabayabaye/**Moderate**
4. Ibindi/**Others**

CP8: Iyo ufashwe nabi ubivuga hehe? /**When you face abuse/exploitation where do you report?** (Can choose more than one response)

1. Ku bavyeyi banje/**Biological parents**
2. Ku ncuti/**Relatives**

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3. Ku bandeze Atari abavyeyi/**Foster parents**
4. Mu butegezi/**Government entities**
5. Mu mashirahamwe nka (**SCI, IRC,**)
6. Amashirahamwe yo ngaha iwacu/**Non-government agencies (SCI, IRC, Local organisations,)**
7. Ibisata vya leta (CDFC, Igipolisi, Ubutungane) /**Government agencies (CDFC, POLICE, Justice)**
8. Ahandi/**Other**

CP9.a: Urigera wumva ivyo amagara ajanye n'irondoka ku rwaruka? /**Have you ever heard about Adolescent Sexual Reproductive Health? (Applicable for 13yrs and above)**

1. Ego/**Yes**
2. Oya/**No**

CP9.b: Niyaba ari Ego, wavyumvise hehe? /**If yes, where did you hear such knowledge?**

1. Mumboneza tubana/ **Community leaders**
2. Amashirahamwe yo ngaha/**National organisations CDFC/CDFC**
3. Ama poroje akorera ngaha/**Project implemented in my area**
4. Ibinyamakuru/**Media**
5. Ahandi/**Other**

CPI0.a Hari aho wumva ushavuye, umenga warahebwe akanya katari gato? /**Do you feel sad/rejected for prolonged period of times?**

1. Ego/**Yes**
2. Oya/**No**

CPI0.b: Nimba ari Ego, bitegwa n'ibiki? **If yes, what makes you feel sad/rejected?**

1. Kubera nigeze guhohoterwa/**Previous experiences of abuses**
2. Kubera ubufasha butameze neza/**Inadequate support**
3. Gufatwa nabi/**Bad treatment**
4. Ibindi/**Other**

CPI 1: Ukora iki kugira utsinde ukwo kutamererwa neza? /**What do you do to overcome your stress?**

1. Abavyeyi barabimfashamwo/**Get support from parents/caregiver**
2. Kubibwira abagenzi /**Talk to best friend**
3. Nca nja gukina/**Go to play**
4. Nca ndabibwira abo muri leta/**Report to government entities (.....)**
5. Ibindi/**Other**

CPI2 None urashimishwa n'ingene ugerageza kwiyambura ibigutera kutamererwa neza? / **Are you satisfied with the way you are taking to overcome that feelings stress?**

1. Ego/**Yes**
2. Oya/**No**

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CPI3: Hari ibintu vyofasha abana (ububiko bw'ibitabu, aho gukinira etc...) wifuza ko vyoboneka aha ku mutumba iwanyu? / **Is there a service you would like to be brought to your Colline? (E.g., library, playing centres, theatre, etc.)**

Murakoze/**Thank you**

2.3. Questionnaires for Key Informants

SECTION 1: DEMOGRAPHIC OF KEY INFORMANTS

Province/**Province name**

4. Cankuzo
5. Kirundo
6. Ruyigi

Commune

1. Butezi
2. Busoni
3. Gisuru
4. Mishiha
5. Bugabira

SECTION 2: INDERO/EDUCATION

ED1: Hari abana bageze kwiga yoba yaraheye kwiga? Ari ego bandanya ikibazo gikurikira/Have any of the children of school-going age dropped out of school? (If Yes, answer the next question)

1. Ego/Yes
2. Oya/No

ED3: Abana bakunda guheba ishure bari mu mwaka wa kangahe? / **In which class do the children mostly drop out of school?**

ED4.a Hari umwana uzi yoba yaraheye ishure? / **Do you know of any child who dropped school?**

1. Ego/Yes
2. Oya/No

ED5.a: Hari uburyo bwo guhagarika abana baheba ishure mufise? /**Do you have any mechanism for tracking out-of-school children?**

1. Ego/Yes

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2. Oya/No

ED5.b: Nimba ari Ego, mwobisigura? **If Yes, then specify**

1. Kubafungurira/**Food programme**
2. Kubaha ibikoresho vy'ishure/**School kits**
3. Kubaha aho barara/**boarding school**
4. Ibindi/**Other**

ED6.a: Aha mubaye, abana bigira he? **/Where the schools are organised?**

1. Mu mashure asanzwe yubatse mu buryo dusanzwe tuzi? **/In traditional school building**
2. Mu birasi vy'imfatakibanza (tentes-shiting etc), **in temporary learning space (tent, outdoor, etc)**

ED6.b: Abigisha barakwiye bakoresha integuro yo kwigisha y'Igihugu? **/Are there enough teachers to teach using the Burundian curriculum?**

1. Ego/**Yes**
2. Oya/**No**

ED7 a: Ni abanyeshure bangahe bakoze ikibazo co guheza amashure yisumbuye aha mubaye (2020) Fondamentare/Fondamental? **How many children in the community sat for their final/national exams held last year (2020)**

ED7 b: Ni abanyeshure bangahe bakoze ikibazo co guheza amashure yisumbuye aha mubaye (2020) post fondamental/Post fondamental? **How many children in the community sat for their final/national exams held last year (2020)**

ED8: Abanyeshure batoye gute ivyo bibazo? / **How was the performance of the pupils in the last national exams?**

1. Neza cane/**Much better**
2. Neza/**Better**
3. Nabi/**Worse**
4. Nabi cane/**Much worse**
5. Bibayabaye/The same/neutral

ED9: Ninde afasha gusahiriza abigisha kugira bigishe neza? **/Who is providing teachers' salaries/allowances in the community? (select all that apply)**

1. Amashirahamwe y'abagiraneza/**NGO**
2. Izindi nzego z'ubutware bwo ngaha/**Other local Authority**
3. Umugiraneza kugatwe kiwe/**Individual Benefactor**
4. Abaserukira Leta ngaha/**Government Local settlement management**
5. Ntaco ndabiziko/**Don't know**
6. Sinifuza kucishurako/**Unwilling to answer**
7. Ibindi/**Other**

ED10: Ni ibice bingaha kwijana vyabigisha baronse inyigisho zo gutezimbere ubumenyi mu mwaka uheze? Tanga igitigiri/ **What percentage of education personnel have received professional**

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development training in the past school year? Please provide your best estimate. (select one)/ Question requires (How many are there teachers)

Nta numwe/None 0%

1. 1 - 25%
2. 26 - 50%
3. 51 - 75%
4. 76 - 99%
5. Bose All 100%
6. Ntavyonzi
1. Don't know

SECTION 3: GUKINGIRA ABANA/CHILD PROTECTION

CP1: Mu mwaka w'ishure uheze mwize ibijanye no gukingira abana kangahe? /How many times do you attend child protection (CP) training organised by NGO?

2. Akarenga gatanu/**More than 5 times per year**
3. 3 canke 4 ku mwaka/**3 to 4 times per year**
4. 1 canke 2 / **1 to 2 times per year**
5. Nta narimwe muri uy mwaka/**None per year**
6. Ntavyo mbona neza/**Not sure**

CP2: Ugereranije umaze kwumva abana bangahe bakorewe amabi kundwi? / **By estimation, how many CP cases do you heard in your community per week?.....**

CP3: Wovuga ingorane zishikira abana uzi ngaha ubaye? /**Can you mention most CP concerns that you normally heard in your community?**

1. Kutitaho abana/**Neglect**
2. Gukoresha abana/**Child labour**
3. Gufata kunguvu/**Sexual harassment**
4. Guheba ishure/**School dropout**
5. Gukubagurwa/**Physical abuse**
6. Ihohotera rishingiye imvamutima/**Emotional abuse**
7. Ibindi/**Others**

CP4: Woba uzi neza aho wotabariza umwana afise ingorane ?/ Are you aware of referral pathway in your community?*

1. Ego/**Yes**
2. Oya/**No**

CP5: Hari inyigisho zijanye nivyho gukingira abana urigishwa n'amashirahamwe abijejwe? /Have you ever attended joint training with NGO working in your community?

1. Ego/**Yes**
2. Oya/**No**

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CP6: Ibintu woba ukoresha mugukwirikirana ingene abana boshobora gufatwa nabi canke ivyo ukoresha mu kubatabariza birahuye n'ivyo umwana aba yifuza? /**Is your working tool (identification and referral form) friendly for use?**

1. Ego/**Yes**
2. Oya/**No**

CP7: Urumva ushoboye gufasha umwana agutuye ingorane? /**Do you feel capable to manage your cases that come to you?**

1. Ego/**Yes**
2. Oya/**No**

CP8: Aho ubaye abantu barazi ivyo ukora ku neza y'abana? /**Urumva wisanze muvyo ukora aha mu kibano Do you feel recognised in the community?**

1. Ego/**Yes**
2. Oya/**No**

CP9: Ni izihe ngorane zivugwa ngaha mu kibano iwanyu mu bijanye n'ubuzima bw'abana? **What are the often-reported issues/problems in the collective centres in your community? (select all that apply)**

1. Gufatwa kunguvu no gukubagurwa/**Violence and harassments**
2. Gukumirwa/**Discrimination**
3. Kutagira aho barara canke bogera/**Privacy in sleeping or bathing areas**
4. Isuku n'isukura/**Sanitation and hygiene**
5. Uburaro bubi/**Shelter is in poor condition**
6. Uburaro bumeze nabi /**Shelter is unsafe**
7. Aho umwana aba hatu/**Not enough space /overcrowding**
8. Utuzu twisuku tudakwiye/**Not enough sanitation facilities**
9. Umuyagankuba udakwiye/**Not enough electricity**
10. Amazi adakwiye/**Not enough water**
11. Aho baba hakanye/ **Not enough hotness/heat**
12. Ntangorane mbona/**No problems**
13. Ibindi/**Other**

CPI0: Vuga ingorane zitatu nyamukuru abantu baba mumakambi yabateshwejwe izabo bagira/**What were the three biggest problems that people living in planned transit centres and informal settlements faced? (select three)**

1. Gufatwa kunguvu no gukubagurwa/ **Violence and harassments**
2. Gukumirwa/**Discrimination**
3. Kutagira aho barara canke bogera/**Privacy in sleeping or bathing areas**
4. Isuku n'isukura/**Sanitation and hygiene**
5. Uburaro bubi/**Shelter is in poor condition**
6. Uburaro bumeze nabi /**Shelter is unsafe**
7. Aho umwana aba hatu/**Not enough space / overcrowding**
8. Utuzu twisuku tudakwiye/**Not enough sanitation facilities**
9. udakwiye/**Not enough electricity**

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10. Amazi adakwiye/**Not enough water**
11. Aho baba hakanye/**Not enough hotness/heat**
12. Ntangorane mbona/**No problems**
13. Ibindi/**Other**
99. Ntavyo nzi/**Don't know**

CPI 1: Ni umugwi uwuhe w'abantu utegwa ibibazo no kugira ubugeni kare cane? /**What is the group that is affected much by Early Marriage?**

1. Abahungu bato (12-17)/**Adolescent Boys (12- 17)**
2. Abakobwa bato (12-17) /**Adolescent Girls (12-17)**
3. Abahungu bato gose (<12)/**Boys (<12)**
4. Abakobwa bato gose (<12)/**Girls (<12)**
5. Abandi/**Other**

CPI2: Iyo habaye ubugeni bw'abana bakiri bato biba vyatewe n'iki? / **If early marriage was identified for girls or adolescent girls, what are possible reasons for early marriage.**

1. Imvo z'uburyo/**Economic reasons/need**
2. Abantu boshya uwo muyabaga/**Societal pressure**
3. Kugira aronke uwumukingira/**Improve protection**
4. Kwikingira gukoreshwa/**Prevent recruitment**
5. Ibindi/**Other (specify)**

CPI3: Ni uyuhe mugwi w'abana utegwa ibibazo nivyogukoresha abana canke kubafata nabi? **What is the group that is affected mostly in Child labour/exploitation?**

1. Abahungu bato (12-17)/**Adolescent Boys (12- 17)**
2. Abakobwa bato (12-17) /**Adolescent Girls (12-17)**
3. Abahungu bato gose (<12)/**Boys (<12)**
4. Abakobwa bato gose (<12)/**Boys (<12)**
5. Bose/**All**

CPI5: Mwibaza ko ivyogukoresha abana canke kubafata nabi biva kuki? /**What do you think are the reasons for Child labour/exploitation?**

1. Ubukene/**Economic reasons**
2. Gufatwa nabi / **Neglect**
3. Ibindi/**Others**

CPI6: Ni uyuhe mugwi uhohoterwa cane gusamba abandi mubijanye n'amabi afitiye kugitsina? / **What is the group that is affected mostly by Sexual Harassment?**

1. Abagabo/**Men**
2. Abagore/**Women**
3. Abayabaga b'abahungu (12- 17) /**Adolescent Boys (12- 17)**
4. Abayabaga b'abakobwa (12-17) /**Adolescent Girls (12- 17)**
5. Abahungu/**Boys (<12)**
6. Abakobwa/**Girls (<12)**
7. Bose/**All**

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CPI7: Mwibaza ko ihohoterwa rifatiye ku gitsina riva kuki? / **What do you think are the reasons for Sexual Harassment?**

1. Imvo z'ubukene/**Economic reasons**
2. Situation de vulnerabilite/**Vulnerability**
3. Ibijanye n'imigenzo n'ivyo abantu bemera/**social norms**
4. Ibindi/**Others**

CPI8: Hari abantu aha mubaye baba ahantu hadasakaye? / **Are there people in your community living in open areas?**

1. Ego/**Yes**
2. Oya/**No**

CPI9: Murazi ibituma abantu aho mubaye baba ahantu hadasakaye? / **What are the main reasons people have been living in open areas? (select all that apply)**

1. Ntibabona ukundi babigira/ntahandi boja/**There are no other options**
2. Bashikiye aho kandi ikibazo cabo ntikiraronka inyishu? / **They just arrived (or just displaced) and a solution hasn't been found yet**
3. Bariko batera barengana ntibazoguma ngaho/**They were traveling through the area**
4. Bateshejwe ingo zabo umwanya muto / **They were only displaced for a very short period of time**
5. Ibindi/**Other (please specify)**

CP20: ni ibihe vyankenrwa vyihutirwa ku ndero y'abana aha mubaye? / **What are the most urgent educational needs right now in your community? (choose top three)**

1. Kwongereza Ibirasi / **Additional classrooms**
2. Abana n'abigisha babeho batekaniwe/**Ensuring safety/security for children and teachers**
3. Kwongerereza ibirasi vy'amashure/**Provision of classroom**
4. Gufasha abana kugira batekane mu mutima/**Counselling for psychosocial stress**
5. Isuku n'isukura bibereye mu mashure/**Appropriate WASH facilities in schools**
6. Gukorana n'abanyu kugira dusubize abana bahevyemumashure / **Working with the community to get children back to schools**
7. Kuronwasa abarimu banonosoye kwigisha neza/**Qualified teachers Lack of Early Childhood Development programmes**
8. Ibikoresho vyo kwigisha/**Teaching and learning materials for students (including textbooks)**
9. Ivyo kwicarako mw'ishure/**School equipment (desks, chairs etc)**
10. Uburyo bwo guhamba abarimu/**Resources to pay teachers**
11. Igitoro co gukoresha mu kuzana ibikoresho vy'abarimu/**Fuel Provision of teaching supplies/kits**
12. Nta cihuta muvyankenrwa vy'inyigisho kibuze aha mukibano / **No urgent educational needs in the community**
13. Inyigisho kubigisha/**Teacher training**
14. Gushimira no guha abanyeshure ama certificate/**Recognition and certification of students**
15. Ibindi/**Other**

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CP21: Ni ibice bingaha vy'abarimu baronka ubushimwe) /**What percentage of teachers are receiving incentives? Please provide your best estimate. (select one)**

1. Ubusa kw'ijana/None 0%
2. 1 - 25%
3. 26 - 50%
4. 51 - 75%
5. 76 - 99%
6. Bose/ All 100%
99. Ntavyo nzi/Don't know

Merci pour la participation/**Thank you for participation**

2.4. Questionnaire for FGDs

Teachers and heads of schools

Introduction

Consent: Yes / Not

Date:/...../.....

1. What are the main reasons that children drop out of school?
2. Do you know school age children in your community who are not in school? If yes, how many?
What are the main reasons?
3. Do all children in school have learning materials and supplies?
4. Do all teachers have necessary teaching and learning materials? -
5. Have the teachers participated in training on education in emergencies?
6. Are there unaccompanied or separated children in your community?.....
7. What specific needs do women, girls, boys and men of different ages have for assistance and protection
8. What are the main needs do you need to raise your children at school?
9. Do you hear most Child Protection in your community? If yes, How? By who?
10. Do you know where to report a Child Protection abuse for the support?
11. Do adolescent girls receive sanitary materials when they are in menstruation period and specific menstruation rooms?

CPE (comité de Protection de l'Enfant) and parents

Introduction

Consent: Yes / Not

Date:/...../.....

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1. Do you know school age IDP children in your community who are not in school? If yes, how many? What are the main reasons?
2. Do you know school age repatriated children in your community who are not in school? If yes, how many? What are the main reasons?
3. Do all children in school have learning materials and supplies
4. Do all teachers have necessary teaching and learning materials? -
5. Have the teachers participated in training on education in emergencies? If yes, how many and when?
6. What specific needs do women, girls, boys and men of different ages have for assistance and protection
7. What are the main needs do you need to raise your children at school?
8. Do you hear most CP in your community? If yes, How? By who?
9. Do you know where to report a CP abuse for the support?
10. Do adolescent girls receive sanitary materials when they are in menstruation period and specific menstruation rooms?

2.5. Questionnaire for Key Informants

Province and community authorities, school administrators

#	Questions	Cankuzo		Kirundo			Ruyigi		
		Mishiha	Total	Bugabira	Busoni	Total	Gisuru	Butezi	Total
1	How many water points are available in the school (for drinking and handwashing)? Hari amabombo y'amazi angahe kw'ishure (akoreshwa ku mazi yo kunywa? ayo gukaraba?)								
2	What are the Water Standards according to school administrators? Abayoboye amashure bavuga ko amazi akoreshwa ameze gute (ni meza? arakwiye?)								
3	How many Latrines are available in the school? Ishure rifise utuzu twa surwumwe tungahe?								
4	What are the latrine utilisation Standards in schools? Utuzu twa surwumwe dukoresha gute aha kw'ishure?								
5	Are there dignity kits for girls in the schools? Abigeme baronka ibikoresho vy'isuku ku mashure (nka cotex n ibindi)?								

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6	Are there school management committees? Hariho amakomite nshingwashure?								
7	What is the Ratio of students/classroom Urugero rw'abana mw'isomero rwifashe gute (mw'isomero rimwe higamwo abana bangahe)?								
8	What is the Standard ratio of pupils per classroom? Ni abana bangahe bakwiriye mw'isomero rimwe, ku rugero rwiza/rwemewe?								
9	What are the Physical structures available in schools? Ni izihe nyubako ziboneka ku mashure?								
11	What is the number of benches/tables in the schools? Hari intebe z'abanyeshure / imeza zingaha ku mashure?								
	What is the Standard of benches/tables vs. Pupils? Intebe / imeza z'abanyeshure zimeze gute (zirashaje? ni nshasha? Ni ntonto?) ugereraniye n'abanyeshure?								
12	What Teaching material for teachers are available in schools? Ni ibihe bikoresho mfashanyigisho vy'abigisha biri ku mashure?								
15	What is the Number of teachers? Is it enough? - If not, what is the recommandable number based on the current needs? Hari abigisha bangahe? - Barakwiye? - Nimba badakwiye, hakenewe muri iki gihe?								
16	How many schools are operational, and are they enough? If not, what is the ideal number? Ni amashure angaha akora? - Arakwiye?								

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	- Nimba adakwiye, yategerezwa kuba angahe mu bisanzwe?								
20	How many in your commune who can't afford schooling without external support? Ni bangahe muri iyi komine badashobora gusomesha abana babo, hatabonetse ababafasha?								
21	How many classrooms are in adequate conditions in your school? Ni amasomero angahe ari ku rugero rwiza (ameze neza) kuri iri shure?								
22	What is the number of damaged classrooms? Ni amasomero angahe yononekaye?								
26	What are the priority schools requiring support in the commune and why? Ni ibiki mushira imbere mubona amashure akeneye gufashwa muri iyi komine? Kubera iki ari ivyo vyihutirwa?								
28	Which schools have facilities to receive children with disability? Ni amashure ayahe ashobora kwakira abana bagendana ubumuga (akwije ivya nkenerwa kuri abo bana)?								
	What is the number of qualified psychologists in the commune Ni abahinga bangahe banononosoye ivyo kwumviriza abandi bari muri iyi komine?								
29	What are the specific needs to facilitate school access to children with disabilities? Ni ibiki bikenewe ku mashore vyotuma abana bagendana ubumuga bashobore kwiga?								
30	How many schools benefit from feeding programmes in your commune?								

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	Ni amashure angahe abana bafungura kw'ishure muri iyi komine?								
31	Who provides the school feeding support? Ni bande batanga izo mfungurwa?								
33	How many schools in your communes are supported by humanitarian or developmental actors? And what type of support do they provide? Ni amashure angahe muri iyi komine afashwe mu mugongo n'amashirahamwe y'abagiraneza canke y'iterambere? Ayo mashirahamwe atanga imfashanyo nyabaki?								
34	Who are the actors? Ni bande bafasha / babikora?								
36	What is the Number of out of school children in your commune? Ni abana bangahe batiga muri iyi komine?								
38	Are there any separated/unaccompanied children in the community and do some of them attend school? Hoba hariho abana batandukanye n'abavyeyi canke batagira uwubitaho mu kibano? Mbega hari bamwe muri bo biga (bari kw'ishure)?								
39	What is the number of children with disabilities disaggregated by age, gender, disability type and profile? And do they attend school? Ni abana bangahe bagendana ubumuga / (igitiri gitangwe hisunzwe imyaka, igitsina, ubumuga agendana n'ukuntu abayeho mu muryango) Mbega abo bana bariga?								
40	Are there any girls and boys exposed to working in order to support their families? Hari abana b'abahungu canke b'abakobwa basabwa gukora								

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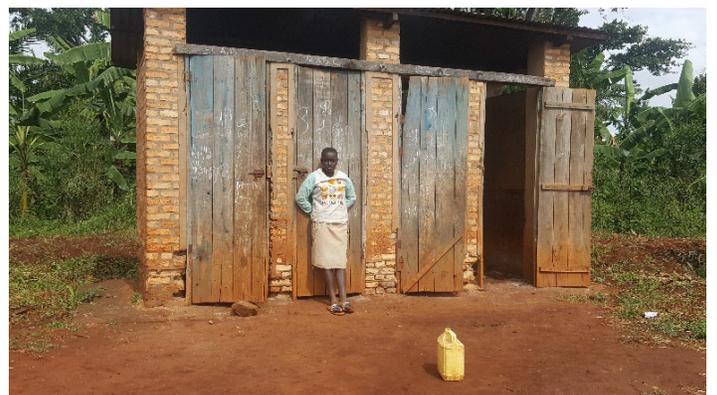
	(guca amahera) kugira ngo bafashe imiryango yabo (babamwo)?								
42	What is the Number of returnee children who do not attend school Ni abana bangahe bahungutse batiga?								
46	Number of teachers in need of Education in Emergencies training? Ni abigisha bangahe bekeneye kwigishwa ivyo kugarukira ku mbabare?								

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Annex 4. Photo Gallery

School in Busoni Community, Kirundo



School in Bugabira Community, Kirundo



School in Butezi Community, Ruyigi

