



With funding from
Austrian Development Cooperation **Brot für die Welt**

**GENDER AND DISABILITY INCLUSION IN PRACTICE PROGRAMME (GADIP)
BASELINE SURVEY REPORT**



NATIONAL UNION OF DISABLED PERSONS OF UGANDA

NOVEMBER, 2020

ACKNOWLEDGEMENT

NUDIPU would like to express its most sincere thanks to the Austrian Development Cooperation (ADC) for financial and technical support and the civil society and other relevant stakeholders that we reached out to for this Baseline Survey. We are grateful to all of them for their generosity in sharing their resources, information, time, ideas, and contacts. We are particularly appreciative to those who provided us with their internal documents, honoured our appointments with them for interviews, and facilitated connections to other key stakeholders. All of these contributions were critical to this Survey.

Warm thanks go to the ADC Programme coordinator and her team for their support and enthusiasm for this Baseline Survey, in particular to Simone Peter and Sara Soltani. Special thanks to the Procurement team for their dedicated and efficient logistical coordination and support.

Finally, the authors would like to express their gratitude to the Chief Executive Director of NUDIPU, Mr Edson Ngirabakunzi, Head of Programmes, Mr Ninsiima Chris and the entire team and recognize their critical role in producing this report. This survey would not have been possible had they not sacrificed some parts of their valuable time for the same. Thank you

Table of Contents

| | |
|---|-----|
| ACKNOWLEDGEMENT | i |
| LIST OF TABLES | v |
| LIST OF FIGURES | v |
| LIST OF ABBREVIATIONS | vi |
| EXECUTIVE SUMMARY | vii |
| 1.0 INTRODUCTION AND BACKGROUND | 1 |
| 1.1 INTRODUCTION..... | 1 |
| 1.2 Background of the Programme/ Study | 1 |
| 1.3 Main Objective of the Programme | 2 |
| 1.4 Specific Objective | 2 |
| 1.5 Expected Outcomes of the Programme | 2 |
| 1.6 Programme’s Theory of Change | 2 |
| 1.7 Rationale for the study | 3 |
| 1.8 Objectives of the baseline survey | 3 |
| 1.9 Key Learning Questions..... | 4 |
| 2.0 EVALUATION DESIGN AND APPROACH | 5 |
| 2.1 INTRODUCTION..... | 5 |
| 2.2 Methodological Approach..... | 5 |
| 2.2.1 Survey Design | 5 |
| 2.2.2 Survey Area and Population..... | 5 |
| 2.2.3 Sampling Strategy | 6 |
| 2.2.4 Sample Size | 6 |
| 2.3 Data Collection Tools and Procedures | 7 |
| 2.3.1 Data Capture..... | 7 |
| 2.3.2 Data Quality Control | 7 |
| 2.3.3 Data Source | 7 |
| 2.4 Ethical Considerations..... | 8 |
| 2.5 Limitations of the Survey | 8 |
| 3.0 SURVEY FINDINGS | 9 |
| 3.1 Introductions..... | 9 |

| | |
|--|-----------|
| 3.2 Socio-Demographic Characteristics | 9 |
| 3.2.1 Composition of the Respondents by District..... | 9 |
| <i>Figure 1 Persons with Disabilities categorized by Age and District</i> | 9 |
| <i>Figure 2 Composition of caretakers/ assistants of Persons with Disabilities by age</i> | 10 |
| 3.2.2 Composition of Respondents by Sex | 10 |
| 3.2.3 Composition of Respondents by Educational Level | 10 |
| <i>Figure 3 Educational Status of Persons with Disabilities</i> | 11 |
| 3.2.4 Marital Status and Occupation of the Persons with disabilities | 12 |
| <i>Figure 5 Marital status of PWDs respondents</i> | 12 |
| 3.3 FINDINGS AS PER THE STRATEGIC OBJECTIVES OF THE PROGRAMME . | 13 |
| 3.3.1 Partner organizations in Uganda have gained the capacity to integrate gender equality into their organizational structure and work and share this knowledge internally and with relevant stakeholders..... | 13 |
| 3.3.1.1 The Number of organizational gender and disability policies adapted or adopted..... | 13 |
| 3.3.1.2 The Number of Gender organizations adopting disability inclusion measures. | 13 |
| <i>Figure 7 Organizations that have made Progress in mainstreaming GAD issues in their Programming</i> | 13 |
| 3.3.1.3 Percentage of DPO members who know the rights of women and girls with disabilities and concrete measures to promote them | 14 |
| 3.3.2 By 2023 partner organizations in Uganda integrate gender aspects into their inclusive education work | 14 |
| 3.3.2.1 Number of inclusive education measures of partner organizations implemented | 14 |
| 3.3.2.2 % of school clubs having girls/ CWDs in their leadership positions | 15 |
| <i>Figure 9 Showing responses made by Caregivers/ parents on CWDs being educated</i> | 15 |
| 3.3.2.3 % of parents/caregivers of CWDs showing improved knowledge and attitude towards inclusive education | 15 |
| 3.3.3 By 2023 women with disabilities in the programme regions have expanded their economic opportunities..... | 17 |
| 3.3.3.1 Percentage of women with disabilities who actively engage in economic activities (VSLA in particular) | 17 |
| 3.3.3.2 Percentage of women with disabilities linked to financial services..... | 18 |
| 3.3.3.3 The number of women with disabilities connected to and is actively engaged in economic empowerment programmes | 18 |

| | |
|---|----|
| 3.3.3.4 When asked who the main income earners in the household were? | 19 |
| Figure 10 Pie chart showing the main income earners in the households of the PWDs | 19 |
| 3.3.4 DPO members, local duty bearers, service providers and JLO sector representatives in the programme regions are sensitized on gender-based violence against persons with disabilities, know about and can access referral mechanisms | 19 |
| 3.3.4.1 What does Gender-Based Violence Mean to the Persons with Disabilities? | 19 |
| <i>Figure 11 Responses by PWDs on what gender-based violence means</i> | 19 |
| <i>Figure 12 Responses by PWDs on the occurrence of GBV in the community</i> | 20 |
| 3.3.4.2 When asked if GBV among Persons with Disabilities is common in this area?..... | 20 |
| 3.3.4.3 How is the situation of GBV against Persons with Disabilities in the region?..... | 21 |
| <i>Figure 13 Situation of GBV among PWDs in the 2 districts</i> | 21 |
| 3.3.4.4 The number of Persons with disabilities successfully seeking support in GBV cases in the programme region and the number of cases advised or referred | 22 |
| 3.3.4.5 Percentage of targeted stakeholders in the programme region (PWDs, local duty bearers and JLOs representatives) with knowledge of referral pathways and accommodation measures | 23 |
| <i>Figure 14 Showing knowledge of PWDs and caretakers on referral pathways</i> | 23 |
| 3.3.4.6 When asked from what sources they can better learn about GBV services, these were the responses received? | 24 |
| <i>Figure 15 Sources for learning about GBV Services</i> | 24 |
| 3.4 LITERATURE REVIEW ON INCLUSIVE EDUCATION, GENDER AND DISABILITY IN UGANDA | 24 |
| 4.0: KEY LEARNINGS QUESTIONS, CONCLUSIONS, RECOMMENDATIONS | 27 |
| 4.1 Introduction | 27 |
| 4.2 Key Learning Questions..... | 27 |
| 4.3 RECOMMENDATIONS TO THE FINDINGS | 31 |
| 4.4 CONCLUSION | 32 |
| ANNEX A: GADIP INDICATOR LOGFRAME WITH BASELINE VALUES | 33 |
| ANNEX B: GADIP THEORY OF CHANGE..... | 34 |
| Promoting the Gender and Disability approach within DPOs and beyond through capacity building and advocacy for policy changes needed to mainstream Gender and Disability. | 35 |

LIST OF TABLES

| | |
|--|----|
| Table 1 Respondents category by sex..... | 10 |
| Table 2 Educational status of the PWDs categorized by Sex | 12 |
| Table 3 Showing Gender and disability inclusion in School clubs | 15 |
| Table 4 Showing Number of Women with Disabilities in VSLA groups | 17 |

LIST OF FIGURES

| | | |
|---|--|-----------|
| <i>Figure 1 Persons with Disabilities categorized by Age and District.....</i> | <i>9</i> | |
| <i>Figure 2 Composition of caretakers/ assistants of Persons with Disabilities by age.....</i> | <i>10</i> | |
| <i>Figure 3 Educational Status of Persons with Disabilities</i> | <i>Figure 4 Educational status of caretakers/ assistants</i> | <i>11</i> |
| <i>Figure 5 Marital status of PWDs respondents</i> | <i>Figure 6 Occupational status of PWD respondents</i> | <i>12</i> |
| <i>Figure 7 Organizations that have made Progress in mainstreaming GAD issues in their Programming.....</i> | <i>13</i> | |
| <i>Figure 8 DPO members who know the rights of women and girls with Disabilities.....</i> | <i>23</i> | |
| <i>Figure 9 Showing responses made by Caregivers/ parents on CWDs being educated.....</i> | <i>24</i> | |
| <i>Figure 10 Pie chart showing the main income earners in the households of the PWDs.....</i> | <i>27</i> | |
| <i>Figure 11 Responses by PWDs on what gender-based violence means.....</i> | <i>27</i> | |
| <i>Figure 12 Responses by PWDs on the occurrence of GBV in the community.....</i> | <i>28</i> | |
| <i>Figure 13 Situation of GBV among PWDs in the 2 districts.....</i> | <i>29</i> | |
| <i>Figure 14 Showing knowledge of PWDs and caretakers on referral pathways.....</i> | <i>30</i> | |
| <i>Figure 15 Sources for learning about GBV Services.....</i> | <i>31</i> | |

LIST OF ABBREVIATIONS

| | |
|-------|---|
| GADIP | Gender and Disability Inclusion in Practice Programme |
| UBOS | Uganda Bureau of Statistics |
| JLOS | Justice, Law and Order Sector |
| CRPD | Convention on the Rights of Persons with Disabilities |
| CRC | Convention on the Rights of the Child |
| LC | Local Council |
| VSLA | Village Savings and Loans Association |
| KII | Key Informant Interview |
| ABEK | Alternative Basic Education for Karamoja |
| DCDO | District Community Development Officer |
| FIDA | Federation of Uganda Female Lawyers Association |
| GBV | Gender Based Violence |
| CSO | Civil Society Organization |
| DPO | Disabled Persons Organization |
| PwD | Persons with Disabilities |
| CwD | Children with Disabilities |

EXECUTIVE SUMMARY

Background to Programme

National statistics indicate that especially the Northeastern regions of Uganda are highly affected by poverty and persons with disabilities are over-represented among the population compared to general statistics.

The project will operate in Kotido and Moroto districts in the Karamoja region which have been highly affected by conflict - the consequences are still visible in high levels of violence, poverty and the high proportion of persons living with disabilities. More than 50% of the persons in the region have only one meal or less per day, most of the children do not attend school. Statistics on the prevalence of disability in the region vary greatly, the latest numbers indicate an above-average percentage of around 11% (compared to 7.5% national average).

Women and persons with disabilities are **systematically discriminated** and have less power across economic, political and social spheres. They have fewer resources, less say in decision-making processes, and are more often affected by violence against women and girls, including Physical, sexual and psychological harm. Therefore, gender and disability remain one of the most fundamental sources of **inequality and exclusion** in the world. Gender and disability inequality cuts across all other inequalities and spans private and public spheres. It is manifested both formally, through laws and government institutions, and informally, through community and family relations.

Therefore, the GADIP programme is aiming at supporting a **Gender and Disability approach** in development work. This approach is oriented towards creating gender and disability sensitive interventions addressing the **intersectionality of discrimination** as one of the major causes of exclusion and poverty

Objectives of the Baseline Survey

- a) To provide qualitative and quantitative baseline data and information for a set of indicators outlined in the project monitoring logframe. The findings will be used as a tool to adjust the results framework and measurement instruments of this programme.
- b) To identify gender disparities in access to education, access to economic opportunities as well as data on gender-based violence against persons with disabilities within the programme areas with a specific focus on the situation of women and girls with disabilities.
- c) To identify gaps and needs in the organizational capacities implementing initiatives that are disability and gender-sensitive.
- d) To provide recommendations to bridge the gaps and needs identified regarding their access to education, access to economic opportunities and to address gender-based violence

Methodology

A Mixed-methods approach utilizing both qualitative and quantitative methods was used in this survey. Both Primary and Secondary data was collected to provide meaningful information on the objectives of the study. The Qualitative method focused on capturing the views of one's perceptions of the different Programme aspects in their understanding while the quantitative

method provided statistical values measuring the Programme's outcome results against which the Programme's impact will be measured

The quantitative method used mainly semi-structured interview guides that were administered to the Persons with Disabilities, their caretakers, Disabled Persons Organizations and Civil Society Organizations whereas the qualitative method was conducted using Key informant interviews of different stakeholders including the Community elders, Police, District Community Development Officers, religious leaders

Limitations to the Baseline Survey

- Election season: The data collection process was conducted during the campaign season which disrupted the activity in a way that it became difficult to access some of the respondents
- Poor roads in some areas especially Rengen and Kacheri Sub County. This was worsened with the rains that completely made it hard to move to some villages
- Insecurity: There was some insecurity experienced in the region during the process of data collection. In Moroto district, in particular, disarmament of natives in one sub-county visited was being carried out during the day of data collection, and because of this, we had to vacate that area and went to another

Key Findings

Socio-Demographic Characteristics of Respondents

- ❖ Majority of the Persons with Disability respondents were Female (53%) in the Age bracket of 34-48 years
- ❖ For the caretakers, most of them were also Female (67%) compared to the Males of (33%) meaning it is mostly females that take care of Persons with Disabilities that require caretakers
- ❖ Majority of the Persons with Disability respondents and their Caretakers in the two districts have never been to school. This implies that the attitude of the people in Moroto and Kotido is still poor as regards to Education
- ❖ The main occupation of the Persons with Disability Respondents was farming; 44.8% of the Males and 32.7% of the Females were farmers

The capacity of CSOs/DPOs

- ❖ Out of the 7CSO's and 1 DPO sampled, only one organization had a Gender and Disability focal Person who had received training on Gender and Disability awareness/inclusion in Programming
- ❖ Out of the 8 CSO's/DPO sampled, only 5 (63%) of the organizations had at least a policy on Gender and Disability

Integration of Inclusive Education

- ❖ Out of the 10 schools sampled, 85.5% of the school clubs within the schools had girls in the leadership Position and 40.6% of the school clubs had at least a Child with Disability in leadership Position
- ❖ 94.7% of the caregivers sampled showed an improved attitude towards Inclusive Education

Economic Status of Persons with Disabilities

- ❖ Only 5% of the Female Persons with Disability respondents and 13% of the Male respondents were actively engaged in VSLA activities
- ❖ 55% of the Persons with Disability respondents mentioned that they are the main income earners in their household whereas 36% of the respondents mentioned their relatives being the main income earners. This means there is still a need to empower the Persons with Disabilities to become financially independent

Knowledge of GBV referral mechanism/ pathways

- ❖ 80.1% of the Persons with Disability respondents described Gender-Based Violence to be Physical Violence
- ❖ 32.1% of the Persons with Disability respondents mentioned that GBV among Persons with Disability is common in the area of Kotido and Moroto and others mentioned that it is not common in the area
- ❖ 37% of the respondents mentioned that GBV against Persons with Disability is declining in the districts of Operation
- ❖ When asked what options exist for help for Persons with Disability survivors of Gender-Based Violence? 91.1% of the Persons with Disability Respondents mentioned the Local Council, followed by Police and then the Hospitals
- ❖ When asked about what sources they can better learn about GBV Services, 62.7% of them mentioned Places of Worship, 61.3% mentioned from 'Relatives' and about 54.7% mentioned from Radio Stations within the region

Recommendations to the Findings

- There is a need to address the challenge of Gender-Based Violence where Persons with Disabilities and even other GBV victims are threatened from reporting the Gender-Based Violence cases to Police or Courts of law. This can be done through continuous sensitization on the referral pathways for reporting Gender-Based Violence, awareness creation on the Rights of Persons with Disabilities and working with the community elders/ Religious Leaders to discourage acts of Gender-Based Violence within the communities
- There is a need to empower Persons with Disabilities Economically through the VSLA activities and alternative livelihood activities that they can invest in to strengthen their ability to be self-independent
- Need to form partnerships with committed CSOs within the region to strengthen their capacities in Gender and Disability mainstreaming within their Programmes
- Continuous capacity strengthening of the District Union members to take ownership of the Programme activities and for the sustainability of the Programme
- Need for the Programme to work hand in hand/ strengthen the capacity of Police, JLOS, Religious leaders/ structures such as Community Development officers/ councillors for Persons with Disability in a bid to fight Gender-Based Violence within the region and fight for the rights of Persons with Disabilities
- Programme selected schools/ CSOs with Education Programmes need to be strengthened on the different measures of inclusive Education that can be adopted
- The radio spot messages have a greater impact on passing information on the various interventions than Televisions. Therefore, the Programme should continue with radio spot messaging compared to the TV talk shows

1.0 INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

A baseline survey for the GADIP Programme in Uganda was conducted to understand the situation of Gender and Disability in Karamoja region, in particular Kotido and Moroto. This report will help to inform on the strategies for implementation of the Programme in the two districts.

1.2 Background of the Programme/ Study

Uganda's population has reached approximately 40 million people with half of them younger than 18 years. Since the end of the conflict in the Northern part of the country, the area has been one of the rather stabilizing forces in the region. During the last 20 years, poverty has significantly decreased from over 50% to 21.4% in 2016 (UBOS 2018¹). Yet especially the Northern and Eastern regions of the country still show high indices of poverty. Uganda's Northern regions have also received about 1 Million refugees fleeing the crisis in South Sudan.

National statistics indicate that especially the Northeastern regions of Uganda are highly affected by poverty and persons with disabilities are over-represented among the population compared to general statistics².

The project will operate in Kotido and Moroto districts in the Karamoja region which have been highly affected by conflict - the consequences are still visible in high levels of violence, poverty and the high proportion of persons living with disabilities. More than 50% of the persons in the region have only one meal or less per day, most of the children do not attend school³. Statistics on the prevalence of disability in the region vary greatly, the latest numbers indicate an above-average percentage of around 11% (compared to 7.5% national average).

Women and persons with disabilities are **systematically discriminated** and have less power across economic, political and social spheres. They have fewer resources, less say in decision-making processes, and are more often affected by violence against women and girls, including physical, sexual and psychological harm. Therefore gender and disability remain one of the most fundamental sources of **inequality and exclusion** in the world. Gender and disability inequality cuts across all other inequalities and spans private and public spheres. It is manifested both formally, through laws and government institutions, and informally, through community and family relations.

Therefore the GADIP programme is aiming at supporting a **Gender and Disability approach** in development work. This approach is oriented towards creating gender and disability sensitive

¹Uganda Bureau of Statistics (UBOS), 2018. Uganda National Household Survey 2016/2017. Kampala, Uganda; UBOS (Last Access 25.2.2019)

²Uganda Functional Difficulties Survey 2017: UBOS (Last Access 12.08.2019) https://www.ubos.org/wp-content/uploads/publications/07_2019Uganda_Functional_Difficulties_Survey_2017.pdf

³ <https://www.ubos.org/wp-content/uploads/publications/2014CensusProfiles/KOTIDO.pdf> (Last Access 12.08.2019)
<https://www.ubos.org/wp-content/uploads/publications/2014CensusProfiles/MOROTO.pdf> (Last Access 12.08.2019)

interventions addressing the **intersectionality of discrimination** as one of the major causes of exclusion and poverty

This study will focus on identifying the situation on the ground by the Programme's objectives before programme intervention and it is against this that the impact of the Programme will be measured

1.3 Main Objective of the Programme

The programme contributes to realising SDG 5 on Gender Equality and SDG 10 on Social Inclusion, Equal Opportunities and Reduction of Inequalities in Lesotho and Uganda

1.4 Specific Objective

Partner organizations in Lesotho and Uganda have strengthened their capacities to support the rights of women and girls with disabilities

1.5 Expected Outcomes of the Programme

Outcome 1. Partner organizations in Lesotho and Uganda have gained capacities to integrate gender equality into their organizational structure and work and share GAD knowledge internally and with relevant stakeholders

Outcome 2. By 2023 partner organizations in Uganda and Lesotho integrate gender aspects into their inclusive education work

Outcome 3. By 2023 women with disabilities in the programme regions have expanded their economic opportunities

Outcome 4. Persons with disabilities, local duty bearers and JLO sector representatives in the programme regions are sensitized on gender-based violence against persons with disabilities

1.6 Programme's Theory of Change

The Programme has identified four pathways of change, which describe the change the partners wish to achieve at four different levels: Among DPOs, CSO/NGOs, Women with Disabilities and Local duty bearers including JLOS, Police. Each pathway consists of a diverse set of strategies and interventions that vary by country and which build on each other to promote sustainable change (See Annex for Illustration)

The objectives of the Pathways are:

1. Pathway 1: Partner organizations in Lesotho and Uganda have gained capacities to integrate gender equality into their organizational structure and work and share GAD knowledge internally and with relevant stakeholders
2. Pathway 2: By 2023 partner organizations in Uganda and Lesotho integrate gender aspects into their inclusive education work
3. Pathway 3: By 2023 women with disabilities in the programme regions have expanded their economic opportunities

4. Pathway 4: Persons with disabilities, local duty bearers and JLO sector representatives in the programme regions are sensitized on gender-based violence against persons with disabilities

The Assumptions and Barriers of the GADIP Theory of Change include the following;

The GADIP programme partners have determined the key assumptions and barriers that underlie the Theory of Change and which have supported the decisions underlying the approaches adopted throughout this programme. The key assumptions and barriers are:

- i. Gender not mainstreamed within internal documents of DPOs, not all member DPOs have Gender Policies in place and most lack a comprehensive implementation plan and capacities to improve structures.
- ii. Up to now, inclusive education work has been focusing on disability in general not taking into account possible gender differences. Attitude is one of the major hindrances to inclusion and gender equality in education
- iii. Little quantitative data are available on women with disabilities and their activities at the local level.
- iv. Very little knowledge of the relevance and relationship between disability and GBV among Persons with Disabilities and JLO staff.

1.7 Rationale for the study

To identify underlying causes of gender inequalities and gender-based barriers faced by persons with disabilities in the local community to adequately address the different needs and challenges of PWDs with special attention to women and girls with disabilities through the programme.

1.8 Objectives of the baseline survey

- a) To provide qualitative and quantitative baseline data and information for a set of indicators outlined in the project monitoring logframe. The findings will be used as a tool to adjust the results framework and measurement instruments of this programme.
- b) To identify gender disparities in access to education, access to economic opportunities as well as data on gender-based violence against persons with disabilities within the programme areas with a specific focus on the situation of women and girls with disabilities.
- c) To identify gaps and needs in the organizational capacities implementing initiatives that are disability and gender-sensitive.
- d) To provide recommendations to bridge the gaps and needs identified regarding their access to education, access to economic opportunities and to address gender-based violence.

1.9 Key Learning Questions

- a) What Accountability mechanisms can be put in place to hold stakeholders in the community accountable for incidences of GBV against Persons with Disabilities, promotion of inclusive education in schools, use of existing referral mechanism for reporting GBV cases against Persons with Disabilities?
- b) What are the main sources that the Programme can adopt for educating/ sensitizing the community on inclusive Education, Gender-Based Violence and Different existing Referral Pathways for Gender-Based Violence Cases?
- c) What recommendations have been identified to bridge the gaps and needs faced by Persons with Disabilities in regards to education, access to economic opportunities and gender-based violence?

2.0 EVALUATION DESIGN AND APPROACH

2.1 INTRODUCTION

This section will look at the Methodological Approach, Data Collection and Analysis tools, Limitations, Risks and Mitigation measures

2.2 Methodological Approach

2.2.1 Survey Design

A Mixed-methods approach utilizing both qualitative and quantitative methods was used in this survey. Both Primary and Secondary data was collected to provide meaningful information on the objectives of the study. The Qualitative method focused on capturing the views of one's perceptions of the different Programme aspects in their understanding while the quantitative method provided statistical values measuring the Programme's outcome results against which the Programme's impact will be measured

The quantitative method used mainly semi-structured interview guides that were administered to the Persons with Disabilities, their caretakers, Disabled Persons Organizations and Civil Society Organizations whereas the qualitative method was conducted using Key informant interviews of different stakeholders including the Community elders, Police, District Community Development Officers, religious leaders

2.2.2 Survey Area and Population

This survey was conducted in the districts of Moroto and Kotido, North Eastern part of Uganda. In Kotido district, five sub-counties were targeted including Kacheri Sub-county, Rengen Sub-county, Panyangara Sub-county, Kotido Subcounty and Nakapelimoru Sub-county while in Moroto district, three sub-counties were targeted including Nadunget sub-county, Rupa Sub-county and Loputuk Sub-county

The target population included Persons with Disabilities and their caretakers, District Union Members, Civil Society Organizations, Police, District Community Development Officers, Senior women councillors, JLOS, community elders and religious leaders. These participants were referred because of the rich information that they would provide as regards to our survey objectives. The CSOs that participated in the survey include;

- Andre Foods International
- Anarde Uganda
- Save the Children International
- Straight talk Foundation
- Karamoja Women
- International Rescue Committee
- FIDA Uganda

2.2.3 Sampling Strategy

Simple Random Sampling technique was used to sample the Persons with Disabilities, their caretakers and headteachers of the schools we shall operate in. These had been originally mapped to participate in the Programme activities. This technique was used to come up with a non-biased sample of respondents. Persons with Disabilities were later on identified with the help of the community leaders and village health teams from the different villages.

Purposive sampling technique was used to sample the District Union Chair Persons, the DCDO, Police and Women leaders/councillors. Convenience sampling techniques were also used to sample the Religious leaders, Civil Society Organizations, JLOS gender officers, and community elders

2.2.4 Sample Size

Quantitative Sample size

For the quantitative sample size, the following was the proposed sample size and actual reach

Table 1 showing the sample size for the quantitative

| Target Group | Desired Sample Size | Actual Reach |
|--|---------------------|--------------|
| Persons With Disabilities | 300 | 302 |
| Personal Assistants/ Caregivers of PWDs | 150 | 150 |
| Civil Society Organizations/ DPOs | 10 | 8 |

Qualitative Sample size

Key Informant interviews were administered to several respondents depending on their knowledge and experience on the areas of Persons with Disabilities in their communities

Table 2 showing the actual reach of respondents for the KIIs

| Target Group | Actual Reach |
|---|--------------|
| Community Elders | 1 |
| Religious leaders | 1 |
| District Community Development Officer | 1 |
| Women Councilors/ leaders for Persons with Disability | 2 |
| Police | 2 |
| JLOS | 0 |
| Head teachers | 2 |

2.3 Data Collection Tools and Procedures

The survey employed the following tools that were used for collecting data

i. Questionnaire

Different questionnaires were developed to capture data from the Persons with Disabilities, their caretakers, Civil Society Organizations and Disabled Persons Organization. These questionnaires were semi-structured to get vast information from the respondents. The tool was further designed on kobo collect software to enable the data enumerators to use mobile phones during the data collection process

ii. Key Informant Interview Guide

Different Key informant interview guides were developed for capturing data from the above mentioned key informants. Each guide focused on a topic that the different key informants had knowledge and experience in

2.3.1 Data Capture

The Questionnaires and consent forms were designed in the English language and later translated and administered by the data enumerators in Ng'akarimojong language (local language). A data capture form was built using kobo collect software to capture responses from the target population sample

2.3.2 Data Quality Control

Data quality control measures were implemented to ensure the data is of quality

- a. Training of the data enumerators and Pre-test of the tool before actual data collection; The data enumerators were trained on the data collection tools, the methods of data collection to be used and they further pretested the tool to ensure that it was translated the right way Reliability of the tool was conducted after the pretesting to ensure that they capture the required information
- b. Control checks were built into the data capture software to ensure that no missing information was accepted and to automatically enable skips were need be
- c. Supervision of the Data Enumerators during data collection process to ensure that they reached that target sample and well administered the tools

2.3.3 Data Source

Both Primary and Secondary data sources were considered to obtain information. The Primary data source captured both qualitative and quantitative data whereas Secondary data source included a review of documents including police case book, school records book to acquire information

2.4 Ethical Considerations

- Informed Consent: The respondents were informed verbally about the purpose of the activity, and how long this activity would last
- Full consent and Ascent: The respondent's consent to participate in the survey was sought before administering the survey questions. They were assured that participation is voluntary. For children with disabilities, parental consent was sought to enable the child to participate in the survey
- Confidentiality of the Data Collected. The data collected from the respondents were treated with confidentiality and properly stored in the kobo collect server that requires passwords to access to ensure non-disclosure
- Cultural aspects and respect for all; We ensured that the cultural attributes of the respondents were respected during the data collection process and also all respondents whether young or old were treated with respect and not discriminated
- COVID 19 guidelines were also taken into consideration. Masks were worn by the data enumerators during the survey, social distance guidelines were considered, hand sanitizing was emphasized and considered

2.5 Limitations of the Survey

- Election season: The data collection process was conducted during the campaign season which disrupted the activity in a way that it became difficult to access some of the respondents
- Poor roads in some areas especially Rengen and Kacheri Sub County. This was worsened with the rains that completely made it hard to move to some villages
- Insecurity: There was some insecurity experienced in the region during the process of data collection. In Moroto district, in particular, disarmament of natives in one sub-county visited was being carried out during the day of data collection, and because of this, we had to vacate that area and went to another

3.0 SURVEY FINDINGS

3.1 Introductions

The Baseline survey was conducted to document the current situation of the Persons with Disabilities as regards to their Economic Empowerment, Gender-Based Violence incidences, their knowledge of the referral pathways, CSOs/ DPOs situation on the inclusion of Persons with Disabilities in their program activities. This section will present the key findings and results obtained from interactions with the respective stakeholders

3.2 Socio-Demographic Characteristics

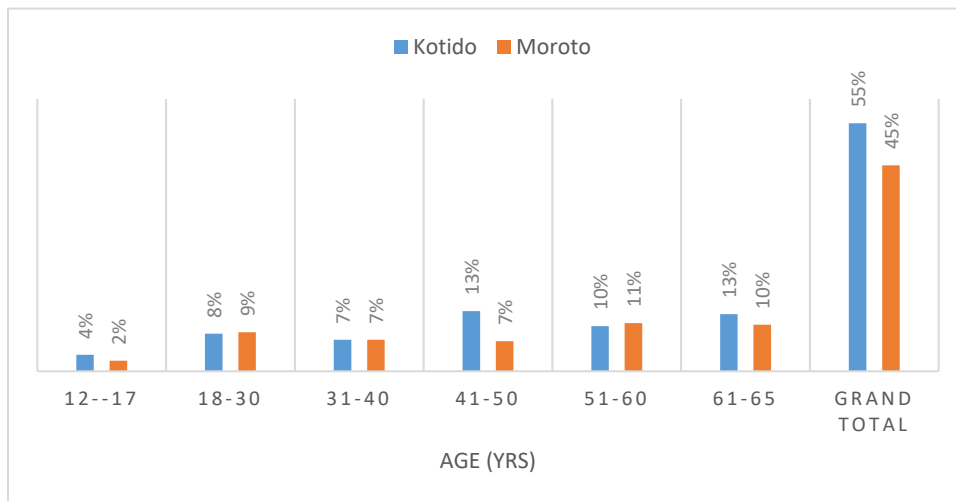
3.2.1 Composition of the Respondents by District

This section represents categories of respondents who were interviewed during the survey. The categories of respondents included Persons with Disabilities within the Age bracket of 12-65 years and their caretakers. The findings are as shown below;

The survey respondents were distributed between the districts of Kotido and Moroto, With Moroto having a slightly lower number of PWD respondents (45%) than Kotido (55%). This can be because, in Kotido District, we are covering 5 sub-counties compared to Moroto district where we are in three sub-counties

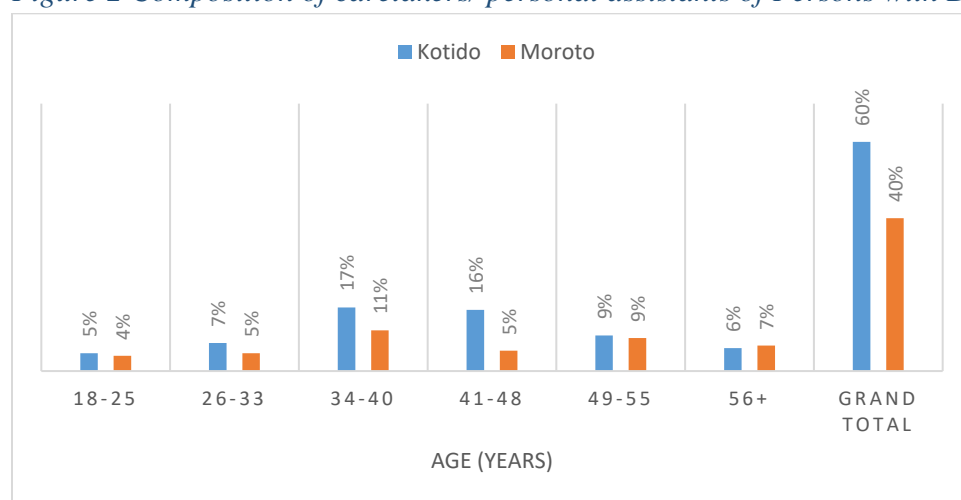
Out of 302 Persons with Disabilities Sampled, 6% were in the age bracket of 12-17 years, 17% were in the age bracket of 18-30 years, 14% in the bracket of 31-40 years, 21% in the age bracket of 51 – 60 years, 23% in the bracket of 61 – 65 years. This also shows that majority of the respondents were adults with disabilities (94%), compared to the children with disabilities (6%).

Figure 1 Persons with Disabilities categorized by Age and District



For the case of Caretakers interviewed, out of 150 caretakers for the Persons with Disabilities, 60% were from Kotido District and 40% from Moroto District. Majority of the caretakers interviewed were in the age bracket of 34- 40 years. Most of the Persons with disabilities had no caretakers/ assistants as it was not easy to identify those with assistants/ caretakers during the data collection process.

Figure 2 Composition of caretakers/ personal assistants of Persons with Disabilities by age



3.2.2 Composition of Respondents by Sex

Majority of the PWDs respondents in both Kotido and Moroto Districts were Females (53%) and Males covered up a percentage of 47% respondents. In Kotido District Specifically, out of 165 PWDs interviewed, 44% of them were females and 56% were Males, whereas in Moroto District, out of 137 PWDs respondents, 63% were Females and 37% Males. In general, the proportion of women with disabilities was more than for men. This shows that women are more vulnerable and likely to get a disability than men, which may be caused by a variety of factors including; childbirth, Gender-Based violence (which is common in the region), forced and early marriages among the women, Female Genital Mutilation

For the Personal Assistants/ caretakers, 67% were Females and 33% Males. This implies that most of the caretakers/ assistants for Persons with Disabilities are females,

Table 1 Respondents category by sex

| District | Persons with Disabilities | | Personal assistants/Caretakers | |
|----------|---------------------------|------|--------------------------------|------|
| | Female | Male | Female | Male |
| Kotido | 44% | 56% | 54% | 46% |
| Moroto | 63% | 37% | 87% | 13% |
| Overall | 53% | 47% | 67% | 33% |

3.2.3 Composition of Respondents by Educational Level

For the Persons with Disabilities respondents in Kotido District, 79% of them had never been to school, 4% stopped in nursery school, 12% stopped in Primary and only 5% reached the secondary

level and in Moroto District, 66% of the PWDs never went to school, 5% went to Nursery/ Abek, 26% studied Primary and 3% studied secondary. This implies that majority of the Persons with Disabilities in both districts did not attend any school and this could be as a result of several factors

For the Personal Assistants/ caretakers of Persons with Disabilities, 88% of them in Kotido District never attended school and 70% of them in Moroto District never attended any school. From these findings, this shows that education is not an important factor among the natives in Moroto and Kotido especially for Persons with disabilities. So there is a need to sensitize the communities or create awareness on the importance of education for Persons/ children with Disabilities, as 'Disability is not inability'

Figure 3 Educational Status of Persons with Disabilities

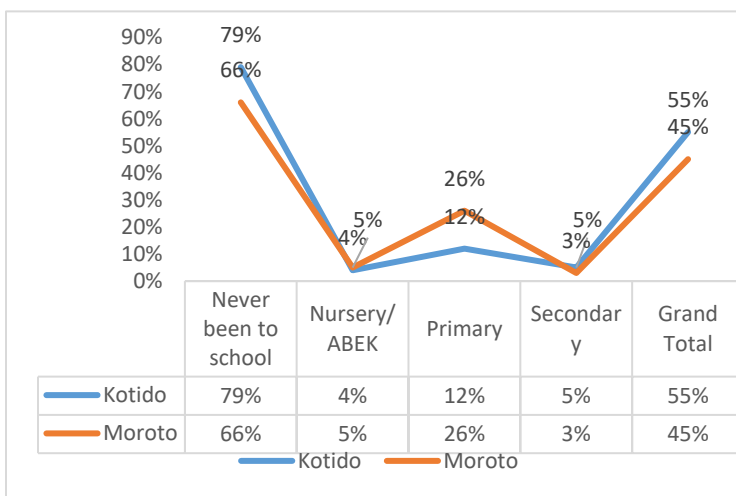
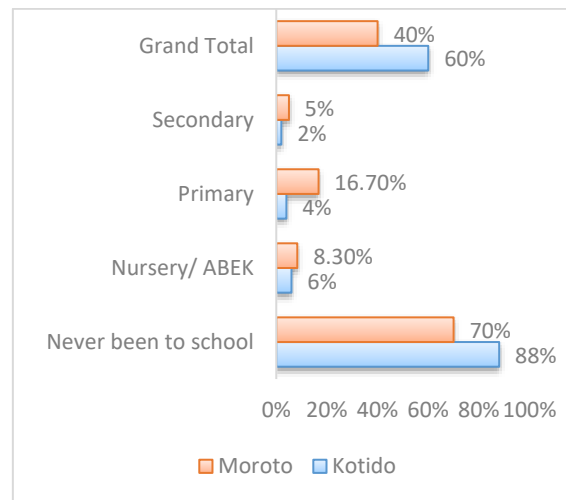


Figure 4 Educational status of caretakers/ assistants



Schooling status of the Persons with Disabilities categorized by Sex

From the 302 Persons with Disabilities interviewed, 43% of them were Females who had never been to school, 3% attended only up to Nursery/ ABEK, 6% attended up to Primary school and only 1% attended up to secondary school. On the side of Males, 30% never went to school, 2% attended Nursery, 12% attended up to Primary and 4% attended up to secondary school. (See table 2). More Males with Disabilities had a chance to attend school than the Females, but the school completion rates were very low as seen in the table below.

In Karamoja, most male children are cattle keepers and tend to take their cattle to graze even during school period and the Females take care of the house domestic chores and their younger siblings. These activities greatly affect children's enrolment and retention in schools. There is

need for continuous sensitization of the communities to educate children with disabilities and also for advocacy for schools for children with special needs in this region

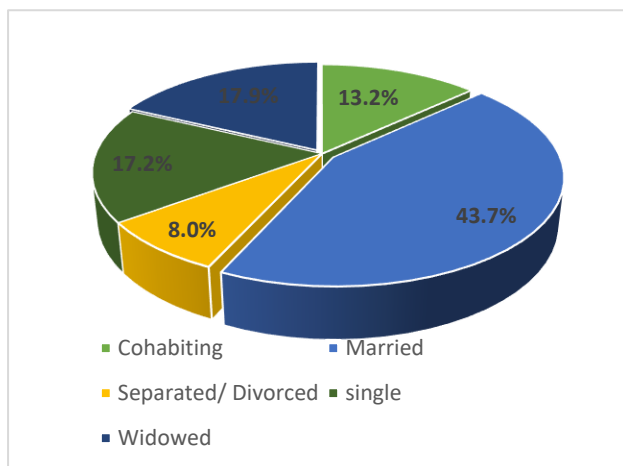
Table 2 Educational status of the PWDs categorized by Sex

| GENDER | Never been to school | Nursery/ABEK | Primary | Secondary | Grand Total |
|--------------------|-----------------------------|---------------------|----------------|------------------|--------------------|
| <i>Female</i> | 43% | 3% | 6% | 1% | 53% |
| <i>Male</i> | 30% | 2% | 12% | 4% | 47% |
| Grand Total | | | | | 100% |

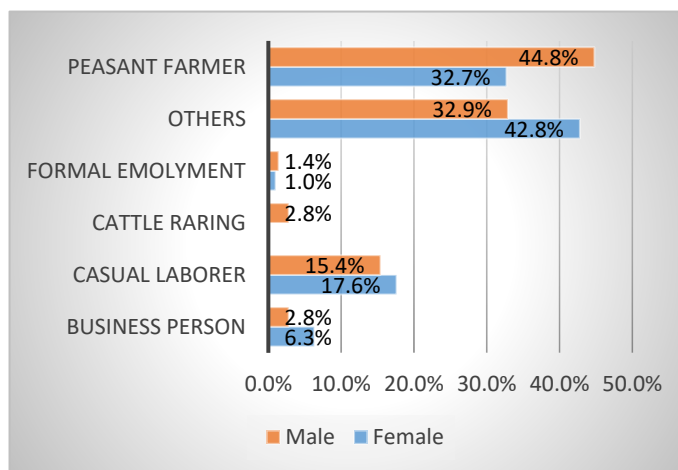
3.2.4 Marital Status and Occupation of the Persons with disabilities

Figure 5 Marital status of PWDs respondents

Figure 6 Occupational status of PWD respondents



respondents



From Fig 5 above, 43.7% of the Persons with Disability respondents were married, 8% were separated/divorced, 13.2% were cohabiting, 17.9% widowed and 17.2% were single.

Looking at the Occupational status of the Persons with Disabilities in Figure 6, Majority of the Male and female respondents were peasant farmers as seen above. The ‘other options’ listed included; 30% of the 302 respondents mentioned that they were unemployed, 4% mentioned that they cannot work because of disability, 1% of them mentioned that they are too old to work, others were too young to work, one PWD mentioned that he ‘begs’ to make a living, others depend on sage (Government scheme for the elderly)

3.3 FINDINGS AS PER THE STRATEGIC OBJECTIVES OF THE PROGRAMME

3.3.1 Partner organizations in Uganda have gained the capacity to integrate gender equality into their organizational structure and work and share this knowledge internally and with relevant stakeholders.

7 CSO's and 1 DPO were sampled in this survey. When asked whether the Organizations had a Person responsible for gender and Disability within the Organizations, only 2 (25%) CSOs had persons responsible for Gender and Disability

We further asked if the Person had been trained to have the necessary knowledge and skills to carry out their work with Disability awareness; Only 1 of the two GAD focal Persons had received training to build their capacity on Gender and Disability awareness/ inclusion in Programming

When asked if the Organizations had any woman at the managerial level; 88% (7) of the CSOs had at least a woman at the managerial level

From these findings, we realize that there is need for the Programme to build the capacity of the Partner CSOs and DPOs that it will work with on Gender and Disability inclusion to include disability awareness and inclusion in their Programming

3.3.1.1 The Number of organizational gender and disability policies adapted or adopted

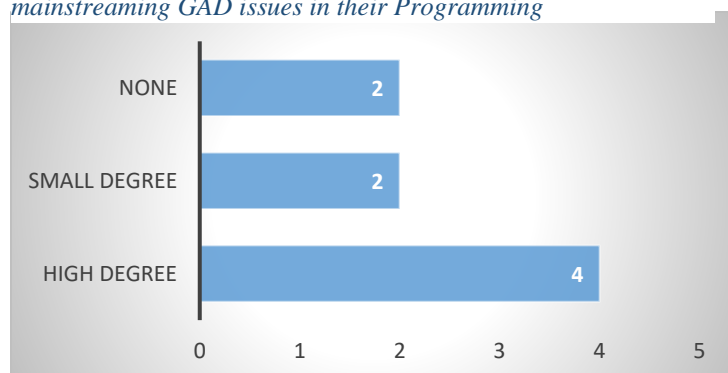
Out of the 8 CSOs/DPO sampled, only 5 of them (63%) had at least a policy on Gender and Disability within the Organizations. During the report validation meeting,

Councilor representing.PWDs said, "Normally when we go for budget planning, we don't see the budget from partners about PWDs, so in my view I guess PWDs should be included in most of the budget conferences"

- ❖ *It is true, most organization offices in the region have few PwDs in working arena and most of the CSOs in the region leave out disability issues, they don't include them in their Programming" said Rsp from Kotido District offices*

3.3.1.2 The Number of Gender organizations adopting disability inclusion measures.

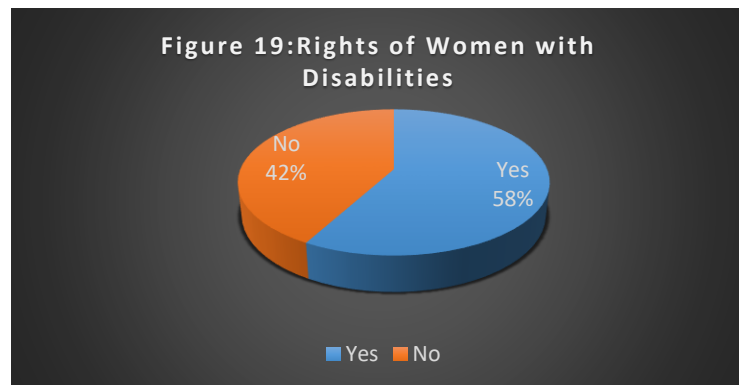
Figure 7 Organizations that have made Progress in mainstreaming GAD issues in their Programming



As seen in figure 7, Only 4 of the 8 organizations have made a high Progress in mainstreaming GAD issues in their Programming, 2 of them have made small Progress and 2 not at all

3.3.1.3 Percentage of DPO members who know the rights of women and girls with disabilities and concrete measures to promote them

Figure 8 DPO members who know the rights of women and girls with Disabilities



Majority of the respondents as shown in figure 19 indicated by 58% agreed that they know the rights of women with Disabilities within their various organizations and only 42% disagreed. Reasons given for this include patriarchal society as one of the respondents asserted:

“The laws of the country allow them to get involved in decision-making positions...they know that in leadership positions women with disabilities must be represented for example there are those in the district council and they are even supported by others” (A woman 45, Key Informant, Kotido)

(Source: Gender Analysis Report)

3.3.2 By 2023 partner organizations in Uganda integrate gender aspects into their inclusive education work

3.3.2.1 Number of inclusive education measures of partner organizations implemented

Out of the 7, Civil Society Organizations sampled, only 6 had Education related Programmes. Of the 6 CSOs with Education related Programmes, only 5 had Education related Programmes that catered for Children with Disabilities

When asked what inclusive Education measures the CSOs were implementing, two respondents from the CSOs were not sure, the remaining 3 CSOs mentioned the following; ‘Training all the teachers and Identifying classes that are fit enough for use by CWDs’, ‘Dialogues, pictures and debates’, ‘Educating leaders’ Those are about 6 inclusive education strategies being used.

From the responses above, the CSOs require capacity building on different measures of inclusive education they can adopt for Children with Disabilities' and they also need training on ensuring that their programmes are inclusive of the needs of all Persons with Disabilities. The Programme can look into this and train CSOs and DPOs accordingly. During the report validation meeting;

RSP 2 mentioned that, *“the Programme should call for a meeting with all CSO’s in the region and address roles that the CSO’s can play in embedding disability component in their programmes such that issues faced by Persons with disabilities are addressed in the whole of Karamoja and not only Kotido and Moroto”*

3.3.2.2 % of school clubs having girls/ CWDs in their leadership positions

Table 3 Showing Gender and disability inclusion in School clubs

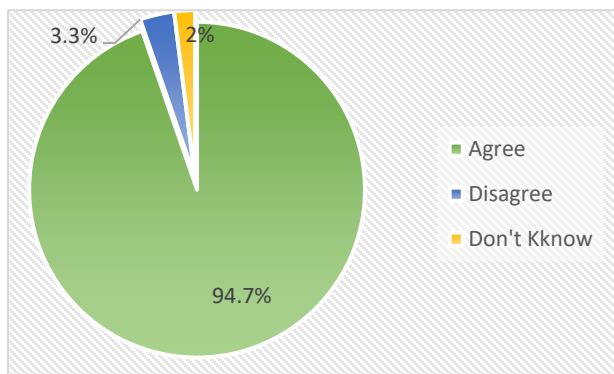
| Schools Sampled | # of Children’s clubs in School | # of the clubs with girls in leadership Position | # of the clubs with Children with Disabilities in leadership Positions |
|-----------------|---------------------------------|--|--|
| School 1 | 10 | 3 | 0 |
| School 2 | 4 | 4 | 4 |
| School 3 | 9 | 9 | 0 |
| School 4 | 7 | 7 | 7 |
| School 5 | 3 | 2 | 1 |
| School 6 | 8 | 8 | 8 |
| School 7 | 6 | 6 | 3 |
| School 8 | 9 | 9 | 0 |
| School 9 | 4 | 2 | 0 |
| School 10 | 9 | 9 | 5 |
| Total | 69 | 59 | 28 |
| % | | 85.5% | 40.6% |

10 schools were sampled in this survey and as shown in the table above, only 85.5% of the different children’s clubs had Girls in leadership positions and only 40.6% of the children’s clubs had Children with disabilities in the leadership Position. This gives an average of 63.1%

This implies that there is a need for the Programme to sensitize and train teachers on inclusive education practices even within the children's clubs so that Children with Disabilities don't feel left out

3.3.2.3 % of parents/caregivers of CWDs showing improved knowledge and attitude towards inclusive education

Figure 9 Showing responses made by Caregivers/ parents on CWDs being educated



As seen in Fig 8, 94.7% of the caregivers agreed to the education of Children with Disabilities, 3.3% of them disagreed to that and 2% had no response on this.

“Even disabled children should be going to school because they can benefit from schooling”- KII Community Elder, Moroto

“It is a good advantage for them to go to school; 1.they will be educated 2.they will

*stop to give them stigma, so when they have education, they become part of the community, they know that they are all equal” - **KII Religious Leader, Moroto***

*“My view is positive and I feel that those children are supposed to be in one class with children who are normal except there are certain factors that make it not fully proper for them to benefit like the rest of the other normal children an example like a classroom that has been built with no consideration of children with disabilities, for example, no ramps or latrines where the construction does not favour some of these children so if these factors were well met, I think it will ease the performance of children with disabilities”- **KII Head teacher Respondent 1***

*“To me, I think it is very paramount to include people with disabilities in the school programme. We are aware that they are all human beings and need to be treated with equal rights and dignity like any other person created by God; so as we do that, it makes them be trained as future leaders who can also fit in the community in future. In many occasions, our communities tend to ignore children with disabilities, they fear that if these children are exposed, they will be laughed at, not knowing, they are hiding better Ugandans in future”- **KII Head teacher Respondent 2***

The Programme needs to sensitize and create more awareness in the community on the importance of education of Children with Disabilities and also on the Rights of Children with Disabilities

How do we address implementation since percentage of Parents/caregivers sampled showed that majority are aware about inclusive Education? The following were the responses received during the validation meeting;

- **Rsp 1** mentioned that *Parents of children with Disabilities can be organized in Parents’ groups and encouraged to meet often and share their ideas and experiences on how they handle their children with disabilities, empower these parents economically and they will also support their children to go to school”*
- **Rsp 2 said that** *“Parents/ caregivers of Children with Disabilities in Kotido and Moroto be identified by the Local council 1, and then the local council 1 can always follow up on*

them to ensure they send their children to school when school starts. So the Programme should work hand in hand with the LCIs”

- **Rsp 3** “Organizations like Save the Children, they give out assistive devices to Children with disabilities and provide them with take home ratios so that they come out of stigma”

3.3.3 By 2023 women with disabilities in the programme regions have expanded their economic opportunities

3.3.3.1 Percentage of women with disabilities who actively engage in economic activities (VSLA in particular)

This indicator is got by Calculation of the Number of Women with disabilities who are engaged in VSLA activities divided by Total number of Women with Disabilities

Table 4 Showing Number of Women with Disabilities in VSLA groups

| | No. of Persons with Disabilities engaged in VSLA | | Total Sample | |
|-------------------------------------|--|------|--------------|------------|
| | Female | Male | Total Female | Total Male |
| Kotido | 5 | 14 | 73 | 92 |
| Moroto | 3 | 5 | 86 | 51 |
| Total | 8 | 19 | 159 | 143 |
| % | 5% | 13% | | |
| $=8/159*100 = 5\%$ $19/143*100= 13$ | | | | |

According to the table above, only 5% of women with disability respondents in both districts participate in VSLA activities and 13% of Men with Disabilities are engaged in VSLA activities. This implies that the Persons with disabilities in both Kotido and Moroto especially the Women are not so much involved in VSLA activities which may be as a result of some challenges incurred. The Programme needs to take this up and form up groups for Persons with Disabilities with emphasis on the Women to enhance their economic wellbeing

Out of the 8 (5%) Women with Disability respondents that mentioned to be part of VSLA activities', 7 of them mentioned that the VSLA groups are not affiliated to any organization and 1 respondent mentioned that her VSLA group is affiliated to 'Mercy Corps'. A variety of Organizations have a component of Economic Empowerment in the region, there is a need to

sensitize these Civil Society Organizations on Disability inclusion in their programming/ create partnerships with them.

Resp 1 from the validation meeting mentioned that “Majority of our Persons with Disabilities are below the poverty level and also they lack information on the savings groups. PWDs are left out of savings groups because they think they will not manage because of their poverty”

Resp 2 from the validation meeting mentioned that “PWDs have nowhere to get money/income, so it becomes difficult for them to save in most of the VSLAs and SACCOs and it’s added with negativity about the people in the region about having CWDs

Resp 3 from the validation meeting mentioned that “Most Pwds face a challenge of inferiority complex, they need to be empowered so that they can come out and also join savings groups”

3.3.3.2 Percentage of women with disabilities linked to financial services

This indicator measures the number of Women with Disabilities in VSLA groups linked to Financial Services divided by the total number of Women with Disabilities

When the Women with Disability respondents, participating in the VSLA groups were asked if any of the VSLA groups are linked to Financial Services. All of them responded ‘No’

This implies the need of the Programme to further sensitize the importance of VSLAs, enroll the Women with Disabilities in these VSLAs and after a while, link these VSLAs to financial Services

3.3.3.3 The number of women with disabilities connected to and is actively engaged in economic empowerment programmes

This indicator measures the Number of Women with Disabilities engaged in VSLA activities

According to Table 4 above, only 8 (5%) Women with Disabilities interviewed among the 159 Female respondents were engaged in VSLA activities

CDO Moroto district (Validation meeting) “Men tend to suppress women in most of the VSLAs, so the aspect of ownership is not in karamoja especially among the PWDs, and also PWDs don’t own any big business entity in the region, so there is need to sensitize the communities seriously”

3.3.3.4 When asked who the main income earners in the household were?

These were the responses given by the Persons with Disabilities

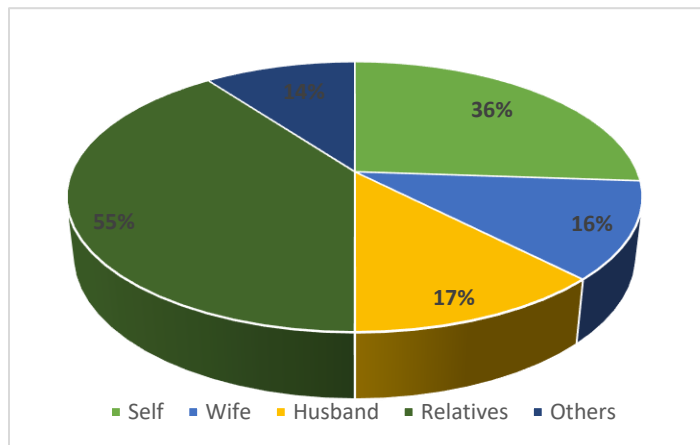


Figure 10 Pie chart showing the main income earners in the households of the PWDs

55% of the respondents mentioned that the relatives were the main income earners in their households, 36% mentioned themselves being the main income earners, 17% mentioned their husbands, 16% mentioned their wives being main income earners, 14% were under 'others' which included children and parents. We realized that in this region, children also engage in income-generating activities. The programme is encouraged to implement more activities on economic empowerment.

3.3.4 DPO members, local duty bearers, service providers and JLO sector representatives in the programme regions are sensitized on gender-based violence against persons with disabilities, know about and can access referral mechanisms

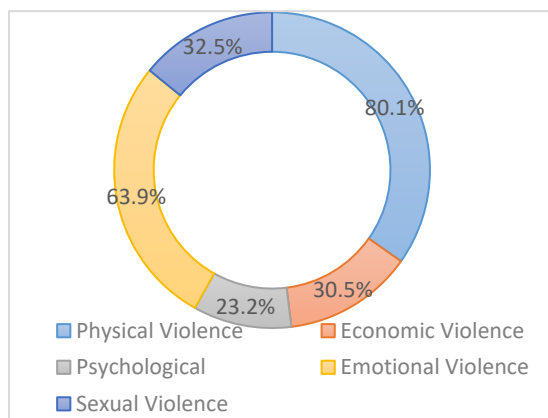
3.3.4.1 What does Gender-Based Violence mean to the Persons with Disabilities?

When we asked about Gender-based Violence, 80.1% of the Persons with Disabilities talked of Physical violence, 63.9% described Emotional violence, 32.5% of PWDs described Sexual violence, 30.5% described Economic Violence and 23.2% of PWDs described Psychological violence

In the KIIs, these were some of the responses from the persons sampled:

"Gender-Based Violence, the way I understand it is a conflict within the community and it can be a family, it can be a clan, it can be a country, that's how I understand" – **KII Religious Leader, Moroto District**

"GBV is a violence that takes place in a domestic setting that is within members of the family and generally is a violation of human rights" – **KII respondent from Police, Moroto District**

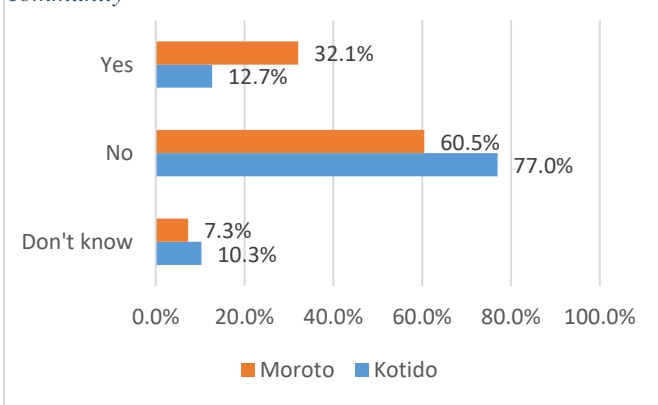


"Gender-Based violence cuts across among a man or a woman whereby someone's rights are violated in any other way that is sexually, psychologically, distribution of resources you find that one side is not stable"- KII respondent from Police, Kotido District

"These are injustices directed towards the mostly "weaker sex" the women, although in this community even men face GBV," Community Elder 1, Moroto

3.3.4.2 When asked if GBV among Persons with Disabilities is common in this area? The following were the responses received;

Figure 12 Responses by PWDs on the occurrence of GBV in the community



Majority of the respondents in both Moroto and Kotido District responded 'NO' (60.5% and 77.0% respectively). But as we can see from the graph, there was a percentage of 32.1% and 12.7% in Moroto and Kotido respectively that responded that GBV is common among PWDs. This implies that GBV among Persons with Disabilities does exist in this region however, from the findings we realized that there is under reporting of the GBV cases

by the victims. Therefore there is a need for Programme intervention on Gender-Based Violence

"It is there due to their inability to support themselves so it is based mostly on them. For example, they always fight them, some of them in marriage, a man may be disabled and a woman is able, and the violence can come from the woman and vice versa to the man, secondly it can be a land wrangle, they don't have enough to book where they are supposed to be helped for; thirdly it can be financial frustration caused by themselves or caused by the community whereby they cannot sustain themselves" –KII Religious Leader, Moroto

"Yes Persons with Disabilities face a lot of Gender-Based Violence in my community"- KII Community Elder, Moroto District

They further responded that the most common type of Gender-Based Violence among the Persons with Disabilities in the region is 'Physical Violence (47.7%)', followed by Emotional violence (40.7%), then psychological (21.2%), Sexual Violence (12.9%) and then Economic Violence (9.3%)

"We have child neglect, forced marriages and domestic violence of beating (physical) and also where the resources are not divided equally (economic violence), then also you find that women are not allowed to have a word, they are the ones to cater for the family, to

*feed the children and it is normal. There are increasing cases of forced marriages, so far this month we have received some cases of forced marriages; I think because hunger is about to hit the place but women with disabilities are not normally among the cases of forced marriages received. Persons with disabilities are not allowed to have a share in the family or at the husband's place, they are burdened so much. At times even beating is there because you are told to do something that you may not manage because of disability”- **KII Police respondent, Kotido District***

When asked about the main Perpetrators of Gender-Based Violence among the Persons with Disabilities, the majority responded 'Relatives', then friends and neighbours of the Persons with Disabilities

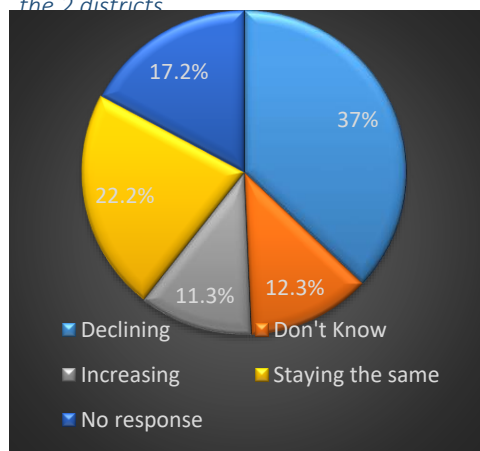
*“It is mostly relatives and spouses”- **KII Community Elder***

*“The Males are the commonest perpetrators”- **KII Police respondent, Moroto***

*“Parents are the main perpetrators”- **KII Police respondent, Moroto***

3.3.4.3 How is the situation of GBV against Persons with Disabilities in the region?

Figure 13 Situation of GBV among PWDs in the 2 districts



37% of the Persons with Disabilities respondents mentioned that GBV against Persons with Disabilities is declining in the region, 22.2% of the Persons with Disabilities respondents mentioned that the situation is the same as always, 11.3% said GBV against Persons with Disabilities is increasing, 12.3% did not know and 17.2% had no response

*“Gender-Based violence is almost the same, but other places it is decreasing because most of the time in the villages we go for community policy and we always also go for family dialogues” – **KII Police respondent, Kotido District***

We further asked about the community responses when GBV against Persons with Disabilities occurs; 50.3% of the Persons with Disabilities mentioned that GBV cases against Persons with Disabilities are reported and supported after that, 33.4% mentioned that such cases are normally not reported and 16.2% had no response

“Most cases we have been receiving those problems mostly but the challenge we are facing is the movement, you find disability has been deprived, you find that it is difficult for them

to report here, and because of movement. Some of them come from far places where the roads are not accessible, you find at times we try the best we can, we can even touch our pockets to ensure that we go and rescue

The problem is always transport and flow of information ie you find someone has been hurt this month but you get that information after two months and; threats, most of them are threatened not to come and report, they are threatened by the perpetrator or the community around the perpetrator

*The elders also don't encourage reporting, they prefer the cases to be settled within the community. Cultural leaders are powerful in these communities, the people listen to what they say"- **KII Police respondent, Kotido***

From the responses, we clearly see that GBV exists but not reported. During the report validation meeting, these were some of the reasons given for under reporting of GBV Cases

"In cases of violence against children, some children don't know that what happens to them is violation of their rights, they first of all don't know their rights and take it like normal even at family level, therefore, they need to be sensitized about children's rights"
Resp during validation meeting

This implies that there is a need for the Programme to sensitize the Persons with Disabilities on their rights and referral mechanism in case of any Gender-Based Violence Cases against them

3.3.4.4 The number of Persons with disabilities successfully seeking support in GBV cases in the programme region and the number of cases advised or referred

According to the Police records in Moroto District, only 10 Gender-Based violence cases against Persons with Disabilities were reported in 2019. These cases included 9 Females and 1 Male child with a disability that had experienced Gender-Based Violence and in Kotido, only one case was reported. In total, 11 cases were reported, advised and referred in Kotido and Moroto in 2019

This implies that the Programme needs to empower the Persons with Disabilities to know their rights and report in case of any Gender-Based Violence cases against them

"Organizations such as FIDA Uganda also handle GBV cases received from community and from their statistics, FIDA received and handled more GBV cases for Persons with Disabilities in 2019 compared to Police. This is because FIDA Uganda has community structures that can easily be accessed by GBV victims and they also ensure to respond to the cases of the victims"
Resp during validation meeting

Therefore, partnering with FIDA Uganda as well would work for the Programme

3.3.4.5 Percentage of targeted stakeholders in the programme region (PWDs, local duty bearers and JLOs representatives) with knowledge of referral pathways and accommodation measures

When asked what options exist for helping Persons with Disability survivors of gender-based violence in the community?

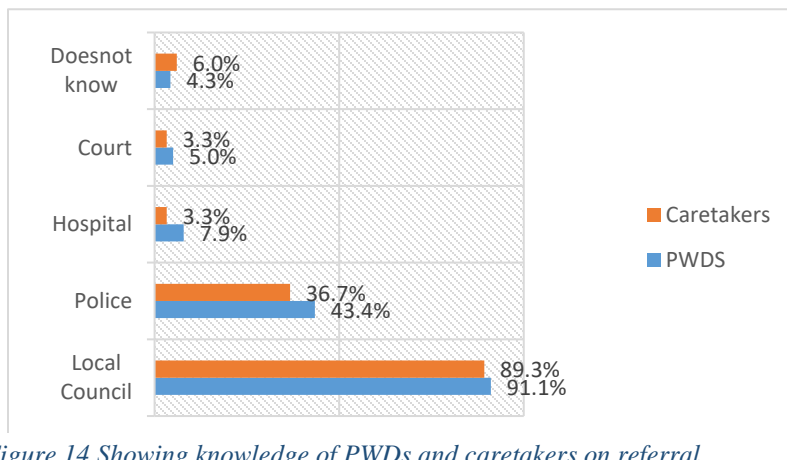


Figure 14 Showing knowledge of PWDs and caretakers on referral

Majority of the Persons with Disabilities and caretakers mentioned the LCs for helping gender-based violence victims, followed by Police, hospitals and very few mentioned court as a referral pathway. About 4.3% of the Persons with Disabilities respondents and 6% of the caretakers did not know any

referral pathway for Gender-based violence victims. This implies that there is need to sensitize on the different existing referral pathways for Gender-Based violence victims to seek help

For the DPO and 7 CSOs interviewed, when asked about the options for referral for Gender-Based Violence Victims, all of them (100%) mentioned Local Council, 62.5% mentioned Police, 50% mentioned hospitals and 12.5% mentioned court. This implies that however much these Organizations have some knowledge of the referral pathways for Gender-Based Violence victims, there is need to strengthen their capacity and sensitize more on use of the different existing referral mechanisms in support of the GBV victims

"Like any other human beings, they get from Government structures like Police, LCs, Community Development Officers, NGOs and so many structures that are in place that are fighting Gender-Based Violence.

*Of course LCs to Police, Police to health units that is hospitals and other service providers"- **KII Police respondent, Moroto***

*"The victim usually reports the case to the community members such as the elders who then talk to the perpetrator to stop the abuse"- **KII Community Elder, Moroto District***

*"If to handle those cases mostly, you need to involve those very people themselves because I know there are educated ones, so if we involve those educated disableds, they can help push themselves being helped by those who are able. In some positions, they put them so they can reach up to the grass root of their friends"- **KII Religious Leader***

3.3.4.6 When asked from what sources they can better learn about GBV services, these were the responses received?

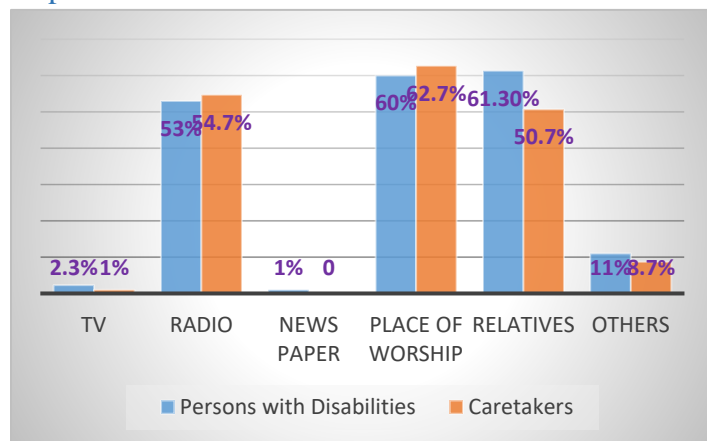


Figure 15 Sources for learning about GBV Services

Majority of the Persons with Disabilities or Caretakers mentioned 'Place of worship' as the best source for learning about Gender-Based Violence, followed by 'Relatives' and then 'Radio'.

Very few respondents mentioned Television and News Papers. This implies that the TV and News Papers may not be effective in this region. This also implies that there is a need for the Programme to involve Religious leaders and community elders to have a greater

impact

Other sources mentioned included 'Community Dialogues'

"Through churches, through LCs, and some VHTs in the villages, who make calls and report Gender-Based Violence cases and the officers respond" – KII Police respondent, Kotido

3.4 LITERATURE REVIEW ON INCLUSIVE EDUCATION, GENDER AND DISABILITY IN UGANDA

Uganda is a signatory to several international gender-focused treaties and conventions among these include; Convention on Elimination of All Forms of Discrimination against Women (CEDAW, 1985); The United Nations Declaration on Violence against Women (DEVAW, 1993); The Convention on the Rights of the Child (CRC, 1990); The Sustainable Development Goals (2030); the African Union Gender Policy (2009); Convention on the Rights of Persons with Disabilities (CRPD, 2008) among others.

The 1995 constitution was a turning point by recognizing the equality of women and men and promoting women's participation in decision making at all levels, through mandatory quotas. For instance, Article 21(1) of the Constitution provides for equality of all persons before and under the law in all spheres of political, economic, social and cultural life and every other respect and shall enjoy equal protection of the law. The National Gender Policy (2007) guides nationwide gender mainstreaming across key sectors. Ministry of Gender Labour and Social Development (MGLSD, 1989) is mandated to spearhead and coordinate gender-responsive development and provide support to other sectors to mainstream gender. At the Local Government Level, the Ministry has Community Based Services/Gender departments whose role is to spearhead gender mainstreaming

in district development plans and budgets. However, both the national and decentralized structures have limited staffing and funding. The number of technical staff working on gender at the MGLSD for instance fell from 33 in 1995 to 10 in 2014 as a result of civil service reforms. Also, MGLSD has consistently been allocated less than 1% of the national budget to cover its entire portfolio (DFID 2014).

However, the Government of Uganda (GoU) has had success in domesticating global gender norms, alongside inconsistencies between policy statements and how plans are implemented. For instance, the 2014 review of Beijing +20 showed that gender laws and policies have been established, thereby creating demand and accountability for women's rights, and legitimizing the work of gender advocates amongst Parliamentarians and CSOs. To start with is the 1995 Constitution that prohibits laws and traditions against women's dignity, and upon it, the 1997 National Gender Policy was reformulated in 2007. Besides, a series of legal reforms ensued, mainly; the 2010 law on Domestic Violence and the 2011 Domestic Violence regulations; the anti-Female Genital Mutilation Act of 2010; the anti-trafficking in Person Act (2009); and the Equal Opportunities Commission Act (2007).

Gender-Based Violence Prevention and Response: Government of Uganda is committed to ending Gender-Based Violence (GBV). The Constitution of the Republic of Uganda provides a basis for addressing GBV. In a bid to address violence against every member of the household, the country decided to adopt the term Gender-Based Violence (GBV) considering that GBV is rooted in gender inequalities that arise from unequal power relations that exist between women and men. Therefore, specific laws have been enacted to criminalize various forms of GBV. These include; The Domestic Violence Act 2010 and its regulations 2011; The Prohibition of Female Genital Mutilation Act 2010; The Prevention of Trafficking In Persons Act 2009; The Penal Code Act, Cap 120; The Children's Act Cap 59 and The International Criminal Court Act 2010.; The Land Act, 1997 as amended in 2010; and, The Employment Act (2006) and Sexual Harassment Regulations (2012).

Additionally, the Government of Uganda has also developed policies and frameworks that address violence against women. Elimination of violence against women is a priority in Vision 2040, the NDP commits the Government to expand programmes that prevent violence against women throughout the country. The GBV Policy was also developed in 2012 and is consistent with the Uganda Gender Policy of 2007 whose goal is gender equality and women's empowerment. The GBV Policy guides actions to prevent and manage VAW and end impunity.

Furthermore, the Government has put in place a multispectral coordinated response to GBV. The National Machinery coordinates the various stakeholders and has put in place various programmes on GBV. To this end, Justice, Law and Order Sector Investment Plan, the Education Sector Investment Plan, and Health Sector Strategic and Investment Plan (HSSIP) have developed targeted interventions to prevent and respond to GBV across the country.

However, amidst all efforts by different actors, the lifetime prevalence of GBV in Uganda is estimated at 51% (The Global Gender Gap Report, 2017), suggesting that violence against women is rampant in the country and it's above the average in Africa and worldwide since 56% of women in Uganda aged 15-49 reported having experienced physical violence while 22% had experienced sexual violence at least once since the age of 15 years (UDHS, 2016). The prevalence of domestic violence and sexual violence amounts to 55% and 24% respectively (Raising Voices, 2018). The notion of domestic violence, however, is relatively new and largely unknown to the Ugandan society, with many citizens believing that the term refers to the most serious cases where severe physical injury is sustained by the victim. Apart from lack of awareness of what constitutes violence, other barriers to accessing help by the victims include stigmatization and the lack of responsiveness of most stakeholders to mention but a few (Raising Voices, 2018).

Access to Inclusive Education: Access to education is recognized by international and national laws as a human right. At the international level, the Universal Declaration of Human Rights (UDHR) recognizes the right to education under Article 26. The UDHR states that everyone has the right to education, hence the right applies to all individuals, although children are considered as the main beneficiaries.

UDHR, Article 26: *(1) everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all based on merit.*

The International Covenant on Economic, Social and Cultural Rights (ICESCR) recognizes the right to education under Articles 13 and 14. According to the ICESCR, the right to education includes the right to free, compulsory primary education for all; an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education; as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. The International Community committed themselves in 1990 to achieve universal primary education (UPE) for all children by the year 2000, giving birth to the Education for All (EFA) campaign. This goal was not achieved but was reaffirmed at another international conference on education in 2000 with a new target date set for the year 2015. These goals were then included in the Millennium Development Goals (MDGs) in 2000, with MDG 2: being *"Achieve Universal Primary Education"*. In the Sustainable Development Goals framework, education is addressed under Goal 4: *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*. Furthermore, in the Sustainable Development Goals (SDGs) in 2015, Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The right to education is recognized in the Uganda Constitution (Article 30 and 34) and is the only socio-economic right that is substantively recognized by the country's supreme law.

In Uganda, the UPE policy has its roots in the recommendations of the Kajubi Education Policy Review Commission which reviewed the state of education between 1987-1989 and recommended a set of reforms in the country's education system, including universalizing primary education. The government accepted the resulting White Paper and the UPE recommendation in 1992. At first, UPE policy provided for only 4 children (2 girls and 2 boys) from each family to access free primary education but later it was revised to cover all children of school-going age. Implementation of UPE has increased enrolment of children from 5.3 million in 1997 to 7.3 in 2002, 8.3 million in 2009 and 8.4 million in 2013. Female enrolment has improved from 3.6 million in 2002 to 4.2 million in 2013. There have been progressive improvements in female completion rates from 49% to 67% according to MOFPED, (2018)

Education Act 2008, defines UPE as "the State-funded universal primary education program where tuition fees are paid by Government where the principle of equitable access to conducive, quality, a relevant and affordable education is emphasized for all children of all sexes, categories and in special circumstances."

The implementation of UPE policy started in January 1997 and all tuition fees and Parents and Teachers Association (PTA) charges for primary education were abolished. However, dropout rates and class repetition remain high at 12% per annum, and it is unlikely that all Ugandan children will be able to complete the full course of primary schooling (MoFPED, 2016)).

However, amidst the government interventions, there is still significant regional variations in accessing UPE schools especially with Karamoja region with the lowest enrolment rates at 35.5% compared to very high rates at 87.2% and 87% in Bukedi and Teso regions respectively

4.0: KEY LEARNINGS QUESTIONS, CONCLUSIONS, RECOMMENDATIONS

4.1 Introduction

This section presents the learnings identified from the responses received from the persons interviewed concerning the Programme's intervention area, the key recommendations and a summary of conclusions

4.2 Key Learning Questions

The survey set out to answer the validity of the project which has been analyzed under some of the key learning questions as below;

What Accountability mechanisms can be put in place to hold stakeholders in the community accountable for incidences of GBV against Persons with Disabilities, promotion of inclusive education in schools, use of existing referral mechanism for reporting GBV cases against Persons with Disabilities?

The survey identified that at village level/ community level, the Programme can sensitize community elders on inclusive education, referral pathways for cases of Gender-Based Violence

for them to encourage parents of the children with Disabilities to send the children to school and also to ensure that cases of Gender-Based Violence against Persons with Disabilities are reported using the different referral mechanism and also for Parent's groups for Parents of Children with Disabilities to train and sensitize them on how to handle the different disability categories of their children, importance of education of children with disabilities and empower them economically by participating in the Programme's VSLA activities.

At District level, the Programme will work with different stakeholders including Religious leaders to sensitize people on the importance of educating Children with Disabilities and the rights that they hold, on the different referral pathways that exist for reporting any incidences of Gender-Based Violence against Persons with Disabilities, Police/ JLOS to support all persons including persons with disabilities on any cases reported, Head teachers of the selected school to train them on the different approaches inclusive Education that can be adopted, selected CSOs to include Gender and Disability in their Programming, District Unions to advocate for the rights of persons with disabilities and to build their capacity to participate in the implementation of the Programme's Objectives, District councillors representing Persons with Disability and the District Community Development Officers in the respective districts

What are the main sources that the Programme can adopt for educating/ sensitizing the community on inclusive Education, Gender-Based Violence and Different existing Referral Pathways for Gender-Based Violence Cases?

From the survey findings, the Programme can use the following to conduct advocacy on the Rights of Persons with Disabilities, Inclusive Education and Gender-Based Violence

- a) Radio talk shows: From the findings, we identified that majority of the households in the communities in Kotido and Moroto have radios and do listen to radio Programmes especially in the evening hours of the day. So the use of radio will be able to capture a wide audience of people
- b) Places of worship; Religious leaders can act as good advocates for spreading information regarding the Gender-Based Violence and its referral mechanisms
- c) Community Elders: These are very influential people in the different communities and what they say is respected by the villages and communities that they lead
- d) Police: Police structure can also be used for passing information especially from the 'Policy Department.

*"We normally go with our law books, and then we tell them like such and such a day, we took this one and he will be in prison for such several days/ years"- **KII RESPONDENT POLICE, KOTIDO***

- e) Use of Pictorial Posters on GBV. These are best for community as they captivate the interest of community members

- f) Use of Head teachers from schools to sensitize parents/ Caregivers about inclusive education/ educating Children with disabilities.

Challenges and recommendations have been identified to bridge the gaps and needs faced by Persons with Disabilities in regards to education, access to economic opportunities and gender-based violence?

On the side of Inclusive Education, the challenges mentioned by the Key Informants included the following;

"Some of the teachers have not been taken for training on how to teach some of these children with disabilities especially the blind and the deaf but since you have come, maybe we shall be trained and our children will achieve the more

Another thing is materials for teaching some children with disabilities; there are no materials for teaching them. Some require materials that are different from normal children and some parents' do not support this. Materials should be availed so that when we conduct this, we are aware

When these children advance in education after completion of P.7, they are not sometimes being taken to secondary school even for some blind boy I know. I wish the project would sometimes give the box so that they would be having maybe a project that would be generating some income for these children like in school they can put some income-generating project for the children with disabilities so that when they pass, the school can even help them buy some scholastic materials or even send them for one or two levels in secondary school.

Parents don't value them like the normal ones, then there is the poor attitude towards education in Karamoja; they can say why should I educate this one with one eye or does not move

*Most of the structures don't have the ramps for people with disabilities to access the facilities better. Though recently the government is trying to improve in this area, those old structures don't have facilities that can support these children with disabilities"- **KII RESPONDENT HEADTEACHER 2***

"One of the major challenges are lack of ramps in learning institutions, in the classrooms, in the latrines, bathrooms, they always get difficulties to access those places and those with problems in the leg lack scratches for moving, I see they cut branches of the tree and use for

walking. And also some of them come from distant places from their homes to school which makes it hard for them"- **KII RESPONDENT HEADTEACHER 1**

"Yes automatically they will face a lot of problems 1. they look like they are out of society and when the other friends intimidate them, for example maybe you maybe lame of the hand and they see you writing with a leg, you become unique to them, so there is that intimidation that you are using a leg for writing yet you are supposed to use a hand, then secondly, maybe your eye one is not seeing but you can see when he reaches some topics where they teach about the eyes, they say are your eyes sick, you get intimidated by others so that one creates frustration and stigma among them and creates isolation in school whereby it affects most of them, that is why some of them cannot continue with their career unless they bring counselling team/ people who can be near them so that they can be able to cope up the future which is tomorrow"- **KII RESPONDENT RELIGIOUS LEADER, MOROTO**

"The schools do not have teachers that can teach the deaf and other forms of disabilities" – **KII RESPONDENT COMMUNITY ELDER, MOROTO**

And the recommendations to the challenges mentioned include the following;

"If these children could be given some income-generating activities within the school and they manage themselves that some of us can monitor like poultry or goat keeping to support them even when there is no food at school, and with this, we can also support in sending children without fees to the school

Also, parents of the children should be given an economic activity which they can also do to support these children when they are at school. These parents also need to be sensitized so that they see that all children they produce are equal without discriminating CWDs, maybe they are doing this because they are not enlightened

Another thing is these children with disabilities should be given at least an educational visit (exchange visits) to tour schools/ institutions that are for special needs children to inspire them" – **KII RESPONDENT HEADTEACHER 2**

"To my view, if to avoid most of these challenges from these people, is to introduce them to most of the positions, to teach them that they can make it by recruiting them in several positions of the government, several positions of the community, whereby they are seen by other people when others who are also disabled. they will see from their own, that if that one can be there, what about me, what makes that one to be there, meaning they will be encouraged when they put them in certain responsibilities" – **KII RESPONDENT RELIGIOUS LEADER, MOROTO**

*“The government should employ more teachers who can teach these deaf children”- **KII RESPONDENT COMMUNITY ELDER, MOROTO.***

The following are the Participants views and recommendations on the Aspect of GBV during the validation meeting;

- ❖ The victims of GBV need to be empowered so that they get to know and get informed about their rights.
- ❖ The perpetrators also need to be informed that what they do by causing violence in their families is not right, they should always report to police, so the community members prefer to handle such cases themselves and leave out the police. GBV cases should be handled in police stations but not at family level or community level for the right justice to prevail.
- ❖ Educating the communities on the rights of the victims, so that they are able to report such cases and also care takers should be recognized as fellow human beings.
- ❖ All stakeholders must ensure that PWDs are sensitized on GBV and other related cases so that they receive justice.
- ❖ Strengthen all community structures in all the sub-counties and also train them on how to report such cases and different stakeholders should also strengthen the GBV shelter by mobilizing resources and strengthen Local Council 1 courts so that they can handle such cases.
- ❖ There is need to fight mindset change of the people in the community so that the members are free to report GBV cases.
- ❖ Always report GBV cases immediately to the relevant authorities to avoid more disabilities by carrying out awareness.
- ❖ There is need to popularize the Ministry of Gender **SAUTI CHILD HELPLINE** (Dial 116 to report any GBV cases against children in the community)

4.3 RECOMMENDATIONS TO THE FINDINGS

The following suggestions are made in response to the gaps identified on Economic Capacity of Persons with Disabilities, GBV incidences, Inclusive Education strategies and the Capacity of the CSO's/DPOs within the Districts of Operation;

- There is a need to address the challenge of Gender-Based Violence where Persons with Disabilities and even other GBV victims are threatened from reporting the Gender-Based Violence cases to Police or Courts of law. This can be done through continuous sensitization on the referral pathways for reporting Gender-Based Violence, awareness creation on the Rights of Persons with Disabilities and working with the community elders/ Religious Leaders to discourage acts of Gender-Based Violence within the communities

- There is a need to empower Persons with Disabilities Economically through the VSLA activities and alternative livelihood activities that they can invest in to strengthen their ability to be self-reliant
- Need to form partnerships with committed CSOs within the region to strengthen their capacities in Gender and Disability mainstreaming within their Programmes
- Continuous capacity strengthening of the District Union members to take ownership of the Programme activities and for the sustainability of the Programme
- Need for the Programme to work hand in hand/ strengthen the capacity of Police, JLOS, Religious leaders/ structures such as Community Development officers/ councillors for Persons with Disability in a bid to fight Gender-Based Violence within the region and fight for the rights of Persons with Disabilities
- Programme selected schools/ CSOs with Education Programmes need to be strengthened on the different measures of inclusive Education that can be adopted as well as training on ensuring that their programmes are inclusive of the needs of all Persons with Disabilities.
- The radio spot messages have a greater impact on passing information on the various interventions than Televisions. Therefore, the Programme should continue with radio spot messaging compared to the TV talk shows
- There is also need to provide Psychosocial support for Persons with Disabilities to help them come out and express themselves
- Since the number of pwd succesfully seeking support in GBV cases in the programme regions is very low, there is a need to find out why cases are underreported and how these causes can be addressed
- Concerning income-generating activities and economic empowerment, NUDIPU should have an exchange meeting with LNFOD who is implementing activities in this regard

4.4 CONCLUSION

From the Findings, several of the Programme's assumptions are valid. The challenge of Gender-Based Violence among Persons with Disability is still existent in the communities of Districts of Operations, with few of these GBV incidences reported to Police/ LCs/ JLOs and also Inclusive Education is very weak in the region where by Children with Disabilities are left at home while their abled siblings/ relatives are in school

Systems strengthening Approach needs to be applied thereby bringing different sectors together to address various challenges faced by Persons with Disabilities in the Communities. Attitude and mindset change needs to be at the forefront of the interventions in regards to the rights of Persons with Disabilities. Therefore, the Project must embark in designing interventions to stop Gender-Based Violence, Strengthen the Economic Capacity of Persons with Disability and encourage Inclusive Education involving a multi-sectoral Approach

ANNEX A: GADIP INDICATOR LOGFRAME WITH BASELINE VALUES

| Specific Objective | Indicators | Baseline Values | Target |
|---|---|-----------------|--------|
| 1. Partner organizations in Lesotho and Uganda have gained the capacity to integrate gender equality into their organizational structure and work and share this knowledge internally and with relevant stakeholders. | 1. # of organizational gender and disability policies adapted or adopted | 0 | |
| | 2. # of Gender-Based Organizations adopting disability inclusion measures. | 4 | |
| | 3. % DPO members who know the rights of women and girls with disabilities and concrete measures to promote them | 58% | |
| 2. By 2023 partner organizations in Uganda and Lesotho integrate gender aspects into their inclusive education work | 2.1. # of inclusive education measures of partner organizations implemented | 6 | |
| | 2.2 % of school clubs having girls/ CWDs in their leadership positions | 40.6% | |
| | 2.3. % of Parents/Caregivers of CWDs (enrolled in the Programme) that have enrolled their CWDs in school | 0 | |
| | 3.1 Percentage of women with disabilities who actively engage in economic activities | 5% | |

| | | | |
|--|--|----|--|
| 3. By 2023 women with disabilities in the programme regions have expanded their economic opportunities. | 3.2 Percentage of women with disabilities linked to financial services | 0 | |
| | 3.3 # of women with disabilities connected to and are actively engaged in economic empowerment activities through support of the programme | 0 | |
| 4. DPO members, local duty bearers, service providers and JLO sector representatives in the programme regions are sensitized on gender-based violence against persons with disabilities, know about and can access referral mechanisms | 4.1 # of persons with disabilities successfully seeking support in GBV cases in the programme region. | 11 | |
| | | 11 | |
| | 4.2 (# of cases advised and supported by the local duty bearers (JLOS, Police) during the) % targeted stakeholders in the programme region (PWDs, local duty bearers and JLOs representatives) with knowledge of referral pathways and accommodation measures | 11 | |

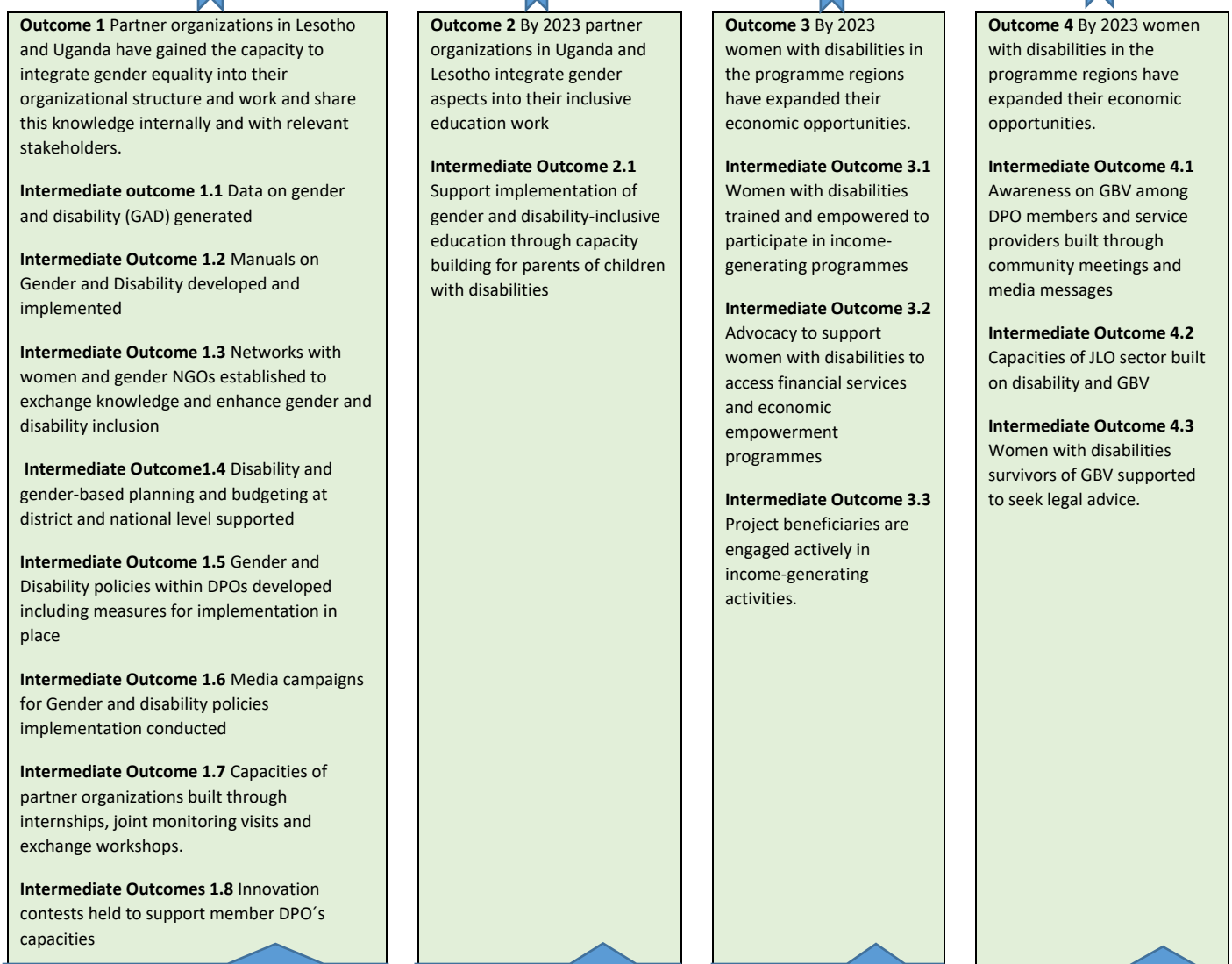
ANNEX B: GADIP THEORY OF CHANGE

GOAL

The programme contributes to realizing SDG 5 on Gender Equality and SDG 10 on Social Inclusion, Equal Opportunities and Reduction of Inequalities in Lesotho and Uganda

STRATEGIC OBJECTIVE

Partner organizations in Lesotho and Uganda have strengthened their capacities on gender equality to support the rights of women with disabilities



Outcomes

Outcome 1 Partner organizations in Lesotho and Uganda have gained the capacity to integrate gender equality into their organizational structure and work and share this knowledge internally and with relevant stakeholders.

Outcome 2 By 2023 partner organizations in Uganda and Lesotho integrate gender aspects into their inclusive education work

Outcome 3 By 2023 women with disabilities in the programme regions have expanded their economic opportunities.

Outcome 4 By 2023 women with disabilities in the programme regions have expanded their economic opportunities.

Intermediate Outcomes

- Intermediate outcome 1.1** Data on gender and disability (GAD) generated
- Intermediate Outcome 1.2** Manuals on Gender and Disability developed and implemented
- Intermediate Outcome 1.3** Networks with women and gender NGOs established to exchange knowledge and enhance gender and disability inclusion
- Intermediate Outcome 1.4** Disability and gender-based planning and budgeting at district and national level supported
- Intermediate Outcome 1.5** Gender and Disability policies within DPOs developed including measures for implementation in place
- Intermediate Outcome 1.6** Media campaigns for Gender and disability policies implementation conducted
- Intermediate Outcome 1.7** Capacities of partner organizations built through internships, joint monitoring visits and exchange workshops.
- Intermediate Outcomes 1.8** Innovation contests held to support member DPO's capacities

Intermediate Outcome 2.1 Support implementation of gender and disability-inclusive education through capacity building for parents of children with disabilities

Intermediate Outcome 3.1 Women with disabilities trained and empowered to participate in income-generating programmes

Intermediate Outcome 4.1 Awareness on GBV among DPO members and service providers built through community meetings and media messages

Intermediate Outcome 3.2 Advocacy to support women with disabilities to access financial services and economic empowerment programmes

Intermediate Outcome 4.2 Capacities of JLO sector built on disability and GBV

Intermediate Outcome 3.3 Project beneficiaries are engaged actively in income-generating activities.

Intermediate Outcome 4.3 Women with disabilities survivors of GBV supported to seek legal advice.

Upscaling Strategies

Promoting the Gender and Disability approach within DPOs and beyond through capacity building and advocacy for policy changes needed to mainstream Gender and Disability.

Creating awareness among parents that disability is not inability and girls with disabilities need education just like their peers without disability.

Training and enhance access to finance through advocacy and funding opportunities.

Raise awareness and provide training to create an enabling environment for women with disabilities accessing services

Change Actors

Disabled Person Organizations

CSOs, Non-Governmental Organizations

Women with Disabilities

PWDS, JLOS, LOCAL DUTY BEARERS

Problem Analysis

Women and persons with disabilities are **systematically discriminated** and have less power across economic, political and social spheres. They have fewer resources, less say in decision-making processes, and are more often affected by violence against women and girls, including physical, sexual and psychological harm

REFERENCES

1. <https://www.ubos.org/wp-content/uploads/publications/2014CensusProfiles/KOTIDO.pdf> (Last Access 12.08.2019)
2. <https://www.ubos.org/wp-content/uploads/publications/2014CensusProfiles/MOROTO.pdf> (Last Access 12.08.2019)
3. Uganda Bureau of Statistics (UBOS), 2018. Uganda National Household Survey 2016/2017. Kampala, Uganda; UBOS (Last Access 25.2.2019)
4. Uganda Functional Difficulties Survey 2017: UBOS (Last Access 12.08.2019)
https://www.ubos.org/wp-content/uploads/publications/07_2019Uganda_Functional_Difficulties_Survey_2017.pdf
5. UNDP 2014, World Survey on the Role of Women in Development 2014, Gender Equality and Sustainable Development.
6. UNEB (2015) The achievement of primary school pupils and teachers in Uganda in Numeracy and Literacy in English: A Summary of 2015 NAPE Report. Kampala: UNEB
7. UNEB (2015), The achievement of primary school pupils and teachers in Uganda in Numeracy and Literacy in English: A Summary of 2015 NAPE Report. Kampala: UNEB
8. United Nations Gender Scorecard Narrative Report UNCT Uganda Performance Indicators for Gender Equality and Women's Empowerment, September 2014
9. United Nations Gender Scorecard Narrative Report UNCT Uganda Performance Indicators for Gender Equality and Women's Empowerment, September 2014
10. VSO (2015) Evaluating and Improving Quality Primary Education in Karamoja (EQPE) Project Kampala: VSO
11. VSO (2015) Evaluating and Improving Quality Primary Education in Karamoja (EQPE) Project Kampala: VSO
12. World Economic Forum (2016), Global Gender Gap Report.