

# DISABILITY-INCLUSIVE EDUCATION & EMPLOYMENT UNDERSTANDING THE CONTEXT UGANDA



MRC/UVRI and LSHTM Uganda Research Unit



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## About this report

This report was developed by the Medical Research Council/Uganda Viral Research Institute & London School of Hygiene & Tropical Medicine (MRC/UVRI & LSHTM) Uganda Research Unit, the International Centre for Evidence in Disability at the London School of Hygiene & Tropical Medicine, and Mastercard Foundation.

The report aims to inform Mastercard Foundation's disability and inclusion programming and strategy development. It draws on a literature review, as well as key informant interviews with relevant stakeholders, investigating the inclusion of youth with disabilities in education and employment in Uganda. The information in this report will be built on in the next phase of this research project, through in-depth interviews with young men and women with disabilities.

## Contributors

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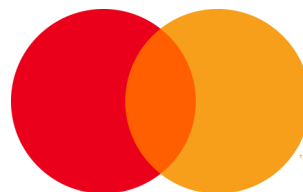
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The Mastercard Foundation is one of the largest foundations in the world and has worked to advance financial inclusion and education in Africa and transform education and employment systems for Indigenous youth in Canada, improving the lives of more than 139 million people.

Their *Young Africa Works* strategy seeks to enable 30 million young women and men to secure dignified and fulfilling work by 2030.

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## Publication Date

January 2023

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## Acknowledgements

We would like to thank the key informants that took part in this research for giving their time and sharing their knowledge. We also thank the Research Assistants involved in the data collection. Thank you to Jyoti Shah for providing project support. Further, we thank Dr Tom Weir for his support to the final report, as well as Dr Xanthe Hunt for her review. Thank you also to Light for the world, MRC/UVRI & LSHTM Uganda Unit, and Bilmor Technical and Vocational Centre for providing photos for use in this report.

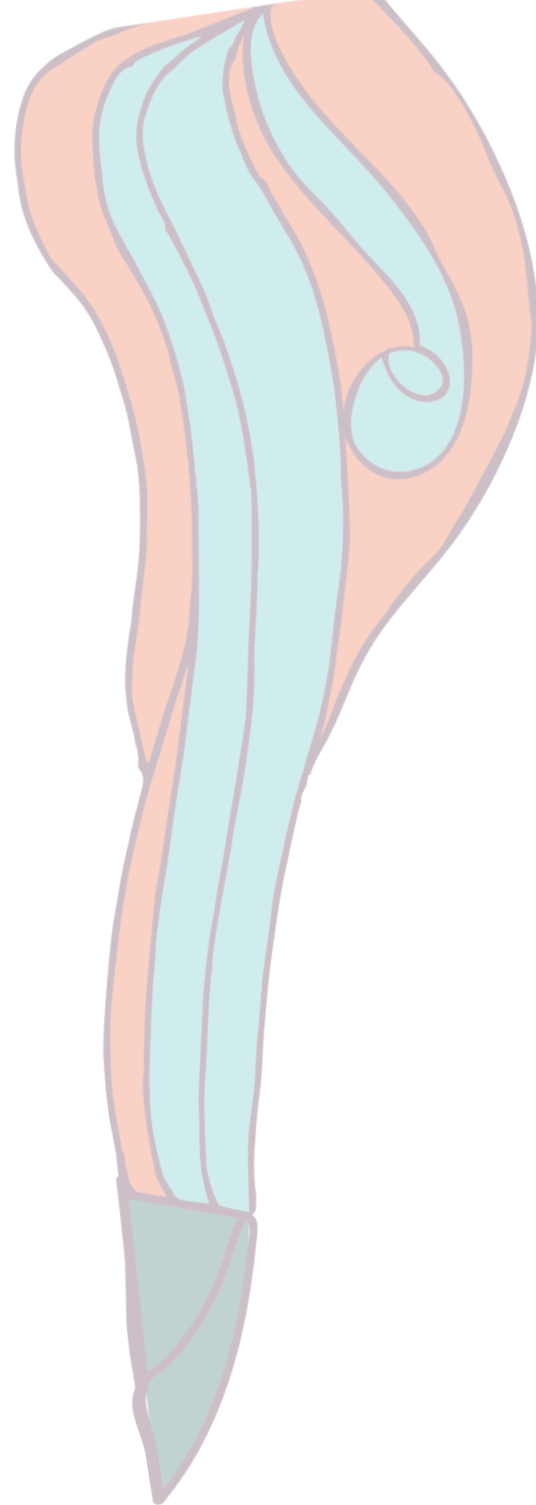
## Suggested Citation

International Centre for Evidence in Disability, MRC/UVRI & LSHTM Uganda Research Unit, Mastercard Foundation.  
Disability-inclusive education and employment: understanding the context in Uganda. London, UK: ICED, 2023

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# Disability-Inclusive Education and Employment: Understanding the Context in Uganda

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## Executive Summary

- Ugandan policies highlight a rights-based government disability agenda and a strengthening policy framework on disability inclusion in education and employment. However, people with disabilities continue to experience exclusion from education and employment.
- Gaps in implementing, enforcing, and monitoring policy and legislation contribute to this exclusion.
- Gaps and challenges in education include exclusion of people with disabilities from school at a young age, academic assessments that limit the progression of learners with disabilities, inaccessible learning environments, lack of support and training for teachers, and inadequate promotion of inclusive education models.
- Examples of innovative and promising practices in education include teacher development programmes to promote disability inclusion, scholarship quotas for university students with disabilities, and affirmative action to reduce barriers to university admission.
- Implementation gaps and challenges in employment include limited awareness of inclusive policies and responsibilities, resistance to providing reasonable accommodations, a lack of accountability and monitoring mechanisms, communication barriers, discrimination, and negative attitudes.
- Examples of innovative and promising practices in employment include capacity-building for graduates with disabilities to gain employment through personal business start-ups, agriculture-focused capacity-building for women with disabilities and parents of children with disabilities, and training young people with disabilities as disability inclusion facilitators to advocate in the community and workplace.
- Partnerships with Organisations of Persons with Disabilities (OPDs) and the meaningful inclusion of people with disabilities in the design and implementation of policies and programmes are vital to achieving disability inclusion.
- Communication and engagement with OPDs, and specifically youth with disabilities, particularly in the earlier stages of policy development when input can be incorporated, is urgently needed.
- Opportunities for further research to strengthen inclusive policy and practice in Uganda include generating disability-disaggregated data to inform inclusion in education and employment, exploring experiences and perspectives of youth with disabilities, education providers and employers, as well as evidence (e.g. from rigorous impact evaluations) to understand 'what works' to strengthen youth inclusion in education and employment.

# Introduction

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## About Disability

According to the United Nations Conventions on the Rights of Persons with Disabilities (UNCRPD) people with disabilities include those who have: *“long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.”*[1]

Estimates suggest that there are 1 billion people (15%) living with a disability globally [2]. People with disabilities often experience barriers to accessing education and employment and this can lead to an increased risk of poverty [2]. They may also face difficulties being included in other aspects of society [3].

Research in Sub-Saharan Africa shows that with the right support, people with disabilities can achieve economic success. Investing in education and employment for people with disabilities should be part of development efforts, as based on an economic rationale, as well as social justice [4].



Source: MRC/UVRI & LSHTM Uganda Research Unit

# Introduction

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## Disability in Uganda

The prevalence of disability was estimated to be 6.4% (5+ years) in the 2016 Uganda Demographic Health Survey [5] and 7.8% (2+ years) in the Ministry of Gender, Labour and Social Development Situational Analysis of Persons with Disabilities in Uganda [6]. These are likely low estimates, given that the World Report on Disability estimated 15% prevalence. Evidence indicates that children and young persons with disabilities in Uganda have lower school attendance and lower literacy rates compared to the general population [5]. Limited access to inclusive programs, segregation, and discrimination are all factors found to limit access to education of children and youth with disabilities [7, 9-10]. Available data also suggests that young people with disabilities are less likely to be employed, and that people with communication and self-care difficulties have the lowest employment rates [11]. Barriers to employment for people with disabilities including physical inaccessibility, stigma and discrimination and lack of skills development and business training [6, 11-13].

## Disability policy context

In 2007, the Government of Uganda ratified the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and this was credited with accelerating much of the legal reform on the rights of people with disabilities [8]. In 2020, the Persons with Disabilities Act came into effect, providing a framework for inclusive policy and services, including to improve school enrolment and employment opportunities. This act states that people with disabilities have a right to education and employment free from discrimination.

## Employment focus for this research: agriculture and refugees

Agriculture is the country's preeminent sector and economic driver, employing over 80% of the labour force [14]. Information on the inclusion of young people with disabilities in agriculture is limited, although one study found that young farmers with disabilities were much less likely to participate in agricultural capacity-building programmes than those without a disability [15].

Uganda has a leading role in promoting the adoption and implementation of the African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa (also known as the Kampala Convention). Refugee children and youth, like others, have the right to attend government schools [16].

However, refugees with disabilities in Uganda are largely unemployed and are vulnerable to poor working conditions [17].



# Introduction

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## About this study

This research aimed to assess the policy landscape relating to inclusion in education and employment for young men and women with disabilities in Uganda aged 15-35, with particular focus on secondary, tertiary and vocational education and employment in agriculture. Using the Policy Triangle framework<sup>1</sup>, this study highlights:

- Key policies, programmes, and evidence on situations for people with disabilities
- Key stakeholders and policy processes
- Policy implementation, gaps and challenges, and contextual influences
- Examples of innovative and promising practise to foster greater inclusion

This research involved document review and 17 key informant interviews (KIIs) with key stakeholders in Uganda. Key informants (KIs) included representatives from organisations of people with disabilities (OPDs), government bodies, education providers, local and international NGOs, and private employers. Further details about these methods are provided in Annex A.

Additionally, a secondary analysis of the 2016 Uganda Demographic and Health Survey (DHS) [5] was conducted to compare education and livelihood indicators for youth with and without disabilities. Further details on these methods are provided in the Appendices. Disability disaggregated data analysed and published by the ILOSTAT database Disability Labour Market Indicators (DLMI) [6] and Situational Analysis of Persons with Disabilities in Uganda [7] were also included.

Source: Light for the World



<sup>1</sup>Walt, G. and L. Gilson, Reforming the health sector in developing countries: the central role of policy analysis. *Health Policy and Planning*, 1994. 9(4): p. 353-370.

# Findings

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The findings of the study are organised in four parts: (1) education; (2) employment; (3) social and political context; and (4) opportunities.

## Box 1: Information on the quantitative findings

This report includes disability prevalence estimates and disaggregated data from a secondary analysis of the 2016 Uganda DHS data completed for this study. Additionally, estimates published in the ILOSTAT database, and report of the Situational Analysis of Persons with Disabilities Uganda are also included [5-6].

Some caution is needed in interpreting and comparing these estimates. Reasons for this:

- Disability is complex to measure and different surveys use different methods.
- The Washington Group short set of questions (WG-SS)<sup>2</sup> are widely recommended for use in national surveys and census [6]. They have the advantage of being relatively simple, rapid and non-stigmatizing, as they don't ask directly about disability. Some surveys using the Washington Group questions estimate lower than expected disability prevalence compared to the World Report on Disability estimates of 15% all ages and 5% children.

The reasons are unclear, but may include: i) WG-SS questions don't ask about mental health (and therefore don't capture all people with disabilities); ii) variation in implementation, such as alterations to wording and/or the meaning of questions intentionally or through translation difficulties; iii) if a statement about disability is included in the survey before asking the Washington Group questions, this may result in under-reporting due to stigma associated with disability.

- The relatively low proportion of youth with disabilities results in small sample sizes for this group, which affects the precision of the estimates. It also means disaggregation of disability data by other important intersectional characteristics (e.g. urban/rural, type of functional limitations) is often not possible.
- There are potential sources of bias, for example: how questions were worded and understood by participants, the extent of interviewer training, the extent that data collection is disability-inclusive (e.g. was there equal opportunity for people with communication difficulties to take part in the survey). These sources of bias can all influence the findings.

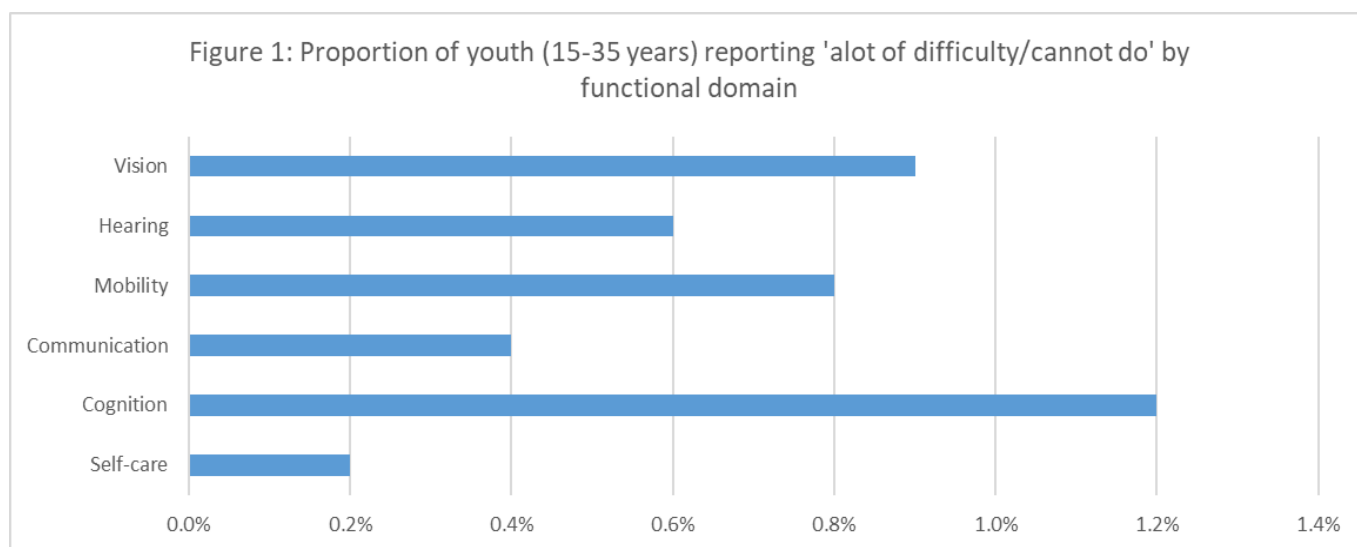
The disability estimates presented in this report are therefore subject to error and results may not be directly comparable across different data sources. The disability disaggregated data should be considered as indicators and trends of differences, rather than exact data on inclusion in education and employment.

2 The Washington Group Short Set (WG-SS) asks about level of difficulty ('none', 'some', 'a lot', or 'cannot do') in the following functioning domains: seeing, hearing, walking/climbing stairs, remembering/concentrating, self-care or communicating. Reporting 'a lot of difficulty/cannot do' in at least one domain is commonly used to classify people as having a disability for the purposes of disability statistics and data disaggregation.

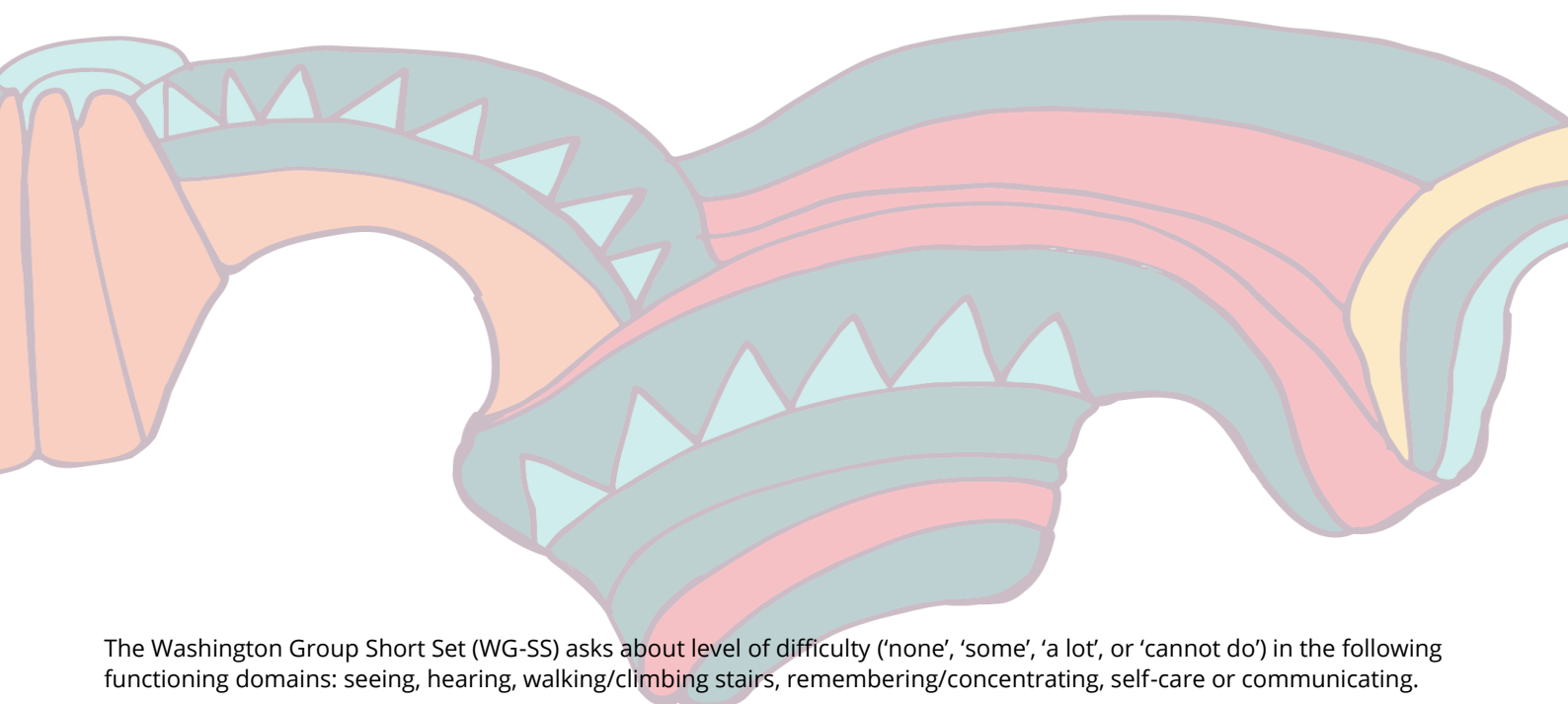
# Findings

## Prevalence of disability

According to 2016 DHS data analysed for this report [5], 3.2% of youth aged 15-35 years reported 'a lot of difficulty/cannot do' in at least one functioning domain asked in the WG-SS [19]. This is the definition commonly used to classify people as having a disability for the purpose of disability statistics and disaggregation. This prevalence was similar for men (3.4%) and women (3.1%). Figure 1 shows the percentage reporting 'a lot of difficulty' in individual functioning domains. Overall, 19.4% reported at least 'some difficulty' with at least one functioning domain.



Data source: 2016 Uganda DHS data analysed for this report.



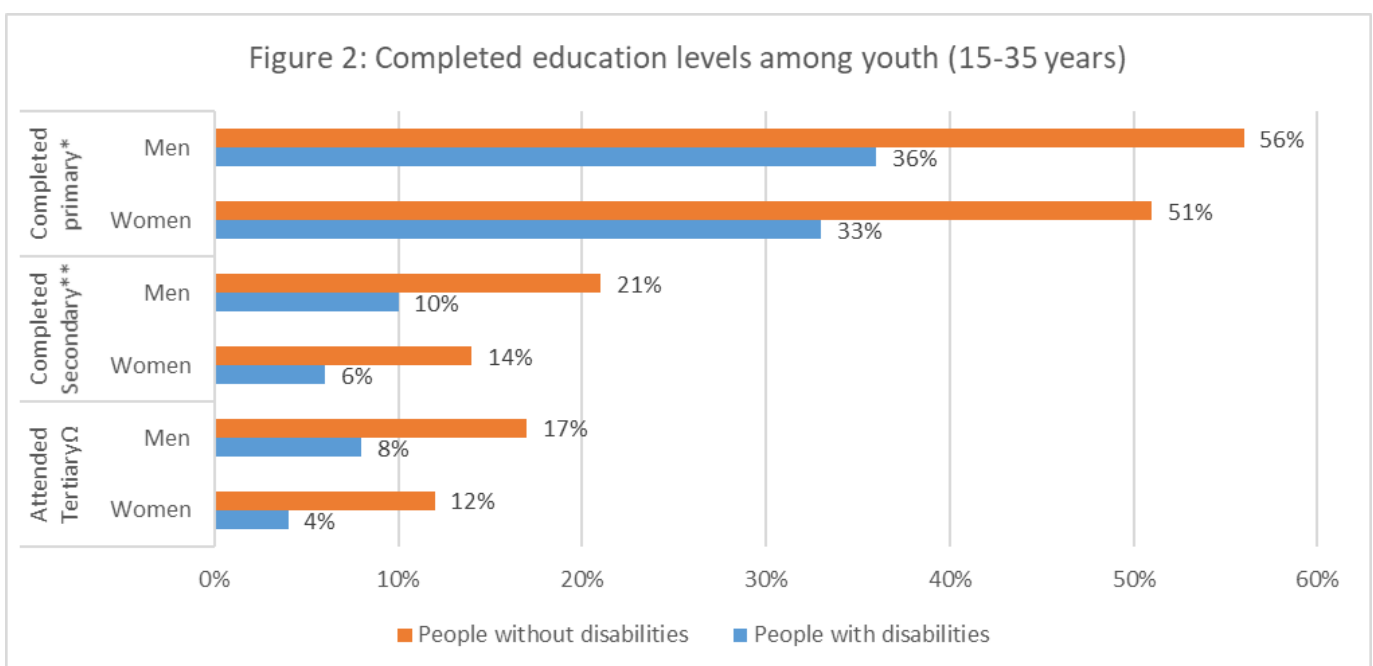
The Washington Group Short Set (WG-SS) asks about level of difficulty ('none', 'some', 'a lot', or 'cannot do') in the following functioning domains: seeing, hearing, walking/climbing stairs, remembering/concentrating, self-care or communicating.

# 1. Education

## 1.1 Education indicators disaggregated by disability status

### Education level completed (among youth aged 15-35 years)

As shown in Figure 2, according to the 2016 Uganda DHS data analysed for this report, youth with disabilities were less likely to have completed primary and secondary education, and attended tertiary education compared to their peers without disabilities (see Figure 2 and Table A1). This trend is similar for males and females, however, overall completion of each level was slightly lower among females compared to males in each group.

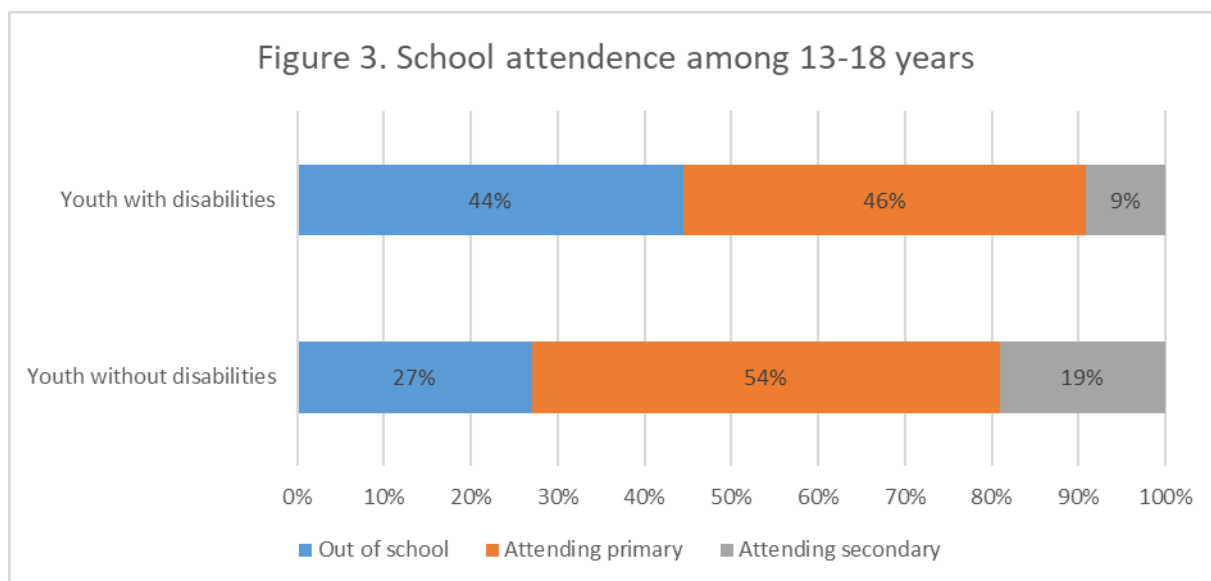


\*15+ years; \*\*21+ years;  $\Omega$ 24+ years (ages groups restricted to 3+ years above the expected age for completion, i.e. 12 years for primary and 18 years for secondary); Data source: 2016 Uganda DHS data analysed for this report.

## Education

### School attendance among people of secondary school age (13-18 years)

Figure 3 and Table A2 in the appendix present current school attendance among people of secondary school age (13-18 years) from the 2016 Uganda DHS data analysed for this report. Youth with disabilities were more likely to be out of school (44%) compared to their peers without disabilities (27%). Overall, secondary school attendance (i.e. proportion attending secondary school out of those of secondary school age) was lower (9%) among youth with disabilities compared to youth without disabilities (19%). These trends were similar for males and females (Table A2).



# Education

## 1.2. Policies and programmes

**Table 1.** Notable provisions related to the education of youth with disabilities in policy and law

Notable Provisions	Policy & Law
People with disabilities have a right to education free from discrimination	Constitution; Persons with Disabilities Act 2019
Learners with disabilities have a right to be taught together with other learners in the same environment, and if required, be given extra support appropriate for their disability	Persons with Disabilities Act 2019
Institutes with learners with disabilities must make the necessary structural adjustments to the building and facilities to make it accessible	Persons with Disabilities Act 2019
Public institutes that enrol learners with disabilities must provide support such as sign language services, assistive devices, and accessible learning materials	Persons with Disabilities Act 2019
Government shall provide special facilities, tools, and equipment throughout the country for the training of people with disabilities	Equal Opportunity Commission Act 2007
Public institutes that enrol learners with disabilities must provide support such as sign language services, assistive devices, and accessible learning materials	Persons with Disabilities Act 2019
Any discriminatory practices shall be monitored by the Equal Opportunity Commission	Equal Opportunity Commission Act 2007

A full list of programmes promoting disability inclusion in education implemented in Uganda within the past five years is provided in Appendix C.

## Education

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The disability policy framework in Uganda is strengthening and provides the basis for advocacy promoting and protecting the rights of persons with disabilities. In 2020, the Persons with Disabilities Act came into effect, providing a framework for inclusive policy and services.

*“The strength is that we have it in place, it is a framework that has been recognised by government [...] it’s like our bible [...], when we are doing our advocacy, we refer to it.”* (Representative from an OPD)

Policies related to education are typically spearheaded by the Ministry of Education and Sports, with contributions from other government agencies and OPDs. Noted by KIs as important to education is the Marrakesh Treaty, an international treaty that promotes access of copyright material for people with a visual impairment. This was noted as having the potential to vastly improve access for students with disabilities through textbooks and other materials in accessible formats such as braille, tactile, large-print, and audio editions. However, although the Government of Uganda ratified the Treaty in 2018, it has not been domesticated.

There is also an upcoming National Inclusive Education Policy, currently under draft. When approved, KIs believed this could offer strong guidelines, allocation of financial resources, and monitoring of disability inclusion in education. KIs noted how this will prompt education institutions to provide a learner-friendly environment that is responsive to the different needs of learners with disabilities, and in turn, improve their attendance and effective participation. This policy was developed in consultation (through meetings) with stakeholders that included educators, parents, children with disabilities, and OPDs (such as the Uganda National Association for the Blind, Uganda National Action on Physical Disability, National Union of Disabled Persons in Uganda, Uganda Society for Disabled Children).

*“The policy comes in at a timely moment when the Government of Uganda is putting much effort in disability inclusion. This has been reflected in the Global Disability Summit Commitments of 2022, where the Government of Uganda committed to finalise the approval of the National Inclusive Education Policy and to enhance inclusive education to learners with different needs.”* (Representative from an NGO)

# Education

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KIs also noted the provision for affirmative action under the Universities and Tertiary Institutions Act (2001) where persons with disabilities receive an additional four points to what they have acquired through Advanced Level exams. This allows them to better reach entry requirements for public universities or tertiary institutions, as well as being eligible for government financing schemes. One KI noted that every year, 64 scholarships are available for persons with disabilities overall in tertiary institutions. Though many have benefited from this, there is still limited awareness of this provision, and many cannot afford to come to Kampala to obtain the required recommendation from the National Union of Persons with Disabilities in Uganda (NUDIPU) to apply for these scholarships.

In February 2022, the Ministry of Education and Sports announced an increase in scholarships for students with disabilities during the launch of Uganda's commitments to the Global Disability Summit. The number of scholarships is set to increase from 64 to 320 in more than 20 public universities. The Ministry also cited plans to advocate for scholarships to private universities [18]. Currently, the affirmative action applies only to students joining universities to pursue degree courses. Those in Technical and Vocational Education and Training are not currently considered.

## 1.3 Implementation gaps and challenges

While policies and legislation, such as the 2019 Disability Act, may be used to hold duty-bearers accountable for implementing disability inclusive programmes, no KIs were able to cite examples of successes. There is the potential for policies to improve lives of people with disabilities, but only through advocacy efforts to prompt its implementation.

*"The Persons with Disabilities Act has good provisions for protecting the rights of persons with disabilities in various sectors like education, employment, in health, public transport, public facilities so it really cuts across. [...] if we make use of it very well, it can change a lot of things, it can improve the lives of persons with disabilities."* (Representative from government)

KIs described the government's slow pace in operationalising policies and passing implementation guidelines. Overall, the interviews indicate that as much as the existence of policies highlights an equity-driven government agenda, the extent to which they are being put in practice is unclear. This is partly due to lack of disability-disaggregated data, which makes it hard for government to appropriately plan and budget for persons with disabilities. Key informants, therefore, suggested that the government needed to create and use databases that allow disaggregation of relevant indicators by disability status.



## Education

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Additionally, interviews with KIs highlighted several other factors that impact education policy implementation:

### i) Exclusion from school at a young age

KIs told us that children with disabilities are less likely to be taken to school or are often only able to join late into the school system. Several factors contribute to this, such as negative beliefs about disability, inability to cover school fees, and lack of access to assistive devices. Once they miss enrolling in school at a younger age, it becomes difficult for them to complete education and eventually gain employment. As the KI below notes, even delayed progression has an impact on learners with disabilities.

*“You should also know that at times persons with disabilities take long to join school. Someone can join primary one when he is eight or seven years because of different factors. One would be that the parents didn’t have the motive to send him/her to school. Two, they may not have what they need to go to school. [...] By the time people decide to let the child join primary school, they will be around six years sitting with children of two or three years.”* (Representative from an OPD)

### ii) Assessments focused on academic performance

According to KIs, the school system tends to focus solely on academic performance, limiting progressions for some learners with disabilities who may struggle in these areas, but potentially thrive in others. This is likely contributing to dropouts among youth with disabilities.

*“There are some children who come to school and study up to a certain class for example, now they are saying its automatic promotion in government schools [Primary] 1 to [Primary] 7. When you want to join [Senior] 1, the condition is that when you want to continue to [Senior] 1 and the government has to pay for you, you have to get 28 marks. Now how about that person who will never get 28 even if he spent five more years in primary? He is excluded at that level.”* (Representative from government)

### iii) Inaccessible learning environments

Although there are policies in place requiring all government education institutions to be physically accessible, standards are often not followed. For example, ramps, hallways, doorframes, toilets, rails, and clear signage are often inaccessible or unavailable. Further, few accessible learning materials are available in schools, including large print books for students with a visual impairment. Sign language interpreters are also rare. The Ministry of Education and Sports have announced their intention to provide more equipment and assistive technology to students with disabilities, based on assessments of need [18].

## Education

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### iv) Lack of support for teachers

Several policies are focused on maintaining teacher standards, particularly in addressing learners with special needs. These include the National Teacher Policy, the Universal Primary Education policy, and the Universal Secondary Education policy. However, there is a need to support teachers to better identify and respond to learners with disabilities. There is a lack of training, materials, and guidelines to support teachers in making learning inclusive.

*“We also still have a challenge of preparing teachers in educational institutions to accept and to welcome all learners in schools. We need them to be able to identify learners with special needs. We went to school of over 1000 learners and asked if they have students or pupils with disabilities and they tell you that they don’t have such students, when actually they are there but are not identified. So, there is that gap, we need to give these people some tips, some skills of identifying learners with special needs and disabilities so that they are able to work with them.” (Representative from government)*

As part of Uganda’s commitments to the Global Disability Summit, the Ministry of Education and Sports announced intent to conduct teacher capacity building sessions on inclusive education practises, but these efforts are currently in development and have not yet been implemented [18].

### v) Inadequate promotion of inclusive education models

According to KIs, there is a need to promote inclusive education as opposed to special needs education where learners with disabilities are restricted to specialised institutions. This, they argue, has several far-reaching consequences ranging from limiting disability awareness amongst non-disabled people, to restricting the confidence of learners with disabilities in operating amongst people without disabilities.

*“There should be inclusive education, I don’t believe in special needs education. People will not understand our needs if we are confined in one place. Some of us who have gone through mainstream education, we are better off than those who went through special needs schools. This is because their confidence is very low, they can’t speak in public, they are always emotional. But when you are confronted with challenges like discrimination and then you show your peers in school that that’s not who I am, I am a human being like you. When you perform very well in class, they start coming closer to you and they will realize that actually they aren’t as clever as you are. So they start appreciating disability in diversity.” (Representative from an OPD)*

# Education

## 1.4. Examples of innovative and promising practises

KIs highlighted one promising programme in promoting disability inclusive education practices, the **Teacher Development Program** initiated by Sightsavers Uganda (collaborating with Kyambogo University, and the Department of Teacher Education). Primary Teachers Colleges (PTC) trained two tutors per PTC on promoting disability inclusion at college-level institutions. These tutors, in turn, trained teachers to promote inclusion in schools and colleges. Although this three-year programme led to 98 tutors being trained, the interviews suggested it did not seem adequate to fully address the needs of the student population. Interview data indicated two areas for improvements: 1.) the module was not incorporated into the curriculum, limiting its comprehensiveness and sustainability; and 2.) a clear monitoring mechanism was not in place.

We are also aware some other practises and programmes are underway as highlighted in the annex, such as the 'Obuntu bulamu' and TOFI projects, however, these were not mentioned by the KIs interviewed.



Source: MRC/UVRI & LSHTM Uganda Research Unit

## 2. Employment

### 2.1 Employment indicators

For DHS surveys, data on literacy, livelihoods, mobile phone, and internet usage are collected separately for male and female samples. These are analysed separately to take into account the correct sampling weights.

#### Livelihoods

Estimates on employment vary according to different data sources. In the 2016 Uganda DHS, respondents were asked if they were employed at the time of the survey; the majority of youth (19-35 years) were working, particularly men, and this was similar by disability status. For men, 90% with and 93% without disabilities were working. For females this was 69% and 72%, respectively. However, the 2019 Disability Situational Analysis Household Survey [6] found lower employment rates and slightly bigger differences by disability status. For men, 34% of youth (18-30 years) with disabilities compared to 53% of youth without disabilities were employed. For women this was 40% and 30% respectively. Reasons for different estimates are unclear but may reflect differences in the way questions on employment were asked and how employment was defined for each survey.

ILOSTAT data (Table 2) suggest that 16.9% and 15.1% of youth (15-29 years) with and without disabilities respectively are Not in Employment Education and Training. However, monthly earnings for people with disabilities are estimated to be lower (74% of that for people without disabilities).

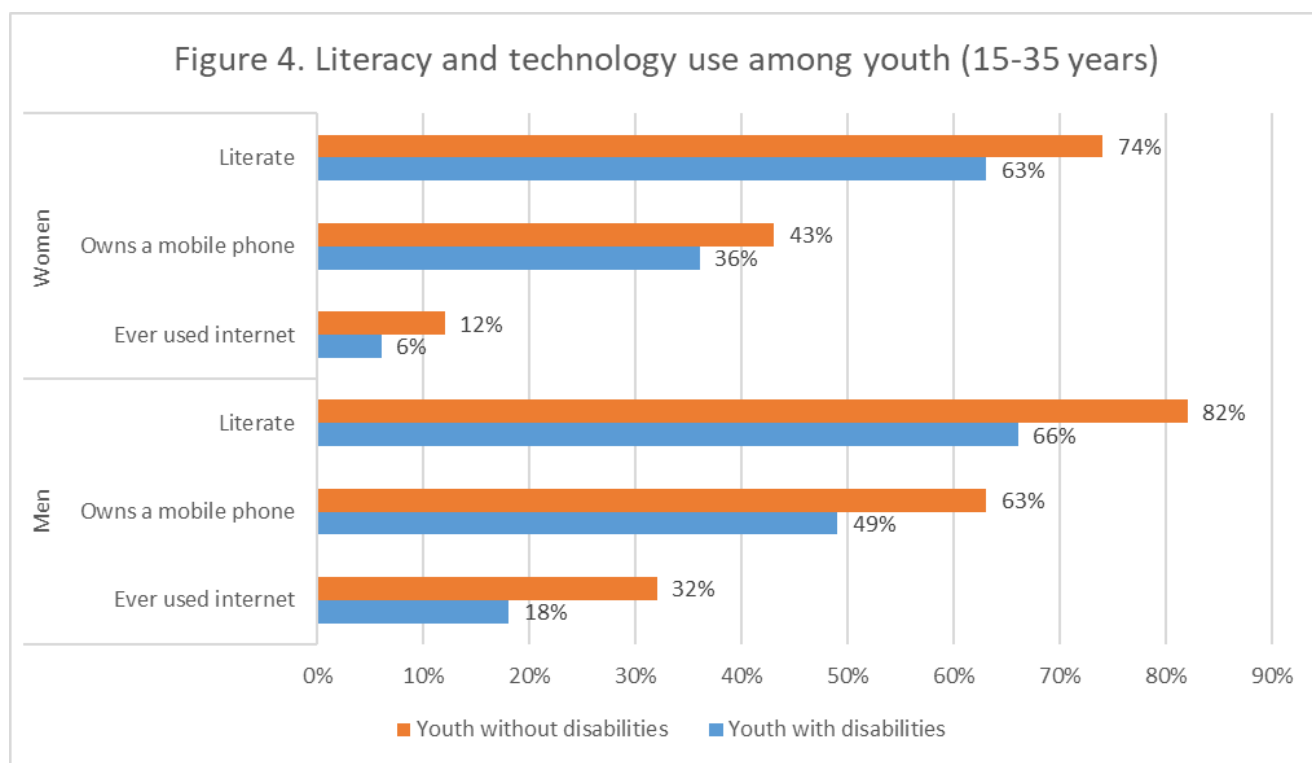
**Table 2:** Estimates from the ILOSTAT database Disability Labour Market Indicators (DLMI), with 2017 as reference year [16]

	People with disabilities	People without disabilities
Inactivity rate	28.5%	30.1%
Proportion employed with less than basic education	24%	11%
Proportion employed in informal employment	96%	92%
Proportion of youth (15-29) not in employment, education or training	16.9	15.1

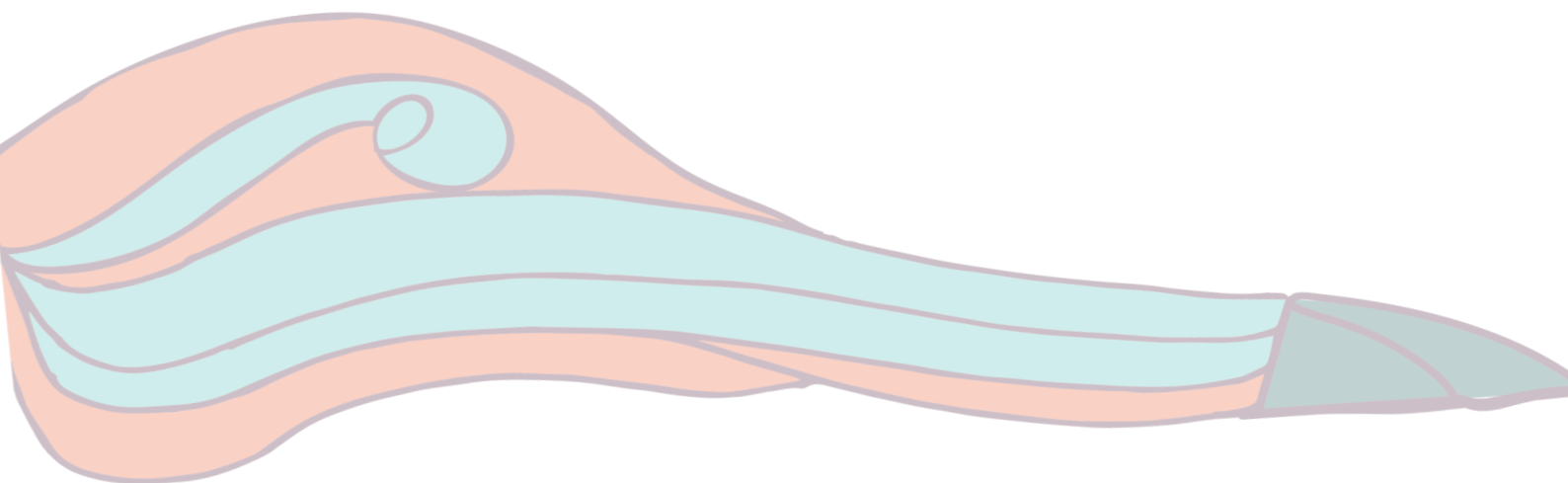
# Employment

## Literacy and technology

Figure 4 (and Table A3) shows that, according to the 2016 Uganda DHS data [5], fewer young men and women (aged 15-35 years) with disabilities were literate<sup>3</sup> compared to their peers without disabilities. Internet use was relatively low overall (<35%) and particularly low among young men (18%) and women aged with disabilities (6%). Young men and women with disabilities were also less likely to own a mobile phone.



Data source: 2016 Uganda DHS data analysed for this report; all differences by disability status were statistically significant at  $p < 0.05$



<sup>3</sup> Defined according to DHS as being able to read a little/well and/or having an education level beyond primary school. Data source: 2016 DHS data analysed for this report.

# Employment

## 2.2 Policies and programmes

**Table 3.** Notable provisions related to the education of youth with disabilities in policy and law

Notable Provisions	Policy & Law
People with disabilities have a right to employment, free from discrimination	Constitution Persons with Disabilities Act 2019
People with disabilities are among 'special categories of employees', along with women and ethnic minorities	Employment Act 2006 and Employment Regulations 2011
An employment quota must be established, reserving a number of places within the workforce for people with disabilities. This quota must be determined in consultation with the National Council for Disability and employers' organisations	Persons with Disabilities Act 2019
Employers shall make reasonable accommodations if a job applicant has disabilities. Similarly, if they are hired, the employer must make reasonable accommodations to enable them to perform the job	Persons with Disabilities Act 2019
Employers of people with disabilities are allowed to file for tax deductions	Persons with Disabilities Act 2019
Any discriminatory practices shall be monitored by the Equal Opportunity Commission	Equal Opportunity Commission Act 2007

A list of programmes promoting disability inclusion in employment implemented in Uganda within the past 5 years is provided in Appendix C.

Development of employment-related policies are led by the Ministry of Gender Labour and Social Development, with contributions from other government agencies and OPDs. Key informants noted that although employment policies are in place, implementation is lacking. This is largely attributed to a lack of policies or guidelines to direct the implementation of inclusive employment.

*"When it comes to employment, the Employment Act of 2006 talks about non-discrimination for persons with disabilities, although they don't expound on how non-discrimination should be executed."* (Representative from an OPD)

During the launch of Uganda's commitments to the Global Disability Summit in 2022, the Minister of State for elderly and disability noted that "The Ministry of Public Service will support the development of a recruitment and costed policy in the public service sector to provide an affirmative action and reasonable accommodation of People with Disabilities by 2024." [18]

# Employment

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## 2.3 Implementation gaps and challenges

Analysis of the data highlighted several gaps and challenges in implementing policies and programmes on disability inclusion in employment.

### i) Limited awareness of inclusive policies and responsibilities

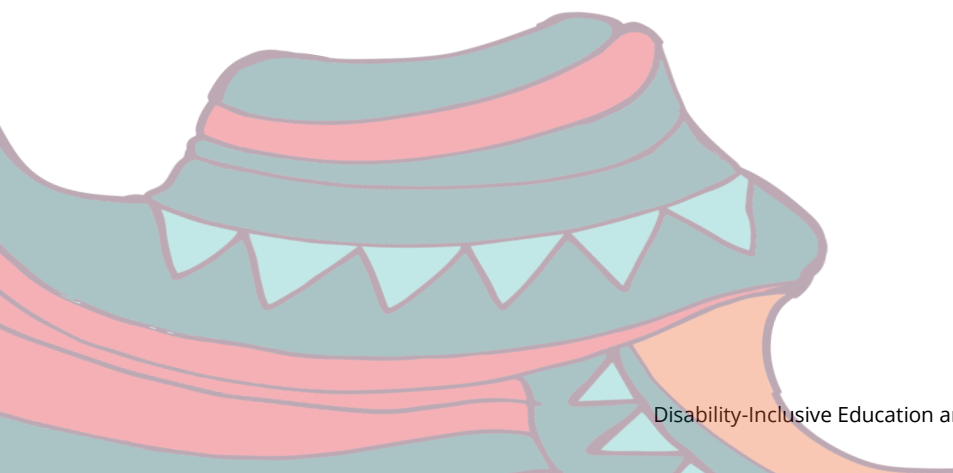
Interviews with KIs indicated low levels of awareness and understanding of disabilities and inclusive employment policies.

*"I am not aware of any national employment policy in Uganda. But I know as [NGO name removed], when it comes to employment, we do not discriminate ((laughs)) ... that 'because this one has a disability, we are not going to employ'. We give employment so long as you qualify. [...] But for me as I said, am not aware of the employment policy in Uganda in regard to persons with disabilities." (Representative from an NGO)*

A key contributor to limited inclusive practises also seems to be a lack of awareness around the responsibilities of different stakeholders.

*"Then via employment, I think government is the biggest employer that we know but it needs to walk the talk. To be the example by employing people with disabilities because today, when a person with disabilities is asking for a job, let's say in [organisation name removed], if they are not very inclusive, they will tell you to go to NUDIPU [National Union for Disabled People in Uganda]. As if NUDIPU should employ all people with disabilities, you understand?" (Representative from an OPD)*

KIs suggested that existing laws and policies be translated into different local languages and should be communicated to employers and other key stakeholders to promote disability-inclusive employment. KIs also called for this information in accessible formats, so that youth with disabilities could be aware and confident in their rights, as enshrined in policy and law.



# Employment

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## ii) Resistance to provide reasonable accommodations

Similarly, awareness and willingness are also lacking in regard to the costs involved in inclusive employment practises.

*"...the expenses associated with disability are still very high. As long as some of these things are not subsidised by government, it will be very hard for a person with disabilities to live well. There is still limited employment of persons with disabilities still caused by attitudes. The employer will say that 'instead of taking a person with disabilities who will need reasonable accommodation, I would rather take another person.' That limits employment opportunities for persons with disabilities." (Representative from an OPD)*

## iii) Lack of accountability and monitoring mechanisms

According to KIs, there is a lack of accountability mechanisms to monitor implementation of inclusive employment policies.

*"...the Disability Act 2020 talked about tax reduction for employers who employ a good number of people with disabilities and that was right. But has government monitored the situation? Some people employ a big number of people with disabilities, but they are given these low-key jobs only with the aim of getting the numbers and then run to URA [Uganda Revenue Authority] for tax exemptions. I think the government should do some serious monitoring of these organisations. Secondly, government must set minimum wage. I don't know if the Minimum Wage Bill is already approved because it is very easy to employ deaf people or people with disabilities into an organisation about 100 of them but they are given jobs like cleaners but only with the aim of owners of the businesses to benefit from the tax reduction but when people with disabilities are actually being underpaid. So the Employment Policy must be monitored to make sure what is in the policy is respected and followed. Yes, the policy is there but some people just abuse it." (Representative from employment sector)*

This issue was linked to a wider problem of limited disability-disaggregated data to track disability inclusion in employment, and to support planning and budget allocation.

*"We need the guidelines and standards for disability inclusion, and indicators for assessing progress to be very clear so that even parliament can monitor the progress being made. The National Council for Persons with Disabilities can assess progress, the Ministry of Gender can do so [...] towards disability inclusion." (Representative from an OPD)*





Source: Behance/Ayodeji Ogunro

“There is still limited employment of persons with disabilities still caused by attitudes. The employer will say that ‘instead of taking a person with disabilities who will need reasonable accommodation, I would rather take another person.’ That limits employment opportunities for persons with disabilities.”

## Employment

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### iv) Discrimination and negative attitudes

KIs told us that discrimination and negative attitudes of employers and employees affected the uptake and retention of disabled employees and investments in reasonable accommodation in the workplace.

*“There are very many factors, but the biggest of course is the attitude. People, including fellow employees, may not look at persons with disabilities as colleagues at the same level as others. Once you are disabled, you are looked at in a different way. So, the issue of attitude among the employers and also among the colleagues that you work with in the office.”* (Representative from an OPD)

Interviews indicated that farmers with disabilities may be excluded from capacity-building programmes because those promoting agricultural activities hold negative attitudes or assumptions that people with disabilities cannot contribute or participate productively. Negative attitudes towards refugees also seem to contribute to their lack of employment opportunities.

*“I need to be clear and say that most of our work is not suitable for a disabled person. It needs somebody who is mentally well to think through the given choices everyday so if you are [have a mental disability] it will be challenging. But even if you are dumb and you are told to do something you need to think within 30 minutes and if you delay, you will find it quite challenging.”* (Representative from agriculture sector)

Negative attitudes towards refugees also seem to contribute to their lack of employment opportunities. This can create compounded discrimination in which refugees with disabilities face negative attitudes based on their disability, as well as their refugee status.

*“...so livelihood is not something being provided to an urban refugee because they don't want to encourage more refugees to come from the settlement to the urban. So now if you come in and you are promoting livelihood, it's like you are asking more people to leave the settlement and come to urban areas.”* (Representative from an NGO)

## Employment

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### v) Language barriers

It was reported that language barriers play a key role in limiting training and skills development opportunities for refugees, including those with disabilities.

*"I think the major weakness is the language issue. So much as people want to learn a skill, most of them are still struggling with English a bit especially those who want to be self-employed. If they want to do it big, they need to be able to write and express themselves."*(Representative from government)



Source: Light for the World

# Employment

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## 2.4. Examples of innovative and promising practises

The KI interviews highlighted examples of promising practices to improve access to employment for young people with disabilities.

### Capacity building of youth with disabilities

Light for the World supported young degree or diploma graduates with disabilities in a programme focused on capacity-building, providing skills in developing a strong CV, writing job applications, and workplace behaviour. Further, the youth received apprentice training for a period of 6 to 12 months, as well as workshops. By the end of the program, at least five of the participants gained full-time employment at the organisations of apprenticeship. Others were given start-up kits (e.g. initial capital, sewing machines, salon equipment, or carpentry tools) to enable them to establish personal businesses. The programme stopped because of limited funding.

Similarly, a programme run by the National Union of Women with Disabilities in Uganda (NUWODU) in four districts of Northern Uganda (Kiryandongo, Oyam, Gulu and Nwoya) involved 5,000 women with disabilities and parents of children with disabilities in an agricultural capacity-building initiative. This initiative equipped members with skills in growing vegetables in small spaces, basic modern agricultural methods, and basic record keeping. We were told this project improved food security, nutrition, and income among women with disabilities and changed the perception of the community towards women with disabilities.

### Building disability-confident employers

'Make 12.4% Work' is a programme managed by a consortium of NGOs, OPDs, unions, academic institutions, and government Ministries. The initiative's title refers to the 12.4 percent of Uganda's population estimated to be people with disabilities. The consortium is led by Light for the World and funded by the East Africa Disability Fund. The project supports mainstream organisations, companies, and government bodies to become more inclusive. The initiative is led by young people with disabilities, who are trained as disability inclusion facilitators. The implementing agencies identify young people with disabilities from the communities and train them to become experts in disability inclusion. They are linked to companies where they train staff on how to make their workplaces inclusive.

KIs told us that the 'Make 12.4% Work' initiative to train disability-inclusive facilitators contributed to the development of self-esteem and self-confidence of young persons with disabilities, managed to commit 156 companies and organisations' to inclusive practises, and employed 56 youths with disabilities. A further 7,000 are included in this inclusive livelihood programme. The programme is currently being implemented around Kampala and Wakiso District and is expected to be rolled-out across each region.

### 3. Social and political context

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The data highlighted contextual factors that frame access to education and work for young persons with disabilities in Uganda.

Several KIs described negative cultural beliefs, relating disability to a curse or sign of a bad omen in the family. This, in turn, negatively impacts community attitudes and behaviour related to educating and employing youth with disabilities. Children with intellectual disabilities, in particular, are often perceived as being unable to contribute to society and unable to learn.

Some of the KIs reported that many in society still hold a charity model view on persons with disabilities, seeing them as objects of charity and deserving of pity. Many see them as unable to make independent decisions and contributions to society. This, KIs described, contributes to low confidence in young persons with disabilities, which affects competitiveness in school and in the job market. They mentioned that some civil society organisations have successfully mentored youth leaders and organised job placements for youth with disabilities to combat these challenges. We are aware of some disability awareness raising in the media and in communities being done by DPOs and in collaboration with NGOs. However, this was not discussed by any of the KIs interviewed.

### 4. Opportunities

Key informant interviews indicated opportunities for scope of work, as well as stakeholders for strategic partnerships. One is related to strengthening meaningful engagement of OPDs and beneficiaries in policies and programmes that affect them. A typical policy process involves review and input from the National Union of Persons with Disabilities in Uganda (NUDIPU). Key informants highlighted several gaps in this process:

- Communication between government agencies and OPDs is mainly by email, presenting barriers for some OPDs that do not have easy access to emails, or to screen-reading software (for those with visual impairments)
- OPDs are often consulted in later stages of policy development, when there is little time to incorporate their input
- None of the KIs were able to cite any instances where young people with disabilities were involved or consulted in the policy process, highlighting an urgent need for engagement of this group, with the exception of the Inclusive Education Policy which is still in draft

Regarding programmes targeting refugees in general, KIs indicated that the focus tended to be on those without disabilities, especially women. This seems to stem from limited awareness of the needs of refugees with disabilities, indicating a clear gap for programmatic focus.

*“Generally, there are more women than men in the entire refugee population, so we hardly serve men. There is less benefit to people with disabilities because we don’t see them. [...]. Either they are quite few in terms of population, or they are too busy in so many other things.”(Representative from an NGO)*

## Programme and policy recommendations

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This section outlines key recommendations to strengthen the inclusion of young persons with disabilities in education and employment. Focus is given to policy, programming, and future research.

### For policy developers

- Establish implementation guidelines and monitoring mechanisms for disability-related policies. Provide clarity on roles and responsibilities of all key stakeholders including youth with disabilities
- Conduct accessibility audits for every educational institution licenced by the Ministry of Education: physical structures, materials, and equipment
- Develop policies and guidelines to enhance implementation of inclusive employment practises. Provide clarity on incentives and legal obligations for reasonable accommodations
- Establish committees at various levels of government structures (e.g., at the district, city, sub-county, town council, and municipality level) to ensure disability-inclusive planning, budgeting, and implementation of government programmes
- Establish public-private partnerships between the government, development partners (donors) and organisations of persons with disabilities to carry out joint advocacy and lobby to promote access to education and employment
- Improve meaningful engagement of OPDs and beneficiaries, especially youth with disabilities, in the policy design, implementation, monitoring and evaluation processes. 'No programs for YPDs without them'

### For programmes and policy implementers

- Develop awareness of existing laws and policies through targeted distribution channels such as community gatherings and workshops organised by OPDs, community leaders, and healthcare facilities
- Conduct sensitisation campaigns on disabilities, rights, and provisions for stakeholders such as government ministries, education institutions, and businesses
- Use participatory approaches with persons with disabilities when designing community interventions. This will build a sense of ownership and capacity of persons with disabilities in designing appropriate interventions that can meaningfully impact their lives
- For purposes of sustainability, ensure that for every donor-funded programme there is a memorandum of understanding with government to continue the services once the programme ends
- While affirmative action has increased the enrolment of students with disabilities in higher education – including 64 students with disabilities awarded scholarships annually to government universities - government should consider increasing the number of students with disabilities who join universities through government sponsorships and give a similar opportunity for those joining other tertiary institutions
- Through the Ministry of Science, Technology and Innovation, government should network with development partners to locally develop disability-inclusive software and assistive devices that cater to the unique needs of learners and employees with different disabilities
- Identify successful farmers with disabilities and organise exchange visits for peer-to-peer interaction and learning. This will empower them to learn better farming practices and technologies

## Programme and policy recommendations

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- Consult persons with disabilities to explore ways they can meaningfully participate in the agricultural value chains, and other sectors, to increase their employment opportunities
- Make deliberate efforts to include refugees with disabilities in education, livelihood initiatives and other development programmes. This will enable them to live independent lives and contribute to growth of the host communities

### For researchers

- Generate disability-disaggregated data to inform planning, implementation, and monitoring of disability inclusion in education and employment. Establish implementation indicators to assess progress with assigned monitoring agencies
- Explore lived experiences of youth with disabilities
  - From the perspective of youth with disabilities, investigate the challenges, enablers, agency, and aspirations relating to education and work in Uganda. Specifically:
    - Experiences in skills training, mentorship, and other support to encourage readiness and participation in education and employment
    - Access to assistive technology and digital skills as enablers to education and work
    - Transition from secondary to tertiary education
    - Participation across the agricultural value chain, including acquiring capital and land
    - Specific individual, institutional and system-level challenges faced by girls/women with disabilities and youth with intellectual disabilities in accessing and progressing through education
    - Experiences of participation in the development of programmes and policies
- Explore socio-cultural attitudes towards disability
  - Explore local cultural understandings of disability and drivers of social attitudes towards disability at family, community, organisational/institutional and governmental/structural levels
- Explore experience and perspectives of education providers
  - Explore perspectives and provisions on disability inclusion among teachers and management in mainstream secondary and tertiary education
  - Assess the extent and nature of training on disability inclusion within teacher training curriculum and continuing professional development
- Evaluate the impact of interventions and programmes
  - There is a need for evidence on 'what works' for strengthening livelihoods, inclusive education, and to improve attitudes and reduce stigma towards disability
  - Rigorous evaluations on the impact of programmes and interventions in these areas are needed. This report has highlighted programmes being implemented in Uganda, largely within employment. Priority interventions/programmes to evaluate should be determined collaboratively with OPDs, NGOs, and policy makers. Evaluations should assess outcomes as well as processes, to understand mechanisms and specific components that lead to change
  - With a dearth of examples of good practice in education programming, it is necessary to further investigate this area

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## Appendix A: Methodology

This report forms part of a multi-country study, investigating disability-inclusive education and employment across seven countries in Sub-Saharan Africa; Ghana, Senegal, Nigeria, Rwanda, Uganda, Ethiopia, Kenya. This report draws from three main sources of data. First, a rapid online literature review was undertaken to identify relevant policies and programmes regarding disability and inclusion of youth with disabilities in education and employment in Uganda.

### Qualitative data collection

Next, in-depth qualitative interviews were conducted with 17 key informants to gain insight into the process, context and actors involved in selected policies and programmes, as well as identify challenges, gaps, opportunities, and examples of best practise in relation to education and employment for young people with disabilities. In Uganda, the research had a particular focus on the sectors of agriculture and displaced populations selected in discussion with the MasterCard Foundation.

Relevant key informants were identified through the document review and input from local partners, as well as through snowball sampling. Annex Table 1 below provides a breakdown of participant characteristics.

**Annex Table 1: Participant Details**

Key Informant Type	Number
Government	3
Organisations of people with disabilities (OPDs)	6
NGOs	2
INGOs	2
Education providers	2
Employers	1
Individual experts	1
Total	17

Interviews were conducted in English by two social scientists during May-June 2022. Topic guides for the interviews were developed in discussion with the wider project team, MasterCard Foundation and two advisory groups comprising youth with disabilities based in Uganda and in Ghana. Prior to data collection, researchers participated in training workshops (jointly with other country teams) covering ethical protocols, interview techniques, maintaining data quality, and in-depth discussion of topic guides. These were pilot-tested, and researchers participated in feedback workshops after conducting at least one pilot interview.

Ethical approval for the study was obtained from the Research Ethics Committee at the London School of Hygiene and Tropical Medicine, as well as the Uganda Virus Research Institute Ethics Committee and the national regulatory board- Uganda National Council for Science and Technology (UNCST). All participants were provided with study information and informed consent obtained (either written/signed or verbal recording) prior to the interview.

Interviews lasted between 30 and 90 minutes. Interviews were conducted face-to-face [15] or via phone/zoom [02] as convenient for the participant. All interviews were audio-recorded where consent was given [16]. One participant did not consent to recording and detailed notes were taken during the interview.

Interviews were transcribed into English. Researchers participated in an analysis workshop (jointly with other country teams) to discuss approaches to coding and analysis. A coding scheme and codebook was developed based on study objectives and emerging themes. Transcripts were coded manually using a word document and analysed thematically.

## Quantitative data analysis

**Methods:** A secondary analysis of the 2016 Demographic and Health Survey (DHS) was conducted to compare education and livelihood indicators for youth with and without disabilities. The DHS uses a two-stage process to select participants across the 15 regions. In each region, within urban and rural areas, a specified number of enumeration areas from the 2014 National Population and Housing census (NPHC) were selected. Households within these areas were selected according to the DHS sampling protocol. For more details on the sampling strategy see the survey report. The analysis took into account the sampling design.

The DHS collected data on disability using the WG Short Set. These questions are widely used for measuring disability in censuses and surveys. They are designed to identify people with difficulties in basic universal activities who are at higher risk of participation restrictions in an unaccommodating environment. The questions ask about level of difficulty ('none', 'some', 'a lot' or 'cannot do') with: seeing, hearing, walking, remembering/concentrating, self-care or communicating. People reporting 'a lot of difficulty' or 'cannot do' in at least one activity were classified as having a disability, for the purposes of disability statistics and data disaggregation.

The proportion of youth with and without disabilities were calculated for different educational and work indicators. The differences between youth with and without disabilities were tested for statistical significance using logistic regression analysis. The survey sampling design was taken into account in this analysis. Comparisons by disability status were calculated separately for males and females, where possible. Data on livelihood, literacy and technology use were collected separately for men and women and due to sampling approach generating combined results (i.e., for men and women together) is not possible.

## Appendix B: Tables from the quantitative analysis

Table A1: Education completion by disability status among youth (15-35 years)

	Total sample (males and females)			Males only		Females only		Age adjusted odds ratio (95% CI)
	Youth without disabilities	Youth with disabilities	Age and sex adjusted odds	Youth without disabilities	Youth with disabilities	Youth without disabilities	Youth with disabilities	
Completed primary school (15+ years)								
	n=26,600	n=890		n=12324	n=433	n=14276	n=457	
No	47%	66%	2.2 (1.9-2.6)	44%	64%	49%	67%	2.1 (1.7-2.7)
Yes	53%	34%	Reference	56%	36%	51%	33%	Reference
Completed secondary school (21+ years)								
	n=16356	n=572		n=7328	n=267	n=9028	n=305	
No	83%	92%	2.5 (1.7-3.5)	79%	90%	86%	94%	2.4 (1.4-4.1)
Yes	17%	8%	Reference	21%	10%	14%	6%	Reference
Attended higher/tertiary education (24+ years)								
	n=11253	n=435		n=2546	n=206	n=6160	n=230	
No	86%	94%	271 (1.7-4.4)	83%	92%	88%	96%	3.7 (1.7-7.9)
Yes	14%	6%	Reference	17%	8%	12%	4%	Reference

Data source: 2016 Uganda DHS, analysed for this report; All comparisons by disability status were statistically significant at  $p < 0.05$ ; Weighted estimates; age groups restricted to 3+ years above the expected age for completion, i.e. 12 years for primary and 18 years for secondary)

Table A2. Education completion by disability status among youth (15-35 years)

	Total			Males			Females		
	Without disabilities (n=11601)	With disabilities (n=398)	Odds Ratio (95% CI)	Without disabilities (n=5829)	With disabilities (n=204)	Odds Ratio (95% CI)	Without disabilities (n=5771)	With disabilities (n=194)	Odds Ratio (95% CI)
<b>School attendance</b>									
Not attending school	27%	44%	Reference	25%	42%	Reference	28%	46%	Reference
Attending primary school	54%	46%	0.5 (0.4-0.7)*	56%	48%	0.5 (0.4-0.7)*	52%	45%	0.5 (0.4-0.7)*
Attending secondary school	19%	9%	0.3 (0.2-0.5)*	19%	10%	0.3 (0.2-0.6)*	20%	8%	0.3 (0.1-0.5)*
<b>Among those attending school</b>									
Attending primary school	74%	83%	Reference	75%	82%	Reference	73%	87%	Reference
Attending secondary school	26%	17%	0.5 (0.4-0.9)*	25%	18%	0.7 (0.3-1.1)	27%	16%	0.5 (0.3-0.9)*

Data source: 2016 Uganda DHS, analysed for this report; All comparisons by disability status were statistically significant at p<0.05

**Table A3: Work, literacy and technology by disability status**

	Men (15-35 years)			Women (15-35 years)		
	Without disabilities	With disabilities	Age adjusted odds ratio (95% CI)	Without disabilities	With disabilities	Age adjusted odds ratio
	N=3704	N=117		N=13,894	N=383	
Currently working*	90%	93%	1.2 (0.5-2.7)***	69%	72%	1.0 (0.7-1.3)***
Literate	82%	66%	0.4 (0.3-0.7) ***	74%	63%	0.7 (0.5-0.8) ***
Owns a mobile phone	63%	49%	0.4 (0.3-0.7) ***	43%	36%	0.6 (0.5-0.8) ***
Ever used internet	32%	18%	0.5 (0.3-0.7) ***	12%	6%	0.6 (0.4-1.0) ***

\*19-35 years \* excludes 25 people without disabilities as no card with required language and 6 people with disabilities who were blind  
 \*\*\*statistically significant difference at p<0.05; Data source: 2016 Uganda DHS data analysed for this report

## Appendix C: Table of disability inclusion programmes

Table 1: Disability inclusion programmes related to education and employment

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Feed the Future Uganda  2015 – 2020 [44]	Youth Leadership for Agriculture Activity (YLA) & Chemonics International  Funded by USAID	Livelihoods  Created opportunities for rural youth in agriculture sector: in Years 4 and 5 this included creating internships for disabled youth [42]  Overall project involved capacity building on entrepreneurship, leadership and work-force readiness  Collaboration with national organisations and private sector to change perceptions on disability	Ages 10-35 years [44]  Hearing impairment [42]	Nation-wide	<a href="#">Chemonics website</a>  See also their <a href="#">Final Report</a>
On-going	AVSI Foundation Uganda	Livelihood, economic strengthening, vocational training and job creation.	Not specified	Different regions of Uganda	<a href="https://www.avsi.org/en/what-we-do/sectors/livelihood-and-economic-strengthening">https://www.avsi.org/en/what-we-do/sectors/livelihood-and-economic-strengthening</a>
On-going	Save the Children Uganda	Education: Early childhood development Basic education, formal and non-formal Education in emergencies Inclusive education	0-6years  10-18years	Nation-wide	<a href="https://uganda.savethechildren.net/what-we-do/education">https://uganda.savethechildren.net/what-we-do/education</a>
On-going	Save the Children Uganda	Youth livelihoods and child poverty; Vocational skills training for rural youth Economic empowerment Supporting agriculture Building resilience against disasters	Rural youths  Young people, 70% female  Youths	Nation-wide	<a href="https://uganda.savethechildren.net/what-we-do/youth-livelihoods-child-poverty">https://uganda.savethechildren.net/what-we-do/youth-livelihoods-child-poverty</a>
On-going	Save the Children Uganda	Refugee response; Education Child protection Health and nutrition Youth livelihoods and child poverty Innovation	Among refugees		<a href="https://uganda.savethechildren.net/what-we-do/refugee-response">https://uganda.savethechildren.net/what-we-do/refugee-response</a>
On-going	Humanity and Inclusion Uganda	Rehabilitation Inclusive education	PWDs  Individual living in situations of conflict, natural disasters and	Not specified	<a href="#">Uganda - Humanity &amp; Inclusion (hi-us.org)</a>
Make 12.4% work [45]  (2018 – 2022)	National Union of Disabled Persons in Uganda (NUDIPU) & Ministry of Gender, Labour and Social Development (MGLSD)  Funded by the National Lottery Fund & Light for the World	Livelihoods  'Triggers' private employers & civil organisations to employ more people with disabilities  Employer training and support when they become members of the network  Disability inclusion assessments and action plans for member organisations	All ages  All impairment types	Nation-wide	<a href="#">Programme website</a>

## Appendix C: Table of disability inclusion programmes

Table 1: Disability inclusion programmes related to education and employment (cont.)

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Make 12.4% work [45]  (2018 – 2022)	National Union of Disabled Persons in Uganda (NUDIPU) & Ministry of Gender, Labour and Social Development (MGLSD)  Funded by the National Lottery Fund & Light for the World	Engagement with District service commissions and other national stakeholders	All ages  All impairment types	Nation-wide	<a href="#">Programme website</a>
iSAVE Inclusive Economic Empowerment Programme [46]  (2020 – 2024)	National Union of Disabled Persons in Uganda (NUDIPU)  Funded by the Norwegian Association of Disabled (NAD) (via back donor Norwegian Agency for Development Cooperation (NORAD))	Livelihoods  Microfinance programme that facilitates access to formal and informal financial services  Helps establish and train informal services (e.g. village savings, credit groups)  Entrepreneurship training in rural communities and building networks with	“Disabled women, men and youth”  All impairment types	Eastern & Northern Uganda: Manafwa, Iganga, Lira, and Apac.  (Also in Malawi)	<a href="#">iSAVE website</a>
Together for Inclusion (TOFI)  (2019-2023)	National Union of Disabled Persons in Uganda (NUDIPU)  Supported by Together for Inclusion (TOFI): consortium of 15 Norwegian organisations led by the Norwegian Association of Disabled (NAD)	Livelihoods & Education  Details unclear. “Projects on human rights advocacy, inclusive education, and economic empowerment” [47]	All ages  All impairment types	National, with specific focus on 4 districts: Kabale, Kibaale, Luweero, Ntungamo [48]. (Also in Mozambique, Niger, Somalia, South Sudan)	Reported <a href="#">here</a> [47]
Gender and Disability Inclusion in Practice (GADIP) [49]  (2020 – 2023)	National Union of Disabled Persons in Uganda (NUDIPU)  Funded by the Austrian Development Cooperation (ADC)	Livelihoods  Capacity-building of OPDs and partners  Trains and links women’s community groups to financial services  Provides assistive devices  Education  Form and train parents’ groups  Link parent groups with rehab services	Women with disabilities  All impairment types	Two districts in Karamoja: Kotido and Moroto	Reported on NUDIPU <a href="#">website</a>  See also the <a href="#">GADIP in Lesotho and Uganda: Short version of the GADIP Gender Analyses 2020</a> [50]
Connecting the Dots [51]  (2016 – 2020 but follow-up projects ongoing)	Sightsavers  Funded by the European Commission & the National Lottery Community Fund	Livelihoods  Vocational training  Implemented Behaviour Change Communication (BCC) strategies, delivering a series of sessions to families, private employers, and communities	Youth with disabilities  All impairment types	Western Uganda	<a href="#">Programme website</a>  See also their <a href="#">learning report</a> [43]
Child to Child Inclusive Education project [52]  (timeline unclear)	Uganda Society of Disabled Children (USDC)  (Funding source unclear)	Education  Identify out-of-school children  Identify barriers and raise awareness in schools and communities to facilitate access  Teacher training using modules developed with Kyambogo University	Children with disabilities  All impairment types	14 Core Districts incl. Kampala (partners work in 11 other districts)	<a href="#">USDC website</a>

## Appendix C: Table of disability inclusion programmes

Table 1: Disability inclusion programmes related to education and employment (cont.)

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Special Grant for Persons with Disabilities  (From 2009/10)	Ministry of Gender Labour & Social Development (MGLSD)  Government programme	Livelihoods  "Support income-generating activities"  Grant provided to people with disabilities who have formed 'income generation	Groups of people with disabilities (meeting eligibility criteria) at community level	Nation-wide	<a href="#">Performance report</a> by National Council For Disability (NCD) [53]
Youth Livelihood Programme (YLP) [54]  (From 2014)	Ministry of Gender Labour & Social Development (MGLSD)  Government programme	Livelihoods  Not disability-targeted but youth with disabilities are one target group  Skill development in various fields, including ICT and agro-processing  Provides support for assets to set up their enterprise  Funds provided through Youth Interest Groups (of 10-15 youth) as "Soft Loans with youth-friendly terms"	Youth with disabilities aged 18-30 years (meeting eligibility criteria)  (Other categories incl. single parent youth, dropouts, those living with HIV/ AIDS)	All 112 Districts (including Kampala Capital City Authority)	<a href="#">MGLSD website for YLP</a>
Uganda Women Entrepreneurship Programme (UWEP) [55]  (From 2015/16)	Ministry of Gender Labour & Social Development (MGLSD)  Government programme	Livelihoods  Not disability-targeted but women with disabilities are one target group  Skills development in managing enterprises  Women Enterprise Fund (WEP) provides interest-free credit to groups	Women with disabilities aged 18-65 years (meeting eligibility criteria)  (Other categories incl. single parents, ethnic minorities, those living with HIV/ AIDS)	Nation-wide since 2016/19	<a href="#">MGLSD website for UWEP</a>
Uganda Graduate Volunteers Scheme (2018-2019)	Ministry of Gender Labour and Social Development.  Government Programme	Employment  To create employment avenues for young graduates while building the capacity of national institutions, private sector and other key partners to mainstream youth employment into their work places.	Ugandan graduates 18-35 years  500 graduates annually  Diploma/ TVET graduates (30%), Bachelor's (60%) & Masters (10%)  Up to 4 years after school  50-50 male-female  10% graduates with disabilities	Inclusive for all regions of Uganda	Ministry of Gender Labour and Social Development – website
Agriculture for Women with disabilities  (timeline not specified)	National Union of Women with Disabilities in Uganda  Send A Cow Uganda	Livelihoods: To empower women and girls with disabilities for growth and self-advocacy in the districts and agricultural activities.	Women and girls with disabilities.	four districts of Kaliro, Luuka, Kamuli and Buyende	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
Disability Inclusive Graduation approach  (timeline not specified)	National Union of Women with Disabilities in Uganda  BRAC, Humanity and Inclusion	Disability Inclusion and Financial Literacy to apprise a wider global partnership to test, replicate, adapt and scale contextually appropriate models for disability inclusive Graduation in ultra-poor communities.  Training in financial literacy  Establishing village savings and loan associations	Persons with disabilities in general,  122 female and 161 males	Four districts in Northern Uganda ( Gulu, Oyam, Kiryandongo and Nwoya)	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>



## Appendix C: Table of disability inclusion programmes

Table 1: Disability inclusion programmes related to education and employment (cont.)

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Improving Livelihoods for Young People with Disabilities  (timeline not specified)	National Union of Women with Disabilities in Uganda  (Funders not mentioned)	Non-formal education/ livelihood  improve livelihoods for young people with disabilities, through vocational training  Youth with disabilities receive training in vocational and business skills  Greater number of youth with disabilities accessing/ using financial service provision  Communities, families and the private sector have increased awareness of youth with disabilities as economic actors in their communities  Disabled People's Organization's capacity to engage with local and national government to promote skills and employment of youth with disabilities is strengthened	Young girls and women with disabilities	National	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
Increasing Access to Waged Employment for Persons with Disabilities in Kampala  (2018-2020)	National Union of Women with Disabilities in Uganda  National Union of Disabled Persons of Uganda (NUDIPU); Uganda National Association of the Deaf (UNAD); Uganda National Action on Physical Disability (UNAPD) and the National Union of Women with Disabilities of Uganda (NUWODU).  Leonard Cheshire Cheshire Services Uganda	Employment;  Build the capacities of organisations of persons with Disabilities in harnessing and mobilizing its employable membership for waged employment  Mentor and coach 100 employable candidates with disabilities  Create an effective online employment platform  Reduce stigma and negative stereotypes among 20 - 30 employers and increase their awareness and knowledge about disability	100 Young people with disabilities in Kampala	Kampala	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>  <a href="https://unapd.org/project/increasing-access-to-waged-employment-for-persons-with-disabilities-in-kampala-2018-2020-2/">https://unapd.org/project/increasing-access-to-waged-employment-for-persons-with-disabilities-in-kampala-2018-2020-2/</a>
Consolidation of Development and Empowerment  (timeline not specified)	National Union of Women with Disabilities in Uganda  (Funders not mentioned)	1000 women with disabilities were supported with cash transfers to relieve them from the adverse effects of COVID19.  400 HIV+ women with disabilities were supported during the lockdown to enable them access medicine and necessities.  85 women with disabilities and their businesses assessed to discover the effect of COVID19 and the lockdown on their businesses.	1085 women with disabilities  400 HIV+ women with disabilities	the districts of Bushenyi, Lira, Apac and Kasese	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
Inclusive education in Uganda project 2017 – 2019	Uganda National Association on Physical Disability (UNAPD)	Education  Improved enrolment, retention and learning environment for CWDs  Empowered parents supporting their children with disabilities to access			<a href="https://unapd.org/project/inclusive-education-in-uganda-project-2017-2019/">https://unapd.org/project/inclusive-education-in-uganda-project-2017-2019/</a>

## Appendix C: Table of disability inclusion programmes

Table 1: Disability inclusion programmes related to education and employment (cont.)

Programme	Implementers & Funders	Category and type of work	Target group	Region	Further details
Inclusive education in Uganda project 2017 – 2019 Con't	Uganda National Association on Physical Disability (UNAPD)	Strengthened collaboration with partners for strategic advocacy and policy/legislative reforms towards inclusive education			<a href="https://unapd.org/project/inclusive-education-in-uganda-project-2017-2019/">https://unapd.org/project/inclusive-education-in-uganda-project-2017-2019/</a>
Building Strategic Alliance for Disability Rights in Uganda (SAAP) 2018 – 2020	Uganda National Association on Physical Disability (UNAPD)  Dansk Handicap for bund (DHF)  Para-sport Denmark (PD)	Health & Education/Sports  Promoting disability sports as a tool for personal empowerment and rehabilitation, organization and social inclusion at National and local levels by formulating a national disability sports policy and presenting it to the public, sponsors, parliament, and the line ministries for Sports, Health and Education.	Children with disabilities.	four districts of Mubende, Busia, Nebbi and Kampala	<a href="https://unapd.org/project/building-strategic-alliance-for-disability-rights-in-uganda-saap-2018-2020/">https://unapd.org/project/building-strategic-alliance-for-disability-rights-in-uganda-saap-2018-2020/</a>
Accessibility Improvement Project (2019 – 2020)	Uganda National Association on Physical Disability (UNAPD)  with support from Disability Rights Fund and Disability Rights Advocacy Fund	Accessibility  advocating for accessibility standards to be part of the National Building Codes/Regulations.	All persons with physical disabilities	National	<a href="https://unapd.org/project/accessibility-improvement-project-2019-2020-with-support-from-drf-draf/">https://unapd.org/project/accessibility-improvement-project-2019-2020-with-support-from-drf-draf/</a>
Primary and Secondary Education	Sightsavers	Promotes inclusive, quality education to make sure all children can learn together in classrooms with teachers who are trained to support their needs.  <b>Support all children with disabilities.</b> <b>Work with schools to promote quality education.</b> <b>Work with schools to promote quality education.</b>	All children with disabilities in primary and secondary school,	National	<a href="https://www.sightsavers.org/disability/education/primary-secondary-education/">https://www.sightsavers.org/disability/education/primary-secondary-education/</a>
Inclusive Employment Programme	Sightsavers	The Inclusive Futures initiative aims to ensure all children and adults with a disability have the same likelihood as everyone else to access education, health and work opportunities.	Youths and adults with disabilities	National and in other countries	<a href="https://www.sightsavers.org/programmes/inclusive-futures/">https://www.sightsavers.org/programmes/inclusive-futures/</a>
Inclusive education implementation research	MRC/UVRI & LSHTM Uganda Research Unit and SHAU	The Ubuntu bulamu study developed and tested an indigenous inclusive education interviews in Uganda	Children and youth with disabilities, parents, teachers	Research: Masaka and Wakiso districts  Implementation by SHAU: Wakiso, Makasa, Gulu, Mbarara, Mbale districts	<a href="#">Program</a>  <a href="#">Manuals</a>

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations

Organisation	Implementers & Funders	Category and type of work	Region	Further details
Oasis Agribusiness	Implementer	<p>Livelihoods</p> <p>Overall programmes work with mobile industry and stakeholders to address digital exclusion gaps, and set up innovation fund for digital solutions</p> <p>In Uganda, identified barriers in value chain and introduced interventions such as subsidised prices and digital solutions [40]</p> <p>Training in farming and tech</p>	<p>Northern Uganda</p> <p>(also in several other countries)</p>	<p>Reported <a href="#">here</a> [40] and in <a href="#">the GSMA research report</a> [41]</p> <p>See also GSMA websites for: <a href="#">Assistive Tech programme</a> and <a href="#">AgriTech programme</a></p>
Light for the World	Funder	<p>Livelihoods</p> <p>Overall programmes work with mobile industry and stakeholders to address digital exclusion gaps, and set up innovation fund for digital solutions</p> <p>In Uganda, identified barriers in value chain and introduced interventions such as subsidised prices and digital solutions [40]</p> <p>Training in farming and tech</p>	<p>Northern Uganda</p> <p>(also in several other countries)</p>	<p>Reported <a href="#">here</a> [40] and in <a href="#">the GSMA research report</a> [41]</p> <p>See also GSMA websites for: <a href="#">Assistive Tech programme</a> and <a href="#">AgriTech programme</a></p>
Youth Leadership for Agriculture Activity (YLA) & Chemonics International	Implementers	<p>Livelihoods</p> <p>Created opportunities for rural youth in agriculture sector: in Years 4 and 5 this included creating internships for disabled youth [42]</p> <p>Overall project involved capacity building on entrepreneurship, leadership and workforce readiness</p> <p>Collaboration with national organisations and private sector to change perceptions on disability</p>	Nation-wide	<p><a href="#">Chemonics website</a></p> <p>See also their <a href="#">Final Report</a></p>
USAID	Funder	<p>Livelihoods</p> <p>Created opportunities for rural youth in agriculture sector: in Years 4 and 5 this included creating internships for disabled youth [42]</p> <p>Overall project involved capacity building on entrepreneurship, leadership and workforce readiness</p> <p>Collaboration with national organisations and private sector to change perceptions on disability</p>	Nation-wide	<p><a href="#">Chemonics website</a></p> <p>See also their <a href="#">Final Report</a></p>
National Union of Disabled Persons in Uganda (NUDIPU) & Ministry of Gender, Labour and Social Development (MGLSD)	Implementers	<p>Livelihoods</p> <p>'Triggers' private employers &amp; civil organisations to employ more people with disabilities</p> <p>Employer training and support when they become members of the network</p> <p>Disability inclusion assessments and action plans for member organisations</p> <p>Policy engagement at Ministry level</p> <p>Engagement with District service commissions and other national stakeholders</p>	Nation-wide	<a href="#">Programme website</a>

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
National Lottery Fund & Light for the World	Funders	<p>Livelihoods</p> <p>'Triggers' private employers &amp; civil organisations to employ more people with disabilities</p> <p>Employer training and support when they become members of the network</p> <p>Disability inclusion assessments and action plans for member organisations</p> <p>Policy engagement at Ministry level</p> <p>Engagement with District service commissions and other national stakeholders</p>	Nation-wide	<a href="#">Programme website</a>
National Union of Disabled Persons in Uganda (NUDIPU)	Implementer	<p>Livelihoods</p> <p>Microfinance programme that facilitates access to formal and informal financial services</p> <p>Helps establish and train informal services (e.g. village savings, credit groups)</p> <p>Entrepreneurship training in rural communities and building networks with private sector</p>	<p>Eastern &amp; Northern Uganda: Manafwa, Iganga, Lira, and Apac.</p> <p>(Also in Malawi)</p>	<a href="#">iSAVE website</a>
Norwegian Association of Disabled (NAD) (via back donor Norwegian Agency for Development Cooperation (NORAD))	Funders	<p>Livelihoods</p> <p>Microfinance programme that facilitates access to formal and informal financial services</p> <p>Helps establish and train informal services (e.g. village savings, credit groups)</p> <p>Entrepreneurship training in rural communities and building networks with private sector</p>	<p>Eastern &amp; Northern Uganda: Manafwa, Iganga, Lira, and Apac.</p> <p>(Also in Malawi)</p>	<a href="#">iSAVE website</a>
National Union of Disabled Persons in Uganda (NUDIPU)	Implementer	<p>Livelihoods &amp; Education</p> <p>Details unclear. "Projects on human rights advocacy, inclusive education, and economic empowerment" [47]</p>	<p>National, with specific focus on 4 districts: Kabale, Kibaale, Luweero, Ntungamo [48].</p> <p>(Also in Mozambique, Niger, Somalia, South Sudan)</p>	Reported <a href="#">here</a> [47]
Together for Inclusion (TOFI): consortium of 15 Norwegian organisations led by the Norwegian Association of Disabled (NAD)	Funders and implementers	<p>Livelihoods &amp; Education</p> <p>"Projects on human rights advocacy, inclusive education, and economic empowerment" [47]</p>	<p>National, with specific focus on 4 districts: Kabale, Kibaale, Luweero, Ntungamo [48].</p> <p>Education interventions based on 'Ubuntu bula-mu' in Kampala, Mbarara, Gulu, and Mbale.</p> <p>(Also in Mozambique, Niger, Somalia, South Sudan)</p>	Reported <a href="#">here</a> [47]

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
National Union of Disabled Persons in Uganda (NUDIPU)	Implementer	Livelihoods Capacity-building of OPDs and partners Trains and links women's community groups to financial services Provides assistive devices Education Form and train parent groups Link parent groups with rehab services	Two districts in Karamoja: Kotido and Moroto	Reported on NUDIPU <a href="#">website</a>  See also the <a href="#">GADIP in Lesotho and Uganda: Short version of the GADIP Gender Analyses 2020</a> [50]
Austrian Development Cooperation (ADC)	Funder	Livelihoods Capacity-building of OPDs and partners Trains and links women's community groups to financial services Provides assistive devices Education Form and train parent groups Link parent groups with rehab services	Two districts in Karamoja: Kotido and Moroto	Reported on NUDIPU <a href="#">website</a>  See also the <a href="#">GADIP in Lesotho and Uganda: Short version of the GADIP Gender Analyses 2020</a> [50]
Sightsavers	Implementers	Livelihoods Vocational training Implemented Behaviour Change Communication (BCC) strategies, delivering a series of sessions to families, private employers, and communities	Western Uganda	<a href="#">Programme website</a>  See also their <a href="#">learning report</a> [43]
European Commission & the National Lottery Community Fund	Funders	Livelihoods Vocational training Implemented Behaviour Change Communication (BCC) strategies, delivering a series of sessions to families, private employers, and communities	Western Uganda	<a href="#">Programme website</a>  See also their <a href="#">learning report</a> [43]
Uganda Society of Disabled Children (USDC)	Implementer	Education Identify out-of-school children Identify barriers and raise awareness in schools and communities to facilitate access Teacher training using modules developed with Kyambogo University	14 Core Districts incl. Kampala (partners work in 11 other districts)	<a href="#">USDC website</a>
Ministry of Gender Labour & Social Development (MGLSD)	Implementer	Livelihoods "Support income-generating activities" Grant provided to people with disabilities who have formed 'income generation groups'	Nation-wide	<a href="#">Performance report</a> by National Council For Disability (NCD) [53]
Government of Uganda	Funder	Livelihoods "Support income-generating activities" Grant provided to people with disabilities who have formed 'income generation groups'	Nation-wide	<a href="#">Performance report</a> by National Council For Disability (NCD) [53]
Ministry of Gender Labour & Social Development (MGLSD)	Implementer	Livelihoods; Not disability-targeted but youth with disabilities are one target group Skill development in various fields, including ICT and agro-processing; Provides support for assets to set up their enterprise; Funds provided through Youth Interest Groups (of 10-15 youth) as "Soft Loans with youth-friendly terms"	Nation-wide	<a href="#">MGLSD website for YLP</a>

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
Government of Uganda	Funder	Livelihoods "Support income-generating activities" Grant provided to people with disabilities who have formed 'income generation groups'	Nation-wide	<a href="#">Performance report by National Council For Disability (NCD) [53]</a>
Ministry of Gender Labour & Social Development (MGLSD)	Implementer	Livelihoods Not disability-targeted but youth with disabilities are one target group Skill development in various fields, including ICT and agro-processing Provides support for assets to set up their enterprise Funds provided through Youth Interest Groups (of 10-15 youth) as "Soft Loans with youth-friendly terms"	Nation-wide	<a href="#">MGSLD website for YLP</a>
Government of Uganda	Funder	Livelihoods Not disability-targeted but youth with disabilities are one target group Skill development in various fields, including ICT and agro-processing Provides support for assets to set up their enterprise Funds provided through Youth Interest Groups (of 10-15 youth) as "Soft Loans with youth-friendly terms"	Nation-wide	<a href="#">MGSLD website for YLP</a>
Ministry of Gender Labour & Social Development (MGLSD)	Implementer	Livelihoods Not disability-targeted but women with disabilities are one target group Skills development in managing enterprises Women Enterprise Fund (WEP) provides interest-free credit to groups	Nation-wide since 2016/19	<a href="#">MGSLD website for UWEP</a>
Government of Uganda	Funder	Livelihoods Not disability-targeted but women with disabilities are one target group Skills development in managing enterprises Women Enterprise Fund (WEP) provides interest-free credit to groups	Nation-wide since 2016/19	<a href="#">MGSLD website for UWEP</a>
Ministry of Gender Labour and Social Development.	Implementer	Employment To create employment avenues for young graduates while building the capacity of national institutions, private sector and other key partners to mainstream youth employment into their work places.	Inclusive for all regions of Uganda	Ministry of Gender Labour and Social Development – website
Government of Uganda	Funder	Employment To create employment avenues for young graduates while building the capacity of national institutions, private sector and other key partners to mainstream youth employment into their work places.	Inclusive for all regions of Uganda	Ministry of Gender Labour and Social Development – website
National Union of Women with Disabilities in Uganda	Implementer	Livelihoods: To empower women and girls with disabilities for growth and self-advocacy in the districts and agricultural activities.	four districts of Kaliro, Luuka, Kamuli and Buyende	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
Send A Cow Uganda	Funder	Livelihoods: To empower women and girls with disabilities for growth and self-advocacy in the districts and agricultural activities.	four districts of Kaliro, Luuka, Kamuli and Buyende	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
National Union of Women with Disabilities in Uganda	Implementer	Disability Inclusion and Financial Literacy to apprise a wider global partnership to test, replicate, adapt and scale contextually appropriate models for disability inclusive Graduation in ultra-poor communities.  Training in financial literacy  Establishing village savings and loan associations	Four districts in Northern Uganda ( Gulu, Oyam, Kiryandongo and Nwoya)	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
BRAC, Humanity and Inclusion	Funders	Disability Inclusion and Financial Literacy to apprise a wider global partnership to test, replicate, adapt and scale contextually appropriate models for disability inclusive Graduation in ultra-poor communities.  Training in financial literacy  Establishing village savings and loan associations	Four districts in Northern Uganda ( Gulu, Oyam, Kiryandongo and Nwoya)	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
National Union of Women with Disabilities in Uganda	Implementer	Non-formal education/livelihood improve livelihoods for young people with disabilities, through vocational training  Youth with disabilities receive training in vocational and business skills  Greater number of youth with disabilities accessing/ using financial service provision  Communities, families and the private sector have increased awareness of youth with disabilities as economic actors in their communities  Disabled People's Organization's capacity to engage with local and national government to promote skills and employment of youth with disabilities is strengthened.	National	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
National Union of Women with Disabilities in Uganda (NUWODU),  National Union of Disabled Persons IN Uganda (NUDIPU); Uganda National Association of the Deaf (UNAD); and Uganda National Action on Physical Disability (UNAPD).	Implementer	Employment  Build the capacities of organisations of persons with Disabilities in harnessing and mobilizing its employable membership for waged employment  Mentor and coach 100 employable candidates with disabilities  Create an effective online employment platform  Reduce stigma and negative stereotypes among 20 -30 employers and increase their awareness and knowledge about disability	Kampala	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>  <a href="https://unapd.org/project/increasing-access-to-waged-employment-for-persons-with-disabilities-in-kampala-2018-2020-2/">https://unapd.org/project/increasing-access-to-waged-employment-for-persons-with-disabilities-in-kampala-2018-2020-2/</a>
Leonard Cheshire and  Cheshire Services Uganda	Funders	Employment  Build the capacities of organisations of persons with Disabilities in harnessing and mobilizing its employable membership for waged employment  Mentor and coach 100 employable candidates with disabilities  Create an effective online employment platform  Reduce stigma and negative stereotypes among 20 -30 employers and increase their awareness and knowledge about disability	Kampala	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>  <a href="https://unapd.org/project/increasing-access-to-waged-employment-for-persons-with-disabilities-in-kampala-2018-2020-2/">https://unapd.org/project/increasing-access-to-waged-employment-for-persons-with-disabilities-in-kampala-2018-2020-2/</a>

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
National Union of Women with Disabilities in Uganda	Implementer	<ul style="list-style-type: none"> <li>1000 women with disabilities were supported with cash transfers to relieve them from the adverse effects of COVID19.</li> <li>400 HIV+ women with disabilities were supported during the lockdown to enable them access medicine and necessities.</li> </ul> <p>85 women with disabilities and their businesses assessed to discover the effect of COVID19 and the lockdown on their businesses.</p>	The districts of Bushenyi, Lira, Apac and Kasese	<a href="https://nuwoduuganda.org">https://nuwoduuganda.org</a>
Uganda National Association on Physical Disability (UNAPD)		<p>Education</p> <p>Improved enrolment, retention and learning environment for CWDs</p> <p>Empowered parents supporting their children with disabilities to access education</p> <p>Strengthened collaboration with partners for strategic advocacy and policy/legislative reforms towards inclusive education</p>		<a href="https://unapd.org/project/inclusive-education-in-uganda-project-2017-2019/">https://unapd.org/project/inclusive-education-in-uganda-project-2017-2019/</a>
Uganda National Association on Physical Disability (UNAPD)	Implementer	<p>Health &amp; Education/Sports</p> <p>Promoting disability sports as a tool for personal empowerment and rehabilitation, organization and social inclusion at National and local levels by formulating a national disability sports policy and presenting it to the public, sponsors, parliament, and the line ministries for Sports, Health and Education.</p>	four districts of Mubende, Busia, Nebbi and Kampala	<a href="https://unapd.org/project/building-strategic-alliance-for-disability-rights-in-uganda-saap-2018-2020/">https://unapd.org/project/building-strategic-alliance-for-disability-rights-in-uganda-saap-2018-2020/</a>
Dansk Handicap for bund (DHF)  Para-sport Denmark (PD)	Funders	<p>Health &amp; Education/Sports</p> <p>Promoting disability sports as a tool for personal empowerment and rehabilitation, organization and social inclusion at National and local levels by formulating a national disability sports policy and presenting it to the public, sponsors, parliament, and the line ministries for Sports, Health and Education.</p>	Four districts of Mubende, Busia, Nebbi and Kampala	<a href="https://unapd.org/project/building-strategic-alliance-for-disability-rights-in-uganda-saap-2018-2020/">https://unapd.org/project/building-strategic-alliance-for-disability-rights-in-uganda-saap-2018-2020/</a>
Uganda National Association on Physical Disability (UNAPD)	Implementer	<p>Accessibility</p> <p>advocating for accessibility standards to be part of the National Building Codes/Regulations.</p>	National	<a href="https://unapd.org/project/accessibility-improvement-project-2019-2020-with-support-from-drf-draf/">https://unapd.org/project/accessibility-improvement-project-2019-2020-with-support-from-drf-draf/</a>
Disability Rights Fund and Disability Rights Advocacy Fund	Funders	<p>Accessibility</p> <p>advocating for accessibility standards to be part of the National Building Codes/Regulations.</p>	National	<a href="https://unapd.org/project/accessibility-improvement-project-2019-2020-with-support-from-drf-draf/">https://unapd.org/project/accessibility-improvement-project-2019-2020-with-support-from-drf-draf/</a>



## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
Sightsavers	Implementer	Promotes inclusive, quality education to make sure all children can learn together in classrooms with teachers who are trained to support their needs. <b>Support all children with disabilities.</b> <b>Work with schools to promote quality education.</b> <b>Work with schools to promote quality education.</b>	National	<a href="https://www.sightsavers.org/disability/education/primary-secondary-education/">https://www.sightsavers.org/disability/education/primary-secondary-education/</a>
Sightsavers	Implementer	The Inclusive Futures initiative aims to ensure all children and adults with a disability have the same likelihood as everyone else to access education, health and work opportunities.	National and in other countries	<a href="https://www.sightsavers.org/programmes/inclusive-futures/">https://www.sightsavers.org/programmes/inclusive-futures/</a>
Show Abilities Uganda	Implementer	Mentoring youth with disabilities into leadership	Young graduates with disabilities	Link not available
Danish Youth with Disabilities	Funder	Mentoring youth with disabilities into leadership	Young graduates with disabilities	Link not available
Albinism Umbrella Uganda	Implementer	Profiling people with albinism in Uganda	National	<a href="https://voice.global/grantees/profiling-people-with-albinism/">https://voice.global/grantees/profiling-people-with-albinism/</a>
Voice	Funder	Profiling people with albinism in Uganda	National	<a href="https://voice.global/grantees/profiling-people-with-albinism/">https://voice.global/grantees/profiling-people-with-albinism/</a>
Raising Gabdho	Implementers	Livelihoods- Youth Empowerment Program <b>Train local people &amp; refugees to make environmentally friendly, low-cost smart stoves from clay and briquettes.</b> <b>Work with the government, businesses, and NGOs to make smarter cooking accessible to more people.</b> <b>Design high-quality, low-cost cooking solutions that save money &amp; time and cook faster.</b>	Refugees in Kampala	<a href="https://raisinggabdho.org/projects">https://raisinggabdho.org/projects</a>
Danish Church Aid	Funder	Livelihoods- Youth Empowerment Program <b>Train local people &amp; refugees to make environmentally friendly, low-cost smart stoves from clay and briquettes.</b> <b>Work with the government, businesses, and NGOs to make smarter cooking accessible to more people.</b> <b>Design high-quality, low-cost cooking solutions that save money &amp; time and cook faster.</b>	Refugees in Kampala	<a href="https://raisinggabdho.org/projects">https://raisinggabdho.org/projects</a>

## Appendix D: Table of disability inclusion programmes

Table 2: Stakeholders and Relevant Organisations (cont.)

Organisation	Implementers & Funders	Category and type of work	Region	Further details
Silent café	Private employer	Provides employment for youth with hearing impairments.	Youth with hearing impairments in Kampala	No link
Angel's Centre for Children with Special Needs	Non-government Organisation	Education and Lifelong learning for Children/ persons with Intellectual disabilities. Empowering young persons with disabilities with knowledge and skills for employment	People with intellectual disabilities	<a href="http://www.angelscentre.org">www.angelscentre.org</a>
AVSI Foundation Uganda	Implementer	Livelihoods and education	Vulnerable communities including persons with disabilities	<a href="https://www.avsi.org/en">https://www.avsi.org/en</a>
Save the Children Uganda	Implementer	Youth livelihoods and child poverty Refugee response Education	All people	<a href="https://uganda.savethechildren.net/">https://uganda.savethechildren.net/</a>
Uganda Dance Sport Federation	Implementer	Promoting dance sport disciplines in Uganda	All people, including persons with disabilities	<a href="https://ugandadancesport.org/udsf">https://ugandadancesport.org/udsf</a>
Mukisa Foundation Uganda	Implementer	Comprehensive support centre for families who have children with special needs	Kampala	<a href="https://www.mukisa-foundation.org/">https://www.mukisa-foundation.org/</a>

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