



REPORT ON THE NEEDS ASSESSMENT TO IDENTIFY GAPS AND BARRIERS TO SOCIAL-ECONOMIC INCLUSION OF PERSONS WITH DISABILITIES (PWDS) IN RHINO CAMP REFUGEE SETTLEMENT.

SUBMITTED TO

UGANDA NATIONAL ACTION ON PHYSICAL DISABILITY (UNAPD),
UGANDA NATIONAL ASSOCIATION OF THE BLIND (UNAB) &
INTERNATIONAL AID SERVICES (IAS) UGANDA PROGRAM



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List of Acronyms

ALP	Accelerated Learning Programmes
ATM	Automated Teller Machine
AWYAD	African Women and Youth Action for Development
BCC	Behavioral Change Communication
BTVET	Business Technical Vocational Education and Training
BDI	Business Development Institutions
COVID 19	Corona Virus Disease 2019
CSO	Civil Society Organisation
CTP/CBT	Cash Transfer Programming/Cash Based Programming
DRC	Danish Refugee Council
EiE	Education in Emergencies
EVI	Extremely Vulnerable Individuals
FAL	Functional Adult Literacy
FAO	Food and Agriculture Organisation
FCA	FinnChurchAid
FGD	Focus Group Discussion
FRC	Finnish Refugee Council
GFA	General Food Assistance
IAS	International Aid Services
ICT	Information Communication Technology
INGO	International Non-Governmental Organisation
KII	Key Informant Interview
MoGLSD	Ministry of Gender Labour and Social Development
NRC	Norwegian Refugee Council
OPM	Office of the Prime Minister
PSNs	Persons with Special Needs
PWDs	Persons with Disability
PWPD	Persons with Physical Disabilities
SACCO	Savings and Credit Cooperative Societies Associations
SNE	Special Needs Education
SOP	Standard Operations Procedures
UN	United Nations
ROSCA	Rotating Credit and Savings Association (ROSCA)
UNAB	Uganda National Association for the Blind
UNAPD	Uganda National Action on Physical Disability
UNEB	Uganda National Examination Board
UNHCR	United Nation's High Commission for Refugees
VI/Blind	Visually Impaired/Blind
VSLA	Village and Savings Association
VTI	Vocational Training Institution
WFP	World Food Programme
WI	Windle International

Table of Contents

List of Acronyms.....	i
Map of Assessment Location.....	ii
Table of Contents.....	iii
Acknowledgments.....	vi
Executive Summary.....	vii
Methodology.....	vii
Key Findings.....	viii
<i>Poverty among Persons with Disabilities</i>	viii
1.0 Chapter One	1
1.1 Introduction	1
1.2 Background to the assignment	2
1.3 Objectives of the assessment	2
1.4 Scope of study	2
1.5 Legal, Policy, and Programme Framework	3
2.0 Methodology	10
2.1 Study Design and approaches	10
2.2 Study Population and Study area	10
2.3 Sampling and Sample size	10
2.4 Preparatory Activities	11
2.5 Assessment Implementation Phase	11
2.6 Ethical Considerations:	13
2.7 Assessment Study Limitations	13
3.0 Findings	15
3.1 Refugee Situation in Uganda and Rhino Camp Refugee Settlement.	15
3.1.1: Refugee Situation in Uganda	15
3.1.2 Description of Rhino Camp Refugees Settlement	15
3.2 Description of Respondents	16
3.3 Present level of experiences, skills, and resources/opportunities available among PWDs in Rhino Camp Refugee Settlement relative to vocational skills and livelihoods.	19
3.3.1 Engagement in Economic Activity, Access to Markets and Value Addition	19
3.3.2 Access to Vocational Training and Business Development Services	32
3.3.3 Financial Inclusion of Persons with Physical Disabilities and Visually Impaired	38
3.3.4 Protection risks and vulnerabilities for PWPDs and VI/Blind in When Accessing BTVET	46
4.0 Gaps and Barriers to Inclusion of PWPDs and VI/Blind at VTIs/BDIs	48
5.0 Opportunities for livelihood/vocational Services in Rhino Camp	50
6.0 Conclusion and Recommendations	52
6.1 Conclusion	52
6.2 Recommendations	52
Appendices	55

List of Tables and Figures

Figure 1: Uganda’s progressive refugee legal context.....	6
Figure 2: Age Sex and Disability of Respondents.....	16
Figure 3: Disability and Sex.....	17
Figure 4: Level of Education and Sex.....	18
Figure 5: Occupation of Respondents	18
Figure 6: Engagement in Economic Activity.....	20
Figure 7: Types of Economic Activities.....	21
Figure 8: Reasons for Not Engaging in any Economic Activities.....	22
Figure 9: Households with Animals and Birds.....	23
Figure 10: Types of Economic Access to Markets	24
Figure 11: Cassava Value Chain	25
Figure 12: Engagement in Value Addition.....	26
Figure 13: Sufficiency of Incomes from an enterprise owned by PWPDP or a Visually Impaired Person	27
Figure 14: Other Sources of Income	28
Figure 15: Livelihood Sources for Refugees in Rhino Camp	28
Figure 16: Land Ownership.....	29
Figure 17: Nature of Land Ownership	30
Figure 18: Land size among Refugees and Host Communities	30
Figure 19: Sufficiency on land in meeting household needs	31
Figure 20: Alternative Sources of Food	32
Figure 21: Types of Vocational and Business Skills acquired.	34
Figure 22: Methods of training were used to skill PWDs	34
Figure 23: PWPDPs and Visually Impaired/Blind that had Received an Assistive Device.....	36
Figure 24: Barriers to Access to Skilling Opportunities	36
Figure 25: Desired Skills and Animals Reared.....	37
Figure 26: Membership to a VSLA/SACCO	39
Figure 27: Reasons for Not participating in VSLA or SACCO.....	39
Figure 28: Benefits and Savings with VSLA	40
Figure 29: Volume and Utilization of Savings	41
Figure 30: UNHCR’s Financial Inclusion Theory of Change.....	42
Figure 31: WFP Banking Model	42
Figure 32: WFP Agent Banking Model.....	43
Figure 33: Banks Account Ownership	43
Figure 34: Access to Banks.....	44
Figure 35: Bank Services and Utilization of Bank Credit.....	44
Figure 36: Access to Phones by Refugees in Uganda.....	45
Figure 37: Alternative Means of Savings.....	45

Table 1: Relevant Sustainable Development Goals	5
Table 2: Zones and the Numbers interviewed	12
Table 3: Rhino Camp Demographic Data	15
Table 4: BTVET Actors in Rhino Camp	50

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(Lead Consultant)

Executive Summary

This baseline assessment was commissioned by UNAPD, UNAB, and IAS Uganda

This finding indicates that there was less emphasis on providing conventional vocational skills usually taught by vocational training institutional and local artisans.

To identify gaps and barriers to the social-economic inclusion of PWDs. The target for the assignment was Persons with Physical Disabilities (PWPDs) and Persons with Visual Impairment/ blind in the Rhino camp and the expected results of the assignment will be valuable towards strategic interventions to improve the social-economic welfare of refugees with disabilities in the settlement.

The objectives of the baseline assessment were threefold, namely, To assess the present level of experiences, skills, and resources/opportunities available among PWDs in Rhino Camp relative to vocational skills and livelihoods; To describe the existing vocational training and livelihoods in Rhino and nearby areas and assess the level of PWD participation (particularly PWPDs and Visually impaired), and To identify service delivery gaps and barriers to inclusion among present vocational training and livelihoods opportunities.

Methodology

The baseline assessment was conducted in Rhino Camp-Arua District in all the 7 zones of the refugee settlement, namely Ocea, Tika, Odubu, Siripi, Ofua, Omugo, and Eden. The baseline assessment was conducted using mixed quantitative and qualitative data collection and analysis methods. Quantitative data were obtained through a household survey in which a total of a survey of 529 PWDs purposefully sampled and interviewed from the 7 zones of the settlement using a household survey structured tool. Qualitative data was obtained through in-depth interviews with key informants, focus group discussions, documentary review, and observations.

Respondents for in-depth interviews were drawn from staff from UNAPD, UNAB & IAS-Uganda both at national and Field offices, other like-minded partner NGOs, heads and tutors of targeted vocational institutions, staff from district/sub-county line departments such as those from the Education and Community Development departments and private sector/Local Artisans. A total of 12 KII interviews were conducted. Six Focus group discussions were conducted with community stakeholders that included, groups of vocational trainees of sampled PWPDs and VI/Blind persons, sampled PWPD/Visually impaired graduates already in the working sector, and Vocational Instructors/Tutors.

The study also employed the observation method particularly in observing the vocational education institution facilities in the settlement per zone, availability of vocational training infrastructure facilities (classrooms, teachers/instructors' houses offices, latrines; school environment/security-like whether the training facilities are enclosed, having a disability-friendly compound-well leveled to allow easy mobility on wheelchairs, presence of ramps to allow access to all places at the institutions; special chairs for learners with special needs; availability of play materials and playground equipment accessible to PWPDs; accessibility structures for PWPD and visually impaired/blind persons during training and availability of local artisans/private sector practitioners offering employment and training to PWPDs and the blind, among others.

Key Findings

Poverty among Persons with Disabilities

- People with disabilities are more likely to be living in a poor household than people without disabilities (57% compared to 45%) (Leonard Cheshire, 2018, p. 50).
- Overall, 70 percent of refugees are living below the national poverty line compared to 25 percent of rural Ugandans.¹
- The causes of extreme poverty among people with disabilities are attributed to lack of access to education; lack of completion of education for those able to access it; resultant lack of skills and competencies required for employment or livelihood activities; and deep-rooted negative cultures (Nimbi & Kibandama, 2014, p. 249 and 250)

Engagement in Economic Activity

- Half of the persons living with physical disabilities were economically active, compared to the visually impaired (40%) and those with multiple disabilities (24%). On the other hand, more respondents (76%) with multiple disabilities indicated that they were not economically active
- More Females (34%) than males (18%), More refugees (28%) than nationals (9%), and slightly more visually impaired and blind (29%) than PWDs (24%) were engaged in petty trade
- Farming (crop and animal husbandry) was the most common economic activity (72%).
- Only 5% of the respondents indicated that they owned a cow. M respondents that respondents looked after small animals like goats (66%), Sheep (10%), and birds (75%).
- The majority of the respondents 89% indicated that they sold most of their produce from nearby markets or trading centers, while 21% sold their farm produce from the gardens or at home. Barriers to accessing markets faced by refugee households were perceived physical attacks by host community members (10%) and/or refugees (9%),
- Only 37% of the respondents engaged in some form of value addition while the rest did not. It was further observed that the most common ways adopted by persons living with physical impairments and those with visual impairments included using improved inputs such as seeds and adopting the use of good agronomist practices such as spacing
- 58% of respondents indicated earning less than UGX, 100,000 from their enterprises, 36% indicated earning between UGX 100,000 and 200,000, while only 6% earned more than UGX 200,000.
- 56% of respondents obtained other income mainly from the sale of food assistance given in kind. 39% were engaged in Cash for Work, 21% from hiring out labour, 18% from social protection funds, while 4% either depended on cash transfers or remittances from abroad
- Casual labor was the most common source of income practiced by 100 of the respondents, compared to petty trade and farming at 20%.

¹<https://www.worldbank.org/en/country/uganda/publication/uganda-supporting-refugees-and-host-communities-to-become-secure-and-self-reliant>

Access to Land

- 63% of respondents owned land, while 37% did not. 77% of respondents from Omugo did not own land compared to 23% in the rest of the zones of Rhino Camp. Male PWDs and VI/Blind also tended to borrow more land (55%) than their female counterparts (32%).
- Overall, 60% of respondents were in possession by land provided by OPM. The majority of refugees (54%) in Rhino Camp have a plot size of between 20 and 30 square meters officially allocated by OPM which they are using for agricultural production. Host community land sizes vary with about 54% owning land of sizes between 1-5 acres, 17% mostly the poorest with between 30 square meters and 150 square meters
- 74% of respondents were dependent on direct food assistance from WFP and its partners, 35% depended on handouts from relatives and friends, 31% from hiring out labour for food, 20% on food purchase, while only 5% depended on cash transfers
- PWDs with multiple disabilities depended more on Direct Food assistance and (94%) and handouts from friends and relatives (82%). Zones where PWDs/VI Blind purchased more of their food included Eden and Siripi (44%) and Omugo 33%.

Access to Vocational Training and Business Development Services

- Only 21% had an opportunity to acquire vocational business training, while the rest 79% had not. . Access to vocational and business development training varied from one zone to another, with the highest being Eden at 74%, Ofua 43%, Ocea 29%, Siripi 26%, Omugo 22%, Odubu 18% and Tika 14%. For those that had acquired skills, 42% indicated that they had acquired skills in crop husbandry, 24% in animal husbandry, 19% in business development, 11% in tailoring, 10% in Handcraft and shoemaking
- The main methodology used to skill the respondents included group-based training such as Farm Schools, 14 % and 13% were skilled at vocational training institutes and local artisans respectively, while only 9% were either skilled through job placements or in school.

Barriers to Access to Skilling Opportunities

- 37% mentioned as barriers to skilling the lack requisite entry qualification and being discriminated against as PWDs respectively, 34% mentioned lack of sponsorship, 33% disability-related, 32% difficulty in accessing training facilities', 16% lack of assistive devices, and 13% lack of appropriated training institutions in the settlements

Expressed Training Needs

- Concerning expressed needs, 56% of the respondents mentioned animal husbandry, 45% mentioned business development skills, while 26% mentioned crop husbandry and tailoring. Other commonly desired skilling options included handicraft and knitting/weaving (11%), Hairdressing and shoemaking (10%), mechanics/boda-boda repair (9%), and cookery and confectionary (6 %.)

Financial Inclusion of Persons with Physical Disabilities and Visually Impaired

Membership to VSLAs

- Overall, only 155 (29%) of the respondents belonged to a VSLA group or a SACCO, while 71% did not. Of the 155 respondents participating in a VSLA group or a SACCO, 119 (77%) were PWDs, 21 (14%) were visually impaired/blind, while only 15 (10%) were both physically and visually impaired. Proportionate to the impairment category, 33% of PWDs belonged to a VSLA group or

a SACCO (31%), compared to 22% for the Visually Impaired/Blind and 23% for the persons with multiple disabilities. Participation in a VSLA group or SACCO ranged from one zone to another with the highest participation being in Eden (74%), followed by Ofua 49%, Ocea 29%, Siripi 26%, Omugo 22%, Odubu 18% and Tika 14%.

- Male respondents had a slightly higher percentage as participants in VSLA groups or a SACCO (31%), compared to 27% of their female counterparts. It was further established that 29% of the respondents who belonged to a VSLA group or SACCO belonged to more than one group. Slightly more PWDs(30%) in the older zones belonged to a VSLA group or a SACCO, compared to those in Omugo Extension (26%).
- 43% of the PWDs and VI/Blind w Overall, 36% of the respondents (38% male and 33% female) had saved between UGX, 100,000, and 200,000. Only a small percentage of respondents were saving beyond UGX, 200,000.
- 44% of respondents claimed that they were not aware of the existence of any VSLA group or SACCO in their immediate community, while 11% did not participate because of long distances
- 25% of respondents had invested their savings into farming, 19% had used their savings to start or expand their businesses, while 14% had procured a productive asset. On the other hand, 34% of the respondents had used their savings to meet a pressing household need such as paying for education or medical bills, while 7% had used the money to clear their accumulated debt.
- Benefits accruing from the participation in VSLA groups or SACCOs for PWD and VI/Blind included accumulating savings for investment capital or eligibility of being able to access a loan from the group (84%), obtaining support for enterprise incubation (72%), benefiting from peer support through the pooling of welfare services (21%), being linked to extension services (20%), participating in entrepreneur training (18%) and being linked to other financial services (10%)

Access to Bank services

- Only 10% of the PWDs/VI/Blind had a bank account while the rest did not. The very low percentage of PWDs/VI/Blind is attributed to the fact that most PWDs are considered to be PSNs and thus are held back to receive food in kind rather than being transferred to benefit from CBT.
- 73% of the respondents indicated that they reached their banks mainly through the Mobile Bank Van, 63% by mobile phone, 31% through a bank agent, and 13 through an authorized agent.
- 69% of the respondent accessing banks were staying 5 kilometers away from their households making it extremely difficult for PWDs and VI/Blind to access.
- The Services that PWD and VI/Blind obtained from the bank included; obtaining cash transfers for GFA (56%), saving and deposits (45%), business development training (27%), credit 13%, and remittances of 3%. Positive utilization of credit from the banks included investing in farming, starting or expanding enterprises (55%), buying animals (55%), and procuring productive assets (38%).
- 53% of the adult refugee population afford a basic phone, 20% have a feature phone, while 27% have a Smartphone.

Recommendations

The following recommendations emerged from the baseline assessment findings:

Strategic Interventions

1. Supporting PWDs access to gainful employment and livelihoods will be critical to address poverty and build their resilience.
2. The scope of training opportunities will have to be expanded beyond the conventional technical course (Carpentry, Masonry/Bricklaying, tailoring, etc.) to the more informal options such as confectionery making, soap making, apiary, bicycle and motorcycle repair, handicrafts, saloon and hairdressing
3. For PWDs that qualify to train at VTIs/BDIs, the consortium and relevant humanitarian actors will have to support the existing community-based VTI/BDIs scale-up intake of PWD trainees. This will involve providing support such as equipping staff and instructors with skills Special Needs Education (SNE), Child/Youth Protection/Safe Guarding and Psychological First Aid (PFA) skills; and the provision of assistive devices/equipment, teaching and learning scholastic materials, adapting existing school infrastructure to improve access for PWDs and providing accommodation for disabled youth to address access challenges.
4. Despite challenges associated with farming, crop and small animal husbandry still provide the most accessible livelihoods for PWDs and IV/blind. It will therefore be important to further build their capacity especially regarding the adoption of good farming practices and technology to maximize production and productivity.
5. To address access to land challenges by refugees in general and PWDs and VI/Blind in particular, there will be a need to explore more durable solutions such as promoting new technologies like 'vertical' farming and supporting off-land businesses such as soap making, handicrafts, petty trading, provision of services like mobile money, etc.
6. Empowering PWDs and VI/Blind to participate in the marketplace, will require supporting financial inclusion and financial literacy.
7. Given that there is very limited programming data on PWDs in Rhino Camp, it will be important for the consortium members to support a comprehensive and systematic inter-agency data collection on all PWDs in Rhino Camp Settlement. This should be complemented with research on different areas in the disability are including gray areas such as access to assistive devices for CWD and prevalence of non-physical disabilities among refugees and their host communities, especially mental and intellectual impairments among others.

Approaches

1. Promoting inclusive education should be used as a strategy to open up space for PWPD and VI/Blind. Supporting existing public schools and institutions to increase their uptake of PWDs.
2. Using a rights-based programming approach will empower PWDS as 'right holders' to actively engage in the demanding for the fulfillment, protection, and respect of their rights from relevant duty bearers and challenge cultural and structural barriers that curtail participation in events and processes that affect their lives
3. Because of the low levels of education among PWPDs and VI/Blind, future interventions such as behavioral change communication, use of IEC materials, or even targeting for vocational and entrepreneur training must not require high levels of education as eligibility criteria.
4. Relatedly, any planned economic empowerment interventions ought to promote, support, and integrate Functional Adult Literacy (FAL) or Accelerated Learning (AL) interventions.
5. Disability-focused actors such as those included in this consortium will play a central role through advocacy and networking to influence policy and humanitarian practice as a way of improving both targeting PWPDs and VI/Blind and implementing appropriate and impacting interventions
6. Effective programming targeted at emancipating PWPDs and VI/Blind will require the scaling up of building strong inclusive community support structures such as solidarity VSLA groups that will enable vulnerable persons to benefit and receive from the government extension services and programs, be linked to financial services and benefit from welfare fund and peer to peer support.

1.0 Chapter One

1.1 Introduction

This report is a response to the contract that was awarded to Ulinzi Innovations Consult Limited by a consortium of Uganda National Action on Physical Disability (UNAPD), International Aid Services (IAS) Uganda, and Uganda National Association of the Blind (UNAB) to conduct a needs assessment aimed at identifying gaps and barriers to social-economic inclusion of Persons with Disabilities (PWDs) in Rhino Camp refugee settlement.

Uganda National Action on Physical Disability (UNAPD) was established in 1998 by Persons with Physical Disabilities (PWPDs) to come together to create a common voice in airing their views, challenges, advocate for their rights, dignity, and development needs, and the vision of UNAPD is “A society where persons with physical disabilities live in dignity”. UNAPD’s mission is “UNAPD exists to advance member efforts in removing barriers that prevent persons with physical disabilities from enjoying their rights through advocacy, capacity building and networking”. UNAPD has 38 registered members District Associations with over 7540 individual members regionally spread in the member districts.

International Aid Services (IAS) Uganda is an International Non-Governmental Organisation (INGO) abiding by Christian values. Founded in 1989 to assist conflict-affected populations in Sudan. IAS now runs programs in 10 countries primarily in the Horn of Africa/Eastern Africa supported by 4 offices in Europe and the United States. Effectively from January 2019, IAS Uganda and other country offices in Africa except Kenya merged with Läkarmissionen (LM). Läkarmissionen is a member of the IAS Alliance (together with IAS Denmark, IAS Germany, and IAS USA), a network whose aim is to mobilize resources for the operations conducted at the country offices under the name “IAS – An operational part of Läkarmissionen”. International Aid Services (IAS) Uganda, founded in 1994, is implementing Development interventions in Pader, Agago, and Abim districts, and Humanitarian refugee response interventions in Kikuube, Madi Okollo & Terego (curved out of Arua) districts in Uganda. IAS-Uganda targets vulnerable children, women, and the youth through the following programs; Health, Water Sanitation and Hygiene (WASH), Livelihoods, Inclusive Education, Education in Emergency (EIE), Shelter/protection and Christian Ministry.

Likewise, UNAB was established in 1970 as one of the first Organisation for Persons with Disabilities (OPDs) in Uganda, Uganda National Association of the Blind (UNAB) is a national NGO of persons with visual impairments. The association was established in 1970 and advocates for the rights and opportunities of all blind persons in Uganda. The mission of UNAB is” to improve the quality of life of the Blind in Uganda regardless of gender and age through advocacy, networking, capacity building and model service provision “while Vision” is a self-sustaining Association of Visually impaired persons enjoying equal opportunities and rights in society. The organization serves more than 7.000 people through a variety of free programs, classes, and services at centres and community outreach locations throughout Uganda – from Kampala to various counties of Uganda

1.2 Background to the assignment

With financial support from the Disabled Peoples Organisations of Denmark (DPOD) through the Danish partners Dansk Handicap Forbund (DHF), International Aid Services Denmark, the Danish Association of the Blind (DAB), the Danish Association of People with Physical Disability (DAPD), UNAPD, IAS Uganda, and UNAB are implementing a 5-month pilot project in the Rhino Camp Refugee Settlement (Hereafter referred to as Rhino Camp). The project aims at examining the participation of PWDs in vocational training in skilling programs as a strategy of inclusive livelihoods in Rhino camp refugee settlement. The objectives of the project are two-fold 1) By June 2021, identify service delivery gaps and barriers to social-economic inclusion of PWDs in Rhino Camp refugee settlement in Arua district in north-western Uganda, and present the gaps and barriers to government and service delivery agencies for discussion and 2) Identify protection risks and vulnerabilities that limit PWDs from participating in vocational training and livelihood enterprises by 2021. Among the project activities to be implemented is to conduct a needs assessment to identify gaps and barriers to the social-economic inclusion of PWDs in the settlement.

It is against the above background that UNAPD, UNAB, and IAS Uganda sought the services of Ulinzi Innovations Consult Ltd (ULICO) to support them in conducting a needs assessment to identify gaps and barriers to social-economic inclusion of PWDs. Specific focus and target for the assignment as guided by the ToR was Persons with Physical Disabilities (PWPDs) and Persons with Visual Impairment/ blind in the camp and the expected results of the assignment will be valuable towards strategic interventions to improve the social-economic welfare of refugees with disabilities in the settlement.

1.3 Objectives of the assessment

- To assess the present level of experiences, skills, and resources/opportunities available among PWDs in Rhino Camp relative to vocational skills and livelihoods.
- To describe the existing vocational training and livelihoods in Rhino and nearby areas and assess the level of PWD participation (particularly PWPDs and Visually impaired)
- To identify service delivery gaps and barriers to inclusion among present vocational training and livelihoods opportunities

1.4 Scope of study

The baseline assessment was conducted in Rhino Camp-Arua District in all the 7 zones of the refugee settlement, namely Ocea, Tika, Odubu, Siripi, Ofua, Omugo, and Eden. In addition, the assessment involved conducting a literature review on disability, vocational skills/livelihood, and humanitarian work with a particular focus on Africa and Uganda in particular in line with the existing legal framework. The Consultants held an inception meeting with the consortium team at the UNAPD Country office team, while at the Rhino Camp level, a planning meeting was held with the IAS Project Officer, and training was conducted for seven Research Assistants.

1.5 Legal, Policy, and Programme Framework

1.5.1: Extent of Disability in Uganda

Disability is a complex phenomenon, reflecting the interaction between features of a person's body and features of the society in which he or she lives (WHO; 2002), (International Classification of Functioning, Disability, and Health (ICF), Based on the ICF definition of disability, over a billion people worldwide, are PWDs (UBOS, 2012). Uganda has a young population of PWDs; with population aged 2 years and above with a disability prevalence rate of 12.4 %, while the equivalent for 5 years and above is close to 14 %². It is estimated that about 12% (4 million) of Uganda's population of 34 million are PWDs as per the 2014 census.

1.5.2: National Disability-Related Laws and Policies

The government has enacted laws and established policies for advancing the rights of people with disability as highlighted below:

The Constitution of the Republic of Uganda (1995): Section 16 of the Constitution of the Republic of Uganda recognizes the dignity of PWDs and provides for their inclusion. In addition, Articles 21, 32, 35, 59, and 78 provide for equality and freedom from discrimination, affirmative action in favour of marginalized groups, rights of persons with disabilities, rights to vote for PWDs, and representation in parliament respectively.

The National Council for Disability (NCD) Act 2002: The National Council for Disability (NCD) Act 2002 was enacted by Parliament to promote the rights of persons with disabilities as delineated in existing international conventions and legal instruments and the 1995 Constitution. The overall strategic goal of the NCD is to promote equalization of opportunities for people with disabilities through empowerment, participation, and monitoring of services.

Persons with Disabilities Act (2020): The new Persons with Disabilities Act (2020) has been developed to address some of the gaps identified in the 2006 Act. This new Act is based on the human rights model and establishes the fundamental freedoms and human rights for persons with disabilities. The new Act also lists a wide range of impairments and includes several categories that are seen as specific to the Ugandan situation, including "little people" and persons with Albinism.

The Uganda National Development Plan: The goal of the NDP III is "Increased Household Incomes and Improved Quality of Life of Ugandans" that will be pursued under the overall theme of Sustainable Industrialization for inclusive growth, employment, and sustainable wealth creation. Key objectives include to: a) Enhance value addition in key growth opportunities; b) Strengthen the private sector to create jobs; c) Consolidate and increase the stock and quality of productive infrastructure; d) Enhance the productivity and social wellbeing of the population; and, e) Strengthen the role of the state in guiding and facilitating development. The Human Capital Development section of NDP III under objective 2, states aimed to produce an appropriately knowledgeable, skilled, and ethical labour force while part 6 aims at Implementing the National Strategy for Girls Education, by among others, strengthening affirmative action for enrolment of girls and PWDs in BTVET.

² Employment Situation of PWDs in Uganda: Prospects and Challenges, A presentation made by the Uganda Delegation in a PWD Conference (26th-28th) October 2016, Istanbul, Turkey

The Equal Opportunities Commission Act, 2007: The Equal Opportunities Commission Act provides for the establishment of the Commission following articles 32 (2) and 32 (4) and other relevant provisions of the Constitution of the Republic of Uganda (1995). It prohibits discrimination and inequalities against any individual or group of persons on the ground of sex, age, race, colour, ethnic origin, tribe, birth, creed or religion, health status, social and economic standing, political opinion or disability, and takes affirmative action in favor of groups marginalized based on gender, age, disability or any other reason created by history, tradition, and custom.

Uganda Vision 2040: The Uganda Vision 2040 states that the state recognizes the need to assist people who are vulnerable either by age, social class, location, disability, gender, disaster, or do not earn any income. Other Ugandan legislation and policies that address the rights and issues of special concern of persons with disabilities include; The 2006 Persons with Disabilities Act, the Workers' Compensation Act, the 2006 Employment Act, the National Social Security Fund Act, The Universal Primary Education Act (1997), The Business, Technical, Vocational Education and Training (BTJET) Act, No. 12, 2008, The Uganda Communications Commission (UCC) Act (2013), The Evidence Act(1909), The Traffic and Road Safety Act (1998), The Penal code act (cap. 120) – Act No. 8 of 2007 (amended), The Local Government Act of 1997 and the 2005 Parliamentary Election Act.

1.5.3 Regional and International Conventions and Frameworks on Disability

The African Charter on the Rights and Welfare of the Child: The Charter provides a detailed treatment of the right to education.³⁶ Article 11 of that Charter provides that “every child shall have the right to education.” The Charter further provides that State parties “shall take all appropriate measures with a view to achieving the full realization of this right and shall in particular (a) provide free and compulsory basic education (b) encourage the development of secondary education in its different forms and to progressively make it free and accessible to all; (c) make the higher education accessible to all based on capacity and ability by every appropriate means; (d) take measures to encourage regular attendance at schools and the reduction of drop-out rates; and (e) take special measures in respect of female, gifted and disadvantaged children, to ensure equal access to education for all sections of the community.”

Sustainable Development Goals (SDGs): Persons with disabilities” or “disability” are specifically mentioned in the following Sustainable Development Goals:

Table 1: Relevant Sustainable Development Goals

GOAL 4:	Guaranteeing equal and accessible education by building inclusive learning environments and providing the needed assistance for persons with disabilities
GOAL 8:	Promoting inclusive economic growth, full and productive employment allowing persons with disabilities to fully access the job market
GOAL 10	Emphasizing the social, economic, and political inclusion of persons with disabilities
GOAL 11	Creating accessible cities and water resources, affordable, accessible, and sustainable transport systems, providing universal access to safe, inclusive, accessible, and green public spaces
GOAL 17	Underlining the importance of data collection and monitoring of the SDGs, emphasis on disability disaggregated data

Concerning the performance of Uganda on the SDGs, the Sustainable Development Solutions Network (SDSN) which ranks 52 African countries based on 97 indicators across all 17 goals, places Uganda in 18th place. Uganda receives an overall score of 54.88 (compared to the regional average of 52.7). The score shows that Uganda is more than 50 percent on the way towards achieving SDGs by 2030.

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD): The Convention which was ratified by Uganda in May 2008, promotes the rights of PWDs at both the international and national levels. It explicitly lists and defines the human rights of PWDs in several areas. For instance, concerning the right to education of PWDs, the Convention on the Rights of Persons with Disabilities, in Article 24, explicitly endorses the principles of inclusive education. This Article states that "with a view to realizing this right without discrimination and on basis of equal opportunity, State Parties shall ensure an inclusive education system at all levels and lifelong learning".

The Salamanca Statement and Framework for Action (UNESCO, 1994): The Salamanca Statement re-affirms the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right to education for all, regardless of individual differences. The Statement also mentions the 1993 UN Standard Rules on the Equalization of Opportunities which states that the education of disabled children should be an integral part of the education system.

1.5.4: Refugee Legal and Policy Framework in Uganda

Uganda has been hosting refugees and asylum seekers since achieving independence in 1962. The country has been internationally reputed for having one the most progressive and generous refugee laws and policy regimes in the world. These legislations allow refugees freedom of movement, the right to work, establish a business, own property, and access national services, including primary and secondary education and health care. Through its Settlement Transformative Agenda (STA), Uganda pursues a non-encampment policy to refugee protection and assistance. Refugees are provided with a plot of land for housing and cultivation and can settle alongside their host communities.

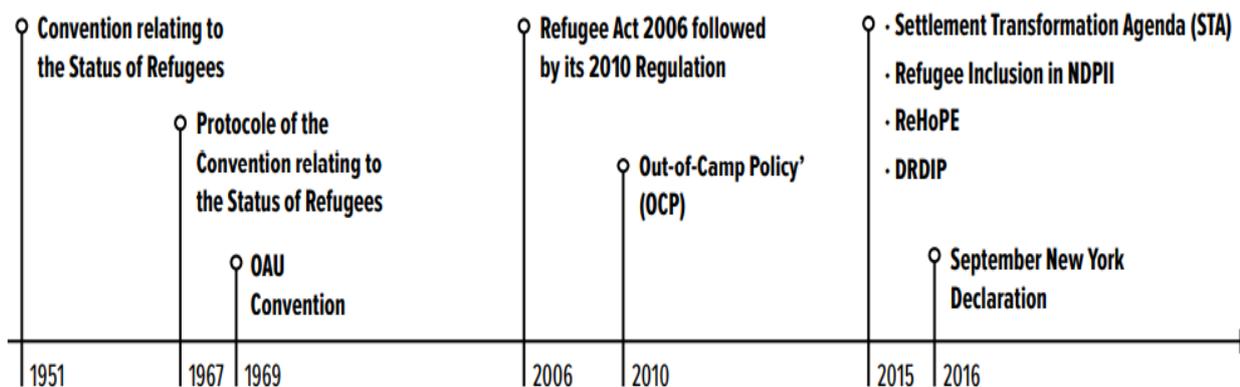
South Sudanese and Congolese asylum seekers are granted refugee status on a prima facie basis, while refugees from other nationalities undergo Refugee Status Determination (RSD) interviews with

the Refugee Eligibility Committee, an inter-ministerial body³. It is therefore not surprising that the 2016 UN World Summit for Refugees declared Uganda’s refugee policy a model.

Uganda’s Refugee Act of 2006 and 2010 Regulations are consistent with the Refugee Convention and Protocol. Various frameworks have been operationalized to implement self-reliance among refugees. These include The Settlement Transformation Agenda (STA) in 2015; The Refugee and Host Population Empowerment (ReHoPE), The Development Response to Displacement Impact Project (DRDIP), and the Comprehensive Refugee Response Framework (CRRF) which all aim at (i) Admission and Rights, (ii) Emergency Response and Ongoing Needs, (iii) Resilience and Self-reliance, (iv) Expanded Solution and (v) Voluntary Repatriation.

The Comprehensive Refugee Response Framework (CRRF), formally launched in March 2017, in particular embraces existing initiatives, mechanisms, and policies seeking to address the needs of refugee and host communities in Uganda.

Figure 1: Uganda’s progressive refugee legal context⁴



The CRRF seeks to advance Uganda’s STA, embedded into the National Development Plan II (NDP II, 2016-2021), including through the implementation of the humanitarian refugee response (emergencies and protracted situations) and development-oriented interventions like the Refugee and Host Populations Framework (ReHoPE), under the United Nations Development Assistance Framework (UNDAF). The CRRF’s long-term goal is to enhance the sustainability of STA and the inclusion of refugees into national and local development plans. A multi-stakeholder CRRF Steering Group, co-chaired by the Office of the Prime Minister (OPM) and the Ministry of Local Government (MoLG), supports the practical application of CRFF, with technical support from the CRRF Secretariat.

In January 2018, the CRRF Steering Group adopted a roadmap, with milestones and priority interventions for refugee stakeholders between 2018 and 2020 bridging the gap between NDP II and NDP III. Creating entry points for non-traditional refugee responders in Uganda. The roadmap highlights the following priority focus areas: adaptation and standardization of refugee response and protection based on lessons learned; access to quality education for refugee and host communities;

³ Prima facie refugee status determination for Burundian was revoked in May 2017 and entered into force on 1 June 2017.

⁴ UNHCR

water delivery and infrastructure; environment and energy; health care; and livelihoods, resilience, and self-reliance.

For the first time in Uganda's history, national and local development plans will include refugee issues. For example, in March 2018, the Ministry of Education introduced its Education Response Plan (2018-2021) to respond to the additional strains placed on the educational system in refugee-hosting districts. Following this lead, the Ministry of Health and the Ministry of Water and Environment have also begun developing integrated response plans, due for release in the second half of 2018 and early 2019 respectively. Despite their shortcomings, these frameworks have been pivotal in comprehensive response for refugees and host communities.

To create employment opportunities for refugees and the Government of Uganda has put in place a number of programmes. These among others include the National Special Grant for Persons with Disabilities aimed at boosting the household income of PWDs organized in groups, for enterprise start-ups, and growth aimed at eliminating poverty among the Persons Living with Disability. The Ministry of Gender Labour and Social Development has also recently commissioned the Jobs And Livelihoods Integrated Response Plan Refugees and Host Communities in Uganda (2020/2021-2024/2025) that pursue five (5) strategic objectives namely: (1) Peaceful coexistence and economic interaction extended and strengthened between refugees and host communities by 2025; (2) Sustainable economic opportunities created in 13 refugee-hosting districts for improved competitiveness and inclusive growth of refugees and host communities by 2025; (3) Food, nutrition and income security of 486,861 refugee and 1,152,087 host community households improved by 2025; (4) Skilled refugees and host communities capable of harnessing employment opportunities in the country by 2025; and (5) A minimum of 361,000 of refugee and host communities' vulnerable populations are fully included and actively participating in local development initiatives of the country by 2025.

1.5.5 Relevant BTJET Legal Frame Work, Legislation, and Policy

In Uganda, vocational and business training is regulated by the business, technical, vocational education training (BTJET) Act, No. 12, 2008, that promotes equitable access to education and training for all disadvantaged groups, including disabled people. It's so paramount to those who access special grants, with skills gained from the vocational training, it makes it easy for those persons to put the skill to use and gain income. The Act also highlights the principles governing BTJET, the establishment of the institutional framework for the promotion and coordination of BTJET, and the establishment of the Uganda Vocational Qualifications Framework; financing of BTJET, and for other related matters.

Other national legal, policy and programmed instruments include the Constitution of the Republic of Uganda-1995 which provides for the right to education under Article 30. The operationalization of this right is supported by the: Education (Pre-Primary, Primary and Post Primary) Act; Universities and Other Tertiary Institutions Act (as amended); Uganda National Examination Board (UNEB) Act; National Curriculum Development Centre (NCDC) Act Cap 135; Education Service Act; Uganda National Commission for United Nations Educational, Scientific, Cultural Organization (UNATCOM-UNESCO) Act; Higher Education Students' Financing Board (HESFB) Act; Employment Act; Local Government Act; and the Public-Private Partnership Act, among others.

1.5.6 Inclusive Education Policy in Uganda

Special needs education in Uganda started in 1952 with the Colonial Government providing separate special education services for a few children with visual, hearing, learning, and motor impairments⁵. Since then, this traditional/long-established approach of Special Needs Education has mainly focused on learners with disabilities specifically. Learning support was and still is provided in special schools and special classes (Units/Annexes) integrated into the ordinary schools. There is however now a paradigm shift with the government prioritizing Inclusive Education (IE) which focuses beyond both the traditional and the transitional practices of special education and integration respectively⁶. The present trend of inclusive education and policy thrust embraces modifications in curricular, teaching methods, teaching/learning resources, medium of communication, and adjusting the learning environment to meet individual learning needs. It is learner-centered, flexible, and adjustable to the individual needs and potential of every child.

According to the MOES, this approach takes cognizance of and seeks to mitigate factors that form barriers to children's participation in learning and development. It is meant to widen the opportunity for all children to interact, play, learn, experience the feeling of belonging and develop following their potentials and difficulties; thereby obtaining good quality of life within their respective environments. It also focuses on changing attitudes, behavior, teaching methods, curriculum, environment, and allocation of human, material, and financial resources to meet the educational needs of all learners. The Ministry of Education and Sports and its partners have drafted a National Inclusive Education Policy (2020) for Inclusive education programming, but this is yet to be approved.

The availability of teachers with adequate SNE skills is vital to enhancing Inclusive education. However, in most schools, there are very few teachers with skills to identify and handle children with Special Educational Needs. Currently, all trained Grade III teachers have basic SNE skills as stipulated in the National Education Policy (2011). However, unlike in the past where primary teacher trainees were exposed to in-depth SNE with some even specializing in SNE skills at grade III level, the current teacher training curricular only exposes trainees to a brief module on SNE requiring the need to expose teachers to in-service SNE training⁷.

Although enormous efforts are being undertaken by UNHCR and its humanitarian actors to integrate Inclusive Education especially in existing primary and secondary schools, different research indicates that apart from altering physical structures to allow access, there are still many gaps to be closed. These include lack of capacities of schools to identify learners with non-physical impairments, lack of teachers with adequate SNE training, lack of assistive devices, inadequate technical support to schools from districts, inadequate instruction, and scholastic learning material, low uptake or use of

⁵ Stackus Okwaput, Faculty of Special Needs and Rehabilitation
Kyambogo University

⁶ <http://www.education.go.ug/special-needs-inclusive-education>

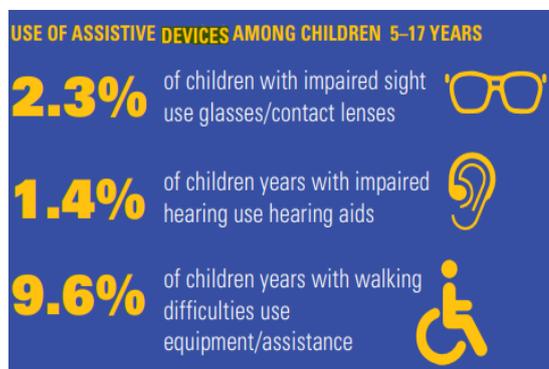
⁷Currently, there is an increased focus and momentum to upskill in-service teachers through CPD and implement curriculum changes for pre service teachers through developments in mainstreaming SNE in teacher education programmes through 56 Primary Teacher Training Colleges (PTCs). In reality, the revised curriculum for PTCs is not completed yet, and a large number of teachers are left without access to SNE training. Furthermore, the capacity to do this is constrained by the availability of professionals and places to carry out these activities. Although the decision to authorize the Department of SNE in Kyambogo University to train SNE teachers was taken in 1991, this remains the only higher education institution to train such specialist teachers.

assistive devices among others⁸. These conditions are likely to be worse especially for private VTIs in the settlements that may not yet be benefiting from support from humanitarian actors as is with primary and secondary schools.

1.5.7 Access to Education for Children and Youth in Uganda

Children with disabilities are often less able to access services such as education and health care, participate in social activities and fulfill their potential⁹. In Uganda, it is estimated that about 7% of children aged 5 to 17 years and 4% of children aged 2 to 4 years have a disability¹⁰. Of these, about only 5% of the children with disabilities can access education within an inclusive setting of the regular schools, whereas 10% access education through special schools.¹¹ About 10% of school-going age children have special needs thus require Special Needs Education¹². The majority of the pupils (29%) with special needs have hearing impairments, while fewer pupils (3%), were found to be having autism. More than half (53%) of the pupils with disabilities are male.

According to the Uganda Functional Difficulties Survey 2017 Indicators Report, the proportion of CWD that access assistive devices remain very small especially those with sight and hearing problems. The low capacity to identify mental and intellectual related impairments by the education system in the country also makes it extremely difficult for CWDs with such impairments to get adequate care.



Children with disabilities are also more often susceptible to abuse and exploitation and are thus in need of protection in a more special way. For example, according to the Uganda Functional Difficulties Survey(2017), 28% of children with disabilities reported that they had experienced discrimination or harassment while more than one-third of female children with disabilities had experienced sexual violence.

In the refugee settlements, fewer children and youth with special educational needs are accessing education compared to the national average. For example, an assessment conducted by AWYAD in Kyaya II Refugee settlement based on a school-based documentation system found out that only about 2% of the pupil population in 14 schools in the settlement were considered to have special education needs. . It was also observed that it was likely that a significant number of children with learning difficulties are not being effectively identified and documented due to lack of requisite capacity in the concerned schools.

⁸ Fredrick Luzze; (2020), Needs Assessment on Children with Special Educational Needs and Disabilities in Kyaka II Refugee Settlement, AWYAD/Chance for Childhood

⁹ Situation Analysis of Children in Uganda (UNICEF, 2019)

¹⁰ The 2017 Uganda Functional Difficulties Survey (UFDS) by UBOS, UNICEF and UK-DFID

¹¹ Uganda Functional Difficulties Survey 2017 |Indicators Report

¹²The Uganda's National Development Plan (NDP), 2010/11-2014/15

2.0 Methodology

2.1 Study Design and approaches

The baseline assessment was descriptive and cross-sectional in design and adopted both qualitative and quantitative approaches to collect data from both primary and secondary sources. The selection of this design was based on the need to take advantage of the benefits of using a combination of methods that include: triangulation of findings; complementarity and clarification of the results from one method with the results from another as well as extending the range and breadth of the study.

In addition, the study was anchored on the principles of the international and national legal frameworks on research especially those that concern vulnerable persons like PWDs e.g., the UNCRPD, the Convention on the Rights of the Child, particularly young people with disabilities and other special needs that include: Non-discrimination; best interests; survival and development and participation.

2.2 Study Population and Study area

The baseline needs assessment was conducted in the 7 zones of the Rhino Camp Settlement in Terego and Madi-Okollo districts targeting 560 PWDs that had been identified in a previous mapping exercise with special focus being put on persons with physical disabilities and those with visual impairment/Blind. With support from UNAPD and IAS-Uganda, lists of PWDs were obtained, from which the Research Teams using the snowball methodology were able to locate and interview the targeted respondents per zone using a structured questionnaire. A total of 529 respondents were interviewed, representing a 95% score

Other study populations included staff from UNAPD, UNAB & IAS-Uganda (both at national and Field level), staff from like-minded organisations in Rhino Camp refugee settlement, Private sector/Local artisans offering vocational skills/jobs, Heads of targeted vocational institutions, relevant district departmental heads (especially Education and Community development), PWPD and Blind/Visually impaired persons and vocational Groups and Vocational Instructors/Tutors. Last but not least, using an observation checklist, the Study Team used the observation method particularly in assessing the capacity of vocational education institution facilities in and around the settlement to support PWD youth access vocational and business development skills.

2.3 Sampling and Sample size

As already highlighted, with guidance from the TOR, the sample size for the survey targeted over 560 PWDs from the 7 zones of Rhino Camp refugee settlement specifically targeting only PWPD and the VI/Blind. An average of 80 respondents per zone was targeted using Snowball sampling methodology to access the next respondent. Lists of the recent PWD mapping exercise in Rhino settlement were provided to the Consultants Research Team and this guided the research assistants in locating the targeted respondents. The IAS Staff in Rhino supported the team to access both FGD and KII targeted respondents who included Head and Tutors/Instructors of VTI, relevant Line departmental heads of local government, and partner NGOs among others.

2.4 Preparatory Activities

Inception Meeting/Review of data collection tools: An inception meeting was held with the consortium team in Kampala to get a full understanding of the assignment, particularly concerning key deliverables and agreement on tools to be used. The meeting also enabled the Consultants and the client to agree on the approach and methodology, schedule and work plan, administrative and logistical arrangements, communication frequency, and protocols, among others.

Documents Review: During the process of this assignment, the consultants reviewed and analyzed various relevant documents to get a general background to the assignment and to inform the development of data collection instruments and comparisons of assessment findings. Some of the documents that were reviewed included (but not limited to) previous education assessments reports by both like-minded INGOs, the project proposal, previous baseline assessment reports on the disability subject in West Nile refugee Camps, UNAPD, UNAB & IAS-Uganda Strategic Plans, National and International legal frameworks on disability such as the Business, Technical, Vocational Education and Training (BTNET), guiding principles on vocational education as well as documents on Inclusion of Persons With Disabilities in Vocational Training. **(Annex 6).**

Development of Assessment Framework Matrix and Tools: The Consultants, at the Inception Report stage developed an assessment framework matrix **(Annex 4)** in line with the key parameters raised in the TOR. This was intended to enable the assessment process to capture all relevant information and to determine the data collection methodology and the relevant respondents.

In close collaboration with UNAPD, IAS-Uganda, and UNAB staff teams, the Consultants developed, shared out structured research tools including the quantitative survey tool for targeted beneficiaries of the project and the KII and FGD tools for the various targeted stakeholders.

Selection and training of Research Assistants: With support from IAS- Uganda Rhino staff, a team of 7 skilled and competent Research Assistants (RAs) were selected and trained to undertake the quantitative survey in the seven zones. The selection of the RAs was mainly based on previous data collection experience (especially that these had all previously participated in the stakeholders and PWDs mapping exercise), competence in the local languages for both refugees and host communities, availability of all the data collection days, among others. The list of the RAs is available in **(Annex 3).**

2.5 Assessment Implementation Phase

Both quantitative and qualitative methods were employed in the implementation of the assignment. The following key activities were conducted in this regard:

2.5.1 Quantitative Methods: Quantitative data was obtained through a survey of 529 PWDs purposefully sampled and interviewed from the 7 zones of the settlement using a household survey structured tool **(Annex 7)**. However, as can be observed, because, in some zones like Eden and Tika where the targeted respondents couldn't be accessed within the available data collection timelines, fewer numbers were interviewed.

Table 2: Zones and the Numbers interviewed

Ofua Zone	Omugo Zone	Ocea Zone	Siripi Zone	Tika Zone	Odobu Zone	Eden Zone	Total
81	86	80	80	74	85	43	529

2.5.2 Qualitative Methods: Qualitative methods included in-depth interviews with key informants, focus group discussions, documentary review, and observations. Here below is a synopsis of the qualitative methods used.



Key informant Interviews (In-depth Interviews): The Consultants with close collaboration with the IAS field staff, purposefully selected for interview persons with extensive knowledge on the subject especially education, protection and vocational education, and economic empowerment for young people with special needs. These included staff from UNAPD, UNAB & IAS-Uganda

both at national and Field offices, other like-minded partner NGOs, heads and tutors of targeted vocational institutions, staff from district/sub-county line departments such as those from the Education and Community Development departments and private sector/Local Artisans. Respondents for the in-depth interviews were contacted through a direct approach in offices, at their places of work, and through phone, interviews where necessary, among others. A total of 12 KII interviews were conducted (**Annex 2**).

Focus Group Discussions (FGDs): Six Focus group discussions were conducted with community stakeholders that included, groups of vocational trainees of sampled PWPDs and VI/Blind persons, sampled PWPD/Visually impaired graduates already in the working sector, Vocational Instructors/Tutors, among others. The FGD discussions were conducted using a structured interview guide to prompt further elaboration and clarification of points made. The outcome of the FGDs was a preliminary summary report describing the themes that emerged from the focus groups. The themes were then categorized into coherent groups that shared similar dimensions. Quotations from the recordings were included to illustrate each of the themes.

Observation and photography: Using a standard checklist, the study also employed the observation method particularly in observing the vocational education institution facilities in the settlement per zone, availability of vocational training infrastructure facilities (classrooms, teachers/instructors' houses offices, latrines; school environment/security-like whether the training facilities are enclosed, having a disability-friendly compound-well leveled to allow easy mobility on wheelchairs, presence of ramps to allow access to all places at the institutions; special chairs for learners with special needs; availability of play materials and playground equipment accessible to PWPDs; accessibility structures for PWPd and visually impaired/blind persons during training and availability of local artisans/private sector practitioners offering employment and training to PWPDs and the blind, among others.

2.6 Ethical Considerations:

General Considerations

- The Consultants ensured that before each individual and FGD group interview, the purpose of the baseline study assessment was clearly explained along with the principles of informed consent, privacy, and confidentiality. In addition, the right of the participants to refuse was adhered to and also respected while issues of protection were explored with extra care and sensitivity. Pictures and/or any other identifying information were only done and used after consent from the individuals and groups being interviewed.
- Gender, cultural, religious and disability dynamics were kept in mind while forming groups for information gathering and the Assessment. In addition, the team undertook not to disclose to any third party the respondent's identity while the results of the report or any information obtained in confidence regarding the business of the client was not disclosed without first obtaining the client's approval. Where need arose requiring translators, our local refugee guides provided this service including providing adequate accessible venues for the FGD interviews.

COVID 19 specific control measures

- Bearing in mind the ongoing second wave of COVID 19 pandemic in the country strict compliance with the SOP guidelines by the Government of Uganda and the Ministry of Health was observed including the use of Face Masks all the time by the Research Team, regular hand washing, and social distancing, among others.

2.7 Assessment Study Limitations

- The data collection exercise coincided with other local official activities like the ongoing Community Dialogue exercise by all UN, OPM and other Implementing and Operational Partners in Rhino Settlement and therefore some of the targeted respondents were active in these activities and this interrupted the smooth flow of the exercise. However, the Consultants devised alternative ways of getting the same information from these targeted respondents including the use of phone interviews and re-scheduling of interviews whenever time allowed.
- The COVID 19 pandemic also impacted the smooth flow of data collection especially SOPs that had to be strictly followed by all the Research Team members since the West Nile region had started reporting new cases of the Virus among both nationals and refugees. This, at times, made it hard to access the required number of FGD respondents. However, because of the ample time that was available for the data collection exercise, efforts were made to ensure the reasonable target was achieved.
- In some zones like Tika and Eden, the required number of respondents especially the PWPDs and VI/Blind couldn't be accessed due to hard-to-reach areas while many others were under the required age categories for this particular assessment. However, to keep pace with the targeted number of respondents, the research teams especially for the

survey category allowed for more than 80 respondents in other zones where the targeted respondents were easily available. In addition, given that the Research Assistants were provided with funds for boda-boda transport services, this issue was well taken care of.

- In some zones, there were incidences of some non-cooperating local refugee leaders like the RWCs who indicated community fatigue to the regular assessment exercises conducted by many NGO partners with no tangible results beneficial to the refugee communities at the end of those exercises. This, in a way, affected the smooth start of the data collection exercise. However, the IAS staff in Rhino was able to defuse some of these inconveniences in time to allow a smooth flow of the exercise till the end.

3.0 Findings

3.1 Refugee Situation in Uganda and Rhino Camp Refugee Settlement.

3.1.1: Refugee Situation in Uganda

As per the UNHCR dashboard 2021, Uganda has the third-highest number of refugees globally and the highest number in Africa with more than 1,450,317 refugees, of these 1,361,488(94%) live in settlements, while, compounding to this fact is a large number of women and youth at 748,216 (52%) and 345,851 (24%) respectively (UNHCR, 2020). The influx of refugees is largely due to Uganda being geographically located in the center of conflicts within the horn of Africa and the Great Lakes region which drive displacement. The main refugees' arrivals are from over 10 countries: 785,104 from South Sudan, 284,265 from DRC, 33,657 from Burundi, 22,064 from Somalia, 14,313 from Rwanda, and 14,949 from other countries with 30 settlements spread out in 12 districts, including Kampala (UNHCR, 2020). These arrivals are attributed to protracted conflicts and civil wars in the areas of origin (UNHCR, 2020)¹³.

According to UNHCR January 2021 Refugee Update, Uganda has a total of 132,100 refugees with disabilities, of these 63% are female [82,970] while 37% are male [49,130]. This population represents 8% of the total refugees in Uganda. The higher numbers of disabilities among females are associated with the risks they face in the advent of conflict which includes physical torture, rape, sexual abuse and violence and trauma.

3.1.2 Description of Rhino Camp Refugees Settlement

Rhino Camp Refugee Settlement is located in Arua District was originally established in 1980. The settlement was divided into six zones: Ocea, Siripi, Eden, Tika, Odubu, and Ofua. Rhino Camp has expanded with the influx of refugees from recent conflicts and now also includes the Omugo Extension area, which is considered to effectively be the seventh zone.

Table 3: Rhino Camp Demographic Data

Age	Female	Male	Total	%
0-4 years	7,518	7,940	15,458	13%
5-11 Years	15984	16454	32438	26%
12-17 years	11761	13538	25299	20%
18-35 years	19383	18460	37843	31%
36-59 years	6329	4216	10545	9%
60+	982	886	1868	2%
Total	61,957	61,494	123,451	100
Percentage	50%	50%		
Total number of Households				29,737

Specific Needs - Top 7

Specific Need	Count
Unaccompanied or separated ...	10599
Older person at risk	2145
Single parent	1829
Serious medical condition	1269
Disability	1158
Woman at risk	767
Child at risk	675
Family unity	58
Specific legal and physical pro...	48

Creation date: 04-February-2021

9,826

7,608

With the Omugo extension, the settlement is considered to be the fourth largest refugee camp in Uganda. Rhino Camp Refugee has a total gross area of settlement equivalent to 85.525 Km². The total

¹³ <https://data2.unhcr.org/en/country/uga>

available receiving capacity in Rhino Camp Refugee Settlement Absorption Area is however only 5.503 Km². Of this 88% or 4.843 Km² is used for Agriculture and residential purposes, while 12% or 0.660 Km² is used for roads and facilities.¹⁴

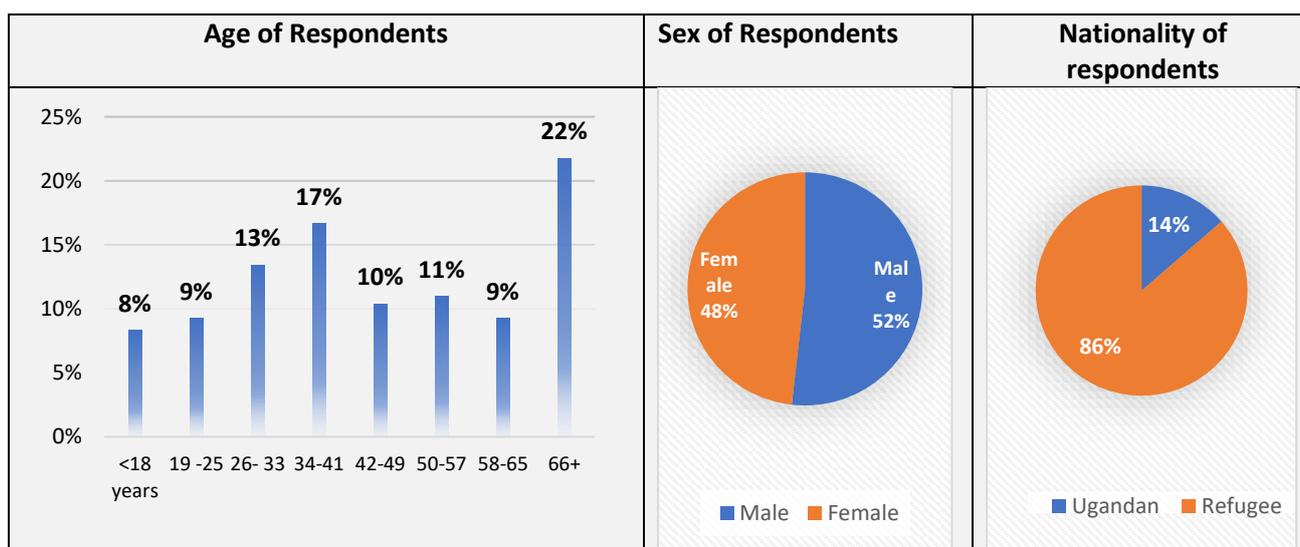
Rhino Camp had a total refugee population of 123,451 persons, with 61,957 of 50% being female. 73,195 (35,263 female and 37,932 male) or 59% of the refugee population are children below the age of 18 years. Rhino Camp has 29,737 households of which 47% have a person living with a disability.¹⁵ According to UNHCR/OPM 1158, refugees are described as having a disability. UNHCR identifies persons with disabilities among refugees at border entry points and does not use rigorous methodologies like the Washington Group of questions, suggesting that this ‘figure is quite conservative’.

Most of the South Sudanese refugees live in refugee settlements and upon arrival in Uganda are documented and given land, tools for homesteading, rights to work and travel, and access to education and other basic public services. However, despite the support provided to refugees, there are still gaps and numerous challenges with accessing healthcare, education, water, and fertile land that can support farming to improve livelihoods.

3.2 Description of Respondents

Age, Sex, and Disability: A total of 529 persons with physical disabilities and visually impaired persons were included in the survey. In Figure 2 below, of these 366 (68%) respondents were physically impaired, 96(18%) had visually impairment/Blind, while 67 (13%) has both physical and visual impairment. Fifty-two percent (274) of the respondents were male, while 48% (255) were female. Eighty-six percent (457) of the respondents were refugees, while 14% (72) were Ugandan nationals from the host communities.

Figure 2: Age Sex and Disability of Respondents



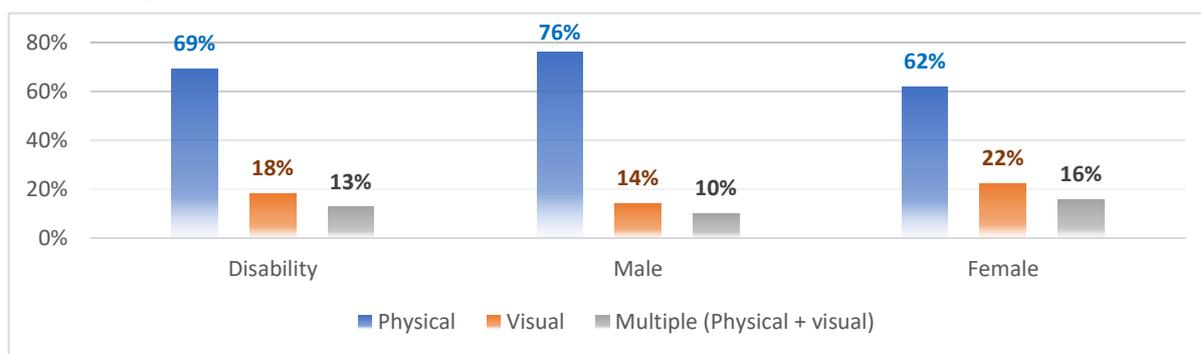
¹⁴ Rhino Camp Refugee Settlement in Arua District Masterplan UNHCR

¹⁵ According to the Refugee Access to Livelihoods and Housing, Land, and Property, Reach 2019, Uganda

The biggest percentage of respondents (22%) were above the age of 66 years, followed by those aged between 34-41(17%) and those between the ranges 26-33 years(13%), while 8 percent of the respondents were children below the age of 18 years. While interpreting the information, it was important to take into consideration that 22% of the respondents were elderly whose needs are different from the more economically active age groups. The proportion of elderly among PWPd and the VI/Blind the refugee populations(22%) is much high when compared with demographic data from OPM(3%), implying that only a small percentage of the elderly are categorized as PSNs. This implies that many of the elderly PWPds and VI/Blind are not eligible to support provided by to PSNs.

Impairment and Sex: Sixty-nine percent of the respondents (366) were persons with physical disabilities, 18% (96) were visually impaired while 13% (67) had multiple disabilities (both with physical and visual impairments). It was further observed that there was a bigger proportion of persons with physical disabilities among males while the contrary was also true for visual impairment where females had a bigger representation. Female respondents also had a bigger representation among persons with multiple disabilities.

Figure 3: Disability and Sex

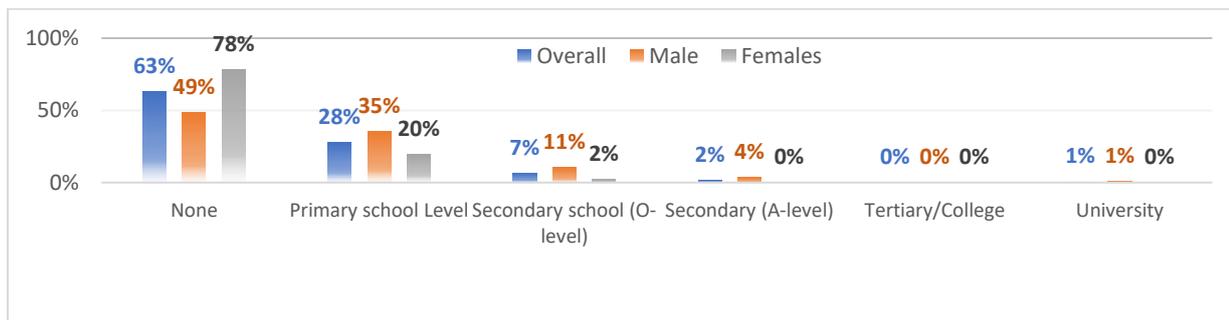


Family Size: An inter-agency livelihoods survey conducted by World Vision 2017¹⁶ indicated that family size for refugee households and their counterparts in the host communities was about the same, with the majority 45% of the refugee and 43% of the host communities had between 6 to 10 members in a household. About 13% of the refugee households and 16% of the host community households had between 11 to 15 members, while a smaller percentage of households in both contexts had beyond 15 members. (About 4% and 8% for refugees and host communities respectively).

Education and sex: The study further established that 63% of the respondents (332) had no kind of formal education, with females having a bigger representation (78%) compared to their male counterparts at 49%. Only 28% (147) of the respondents had completed primary school education. This category, like all the proceeding categories, had more male representation compared to females. This is an important finding that needs to be taken into account when designing interventions targeting persons with physical disabilities and the visually impaired. The low level of education will demand those interventions such as behavioral change communication, use of IEC materials, or even targeting for vocational and entrepreneur training must not have required high levels of education as eligibility criteria.

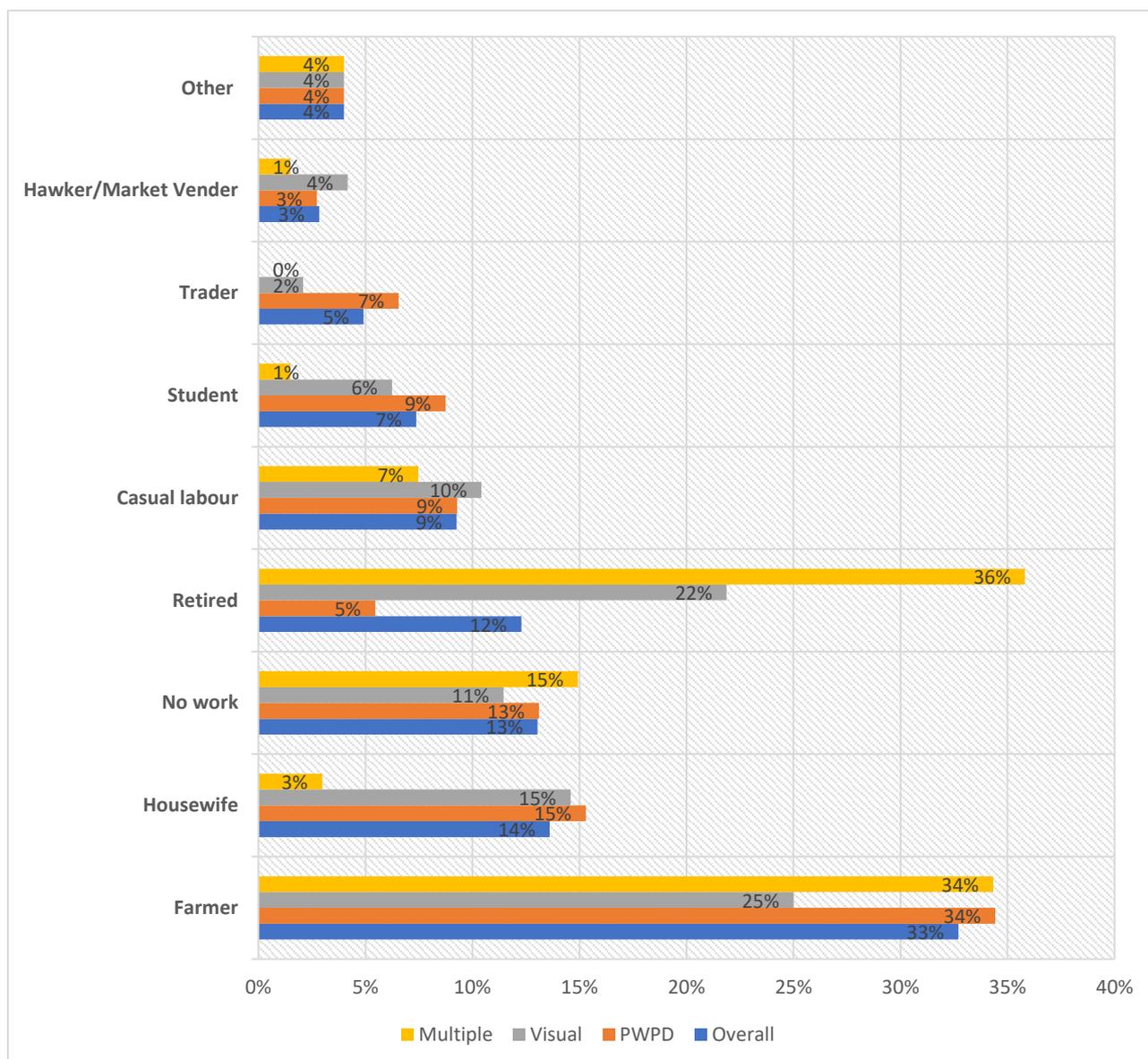
¹⁶ Inter-Agency Livelihood Assessment Targeting Refugees and Host Communities in Imvepi and Rhino Camp Settlements, World Vision, 2017

Figure 4: Level of Education and Sex



Disability and occupation: Thirty-three percent of the respondents (173) mentioned that they were farmers, while 13% described themselves as housewives a category that culturally implies that they are female.

Figure 5: Occupation of Respondents



It was observed that a significant number of respondents (12%) considered themselves as having no occupation or as retired implying that they were no longer economically active. This corroborates with the significant number of elderly persons among the respondents. It was also observed that a bigger proportion of those that mentioned that they were retired had multiple disabilities, a possible consequence of aging.

3.3 Present level of experiences, skills, and resources/opportunities available among PWDs in Rhino Camp Refugee Settlement relative to vocational skills and livelihoods.

3.3.1 Engagement in Economic Activity, Access to Markets and Value Addition

Poverty among Persons with Disabilities Several studies conducted in Uganda indicate that disability is inextricably linked with poverty. For example, using the national poverty line, it is estimated that 26% of persons with disabilities in Uganda live in poverty¹⁷. The poverty rate is higher at approximately 60 percent for refugees living in the West Nile sub-region compared to about 28% for those living in the Southwest. The same pattern is true for the host population.

According to the Uganda Bureau of Statistics National Household Survey 2009/2010, poverty rates in households with a person with a disability were 30% higher than in households without a person with a disability (ESP, 2018, p. 2). Relatedly, according to the 2016 DHS data, people with disabilities are more likely to be living in a poor household than people without disabilities (57% compared to 45%) (Leonard Cheshire, 2018, p. 50). The causes of extreme poverty among people with disabilities are attributed to lack of access to education; lack of completion of education for those able to access it; resultant lack of skills and competencies required for employment or livelihood activities; and deep-rooted negative cultures (Nimbi & Kibandama, 2014, p. 249 and 250).

Regarding the refugee context, the Analysis of Refugee Vulnerability Study in Uganda, conducted in 2018, noted that disability was found to be a particular challenge faced by refugees of all ages, and around 6% of the population were found to have a severe disability¹⁸. The report noted that households with disabled members typically incurred additional costs related to disability, which is not taken into account for receiving assistance, and this increased their overall economic and protection vulnerability. Despite Uganda's progressive refugee policy, the world Bank estimates that 48% of the refugee population in Uganda endures extreme poverty, considerably higher than the poverty incidence for the host population at 17%. Also, more than 25% of all refugees in Uganda live on less than UGX 1,000 per day per person and 69% on less than UGX2,000 per day per person¹⁹. This corresponds to around US\$1.68 per day in Purchasing Power Parity (PPP) terms (US\$0.56 per day in actual dollars), which is below the internationally recognized extreme poverty line. Overall, 70 percent of refugees are living below the national poverty line compared to 25 percent of rural Ugandans.²⁰

An assessment by World Vision in 2019 found that if a refugee household has a disabled member, the entire household is affected socially, psychologically, and economically. The report furthers

¹⁷ Ibid

¹⁸ Office of the Prime Minister, WFP, UNHCR, Development Pathways, "Analysis of Refugee Vulnerability in Uganda, Working Paper," January 2020. <https://data2.unhcr.org/en/documents/details/72299> 11

¹⁹(GOU, WFP, UNHCR, Development Pathways, 2020) (Uganda Refugee Operation - Participatory Assessment 2019 National Report).

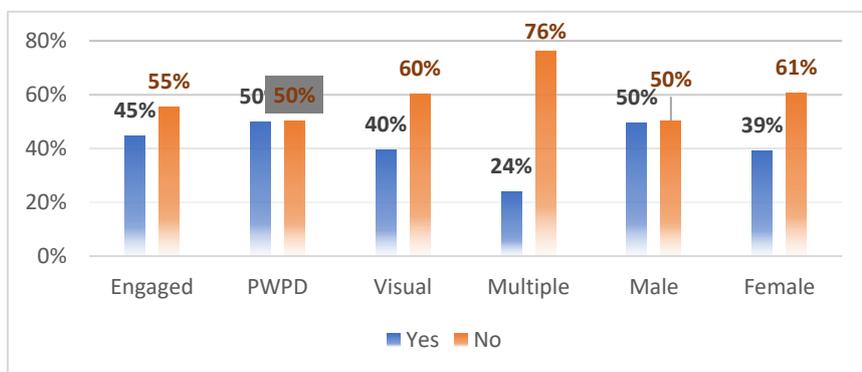
²⁰<https://www.worldbank.org/en/country/uganda/publication/uganda-supporting-refugees-and-host-communities-to-become-secure-and-self-reliant>

shows that 46% of the families with a person with disabilities have to stay home instead of going to school or work to support the affected PWD. In addition, 90% of the families with a person with disabilities struggle to engage in income-generating activities and spend most of their income on health-related costs including consultation fees, medicine, clinic charges, fees from traditional healers and transportation costs²¹. Results from the same study imply that the majority of persons with disabilities are vulnerable to shocks and are likely to fall into poverty at some point.

Engagement in Economic Activity: Eradicating poverty among persons living with disabilities requires their participation as active citizens in some form of economic activity both to generate incomes and investment capital. The study findings however established that only 45% of the respondents indicated that they were engaged in some kind of economic activity to sustain themselves and their households. This it was observed did not differ significantly with the percentage of unemployed persons in the general refugee population which stood slightly lower at 42%²². This finding implies that the general refugee population seems to be grappling with similar challenges. Programming by the consortium must avoid exclusively targeting persons with disabilities alone. Half of the persons living with physical disabilities were economically active, compared to the visually impaired (40%) and those with multiple disabilities (24%). On the other hand, more respondents (76%) with multiple disabilities indicated that they were not economically active. Equally so, more visually impaired persons (60%) also mentioned that they were not economically active.

“For us as people with Visual Impairments, we find it very hard to actively participate in income generation in our homes or community simply because we require maximum support if we are to be active. If I am not guided to go to the garden, how can I harvest crops? If I am not guided into the market, how can I do any business? This means that in situations like this, we are very marginalized because we are looked at as burdens to others who are struggling for survival” FGD PPWD/VI/Blind Ocea Zone

Figure 6: Engagement in Economic Activity



In terms of genders, more females (61%) mentioned that they were not engaging in any form of economic activity compared to 50% among their male counterparts.

The above situation of unemployment is not unique for PPWDs and VI. In a livelihoods study conducted in 2017,²³ it

was established that 58% of refugees surveyed were then not engaged in any form of economic activity. Instead, they relied heavily on General Food Assistance for survival. Effectively, only 24% of the households were able to supplement food assistance provided by WFP with their crop production on allocated plots.

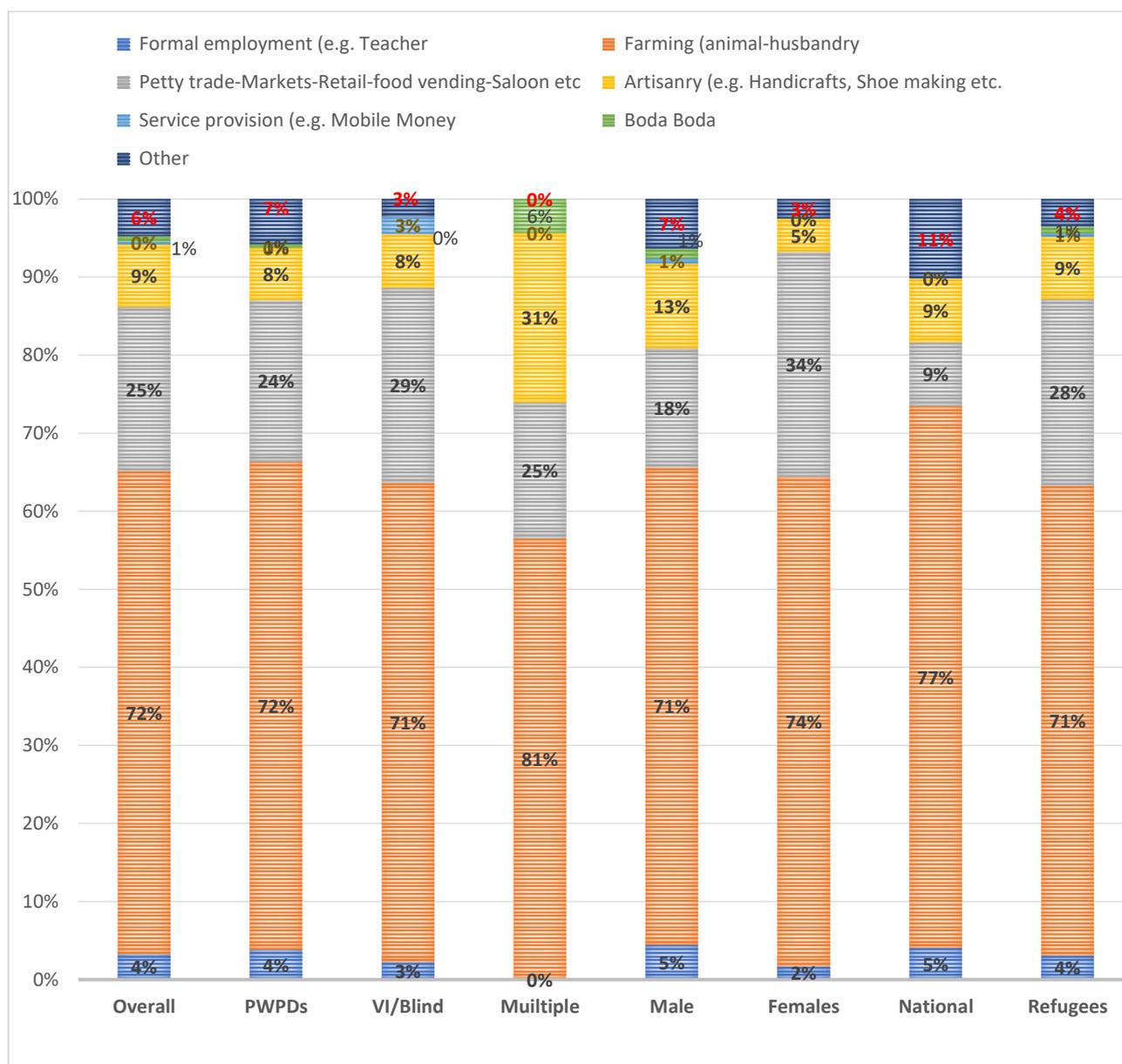
²¹Nicholas and Kerrie, “The Comprehensive Refugee Response Framework.”

²² Ibid

²³ Jobs And Livelihoods Integrated Response Plan Refugees and Host Communities in Uganda 2020/2021-2024/2025

As illustrated in **Figure 7** below, the most common economic activity conducted by the persons living with physical and visually impaired was farming (72%)²⁴ followed by engagement in petty trade such as managing market stalls, operating small retail shops, food vending, and salon business (25%), while 9% engaged in artisanry/handicrafts. None of the respondents was engaged in the lucrative mobile money business indicating that probably the respondents lacked initial investment capital and the ability to take on risks associated with the enterprise. Only 4% of the respondents were engaged in formal employment and this can be attributed both to their refugee status and their very low levels of education.

Figure 7: Types of Economic Activities



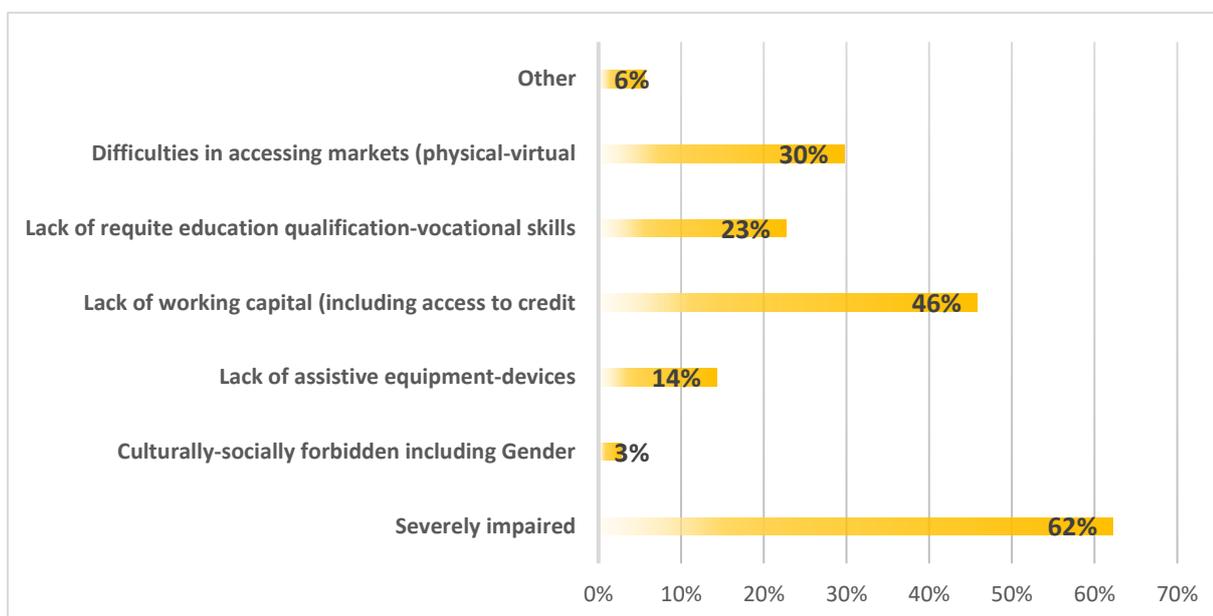
More Females (34%) than males (18%), More refugees (28%) than nationals (9%), and slightly more visually impaired and blind (29%) than PWPDs (24%) were engaged in petty trade. On the other hand

²⁴This does not differ significantly with the general refugee population where over 78 percent of refugees in rural settlements are engaged in agricultural activities compared with five percent in urban areas.

more persons with multiple disabilities (31% and males engaged in artisanry. It was further observed that the host communities had more other livelihood options than the refugees. This finding indicates that despite challenges associated with farming especially limited access to land, any intervention meant to emancipate PWPDS and VI/Blind must focus on improving agricultural production and productivity since this is where most respondents are engaged in. This will be a good opportunity for UNAB to roll out its expertise in skilling PWDs with agricultural training-based experience from Nabumali Training Center.

Case Study - Suka (Bed Sheet) Making is a lucrative non-farm-based economic activity being done by refugee women groups in Alere-Adjumani Refugee Settlement. Sukas are highly valued handicraft products that fetch a high price among South Sudanese Communities back home. The women groups obtain raw material (colorful threads) through businessmen who also help find markets for our products back home in South Sudan. Prices for the bed sheets range from 200,000 to 300,000 UGX, and the women were making a net profit of between 60,000 to 100, 00 UGX per pair of sukas.²⁵

Figure 8: Reasons for Not Engaging in any Economic Activities



Sixty-two percent of the respondents that were not engaged in any form of economic activity mentioned that they were constrained by severe disability.

²⁵ Fredrick Luzze and Charles Kashungwa (July, 2016), Report on The Mid Term Review of the TPO-Uganda, Comic Relief Funded Project “Protecting South Sudanese Refugee Children in Uganda Through Building Family Resilience



Simsim Garden

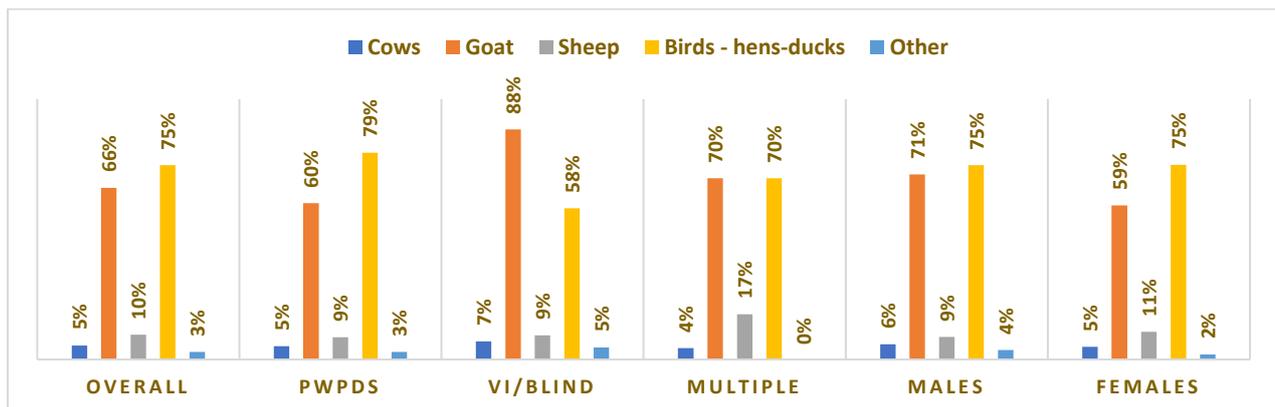


Poultry Keeping

This is reasonable given that farming (crop and animal husbandry) as is indicated in **Figure 8** above, using mainly basic tools was demanding physically and was the most common economic activity(72%). The survey further established that 46% were not engaged in economic activity lacked working capital including access to credit, 30% found difficulties in accessing markets, 23% lacked requisite educational qualifications, while 14% lacked necessary assistive devices and equipment. Only 3% felt that they were constrained by cultural or social barriers.

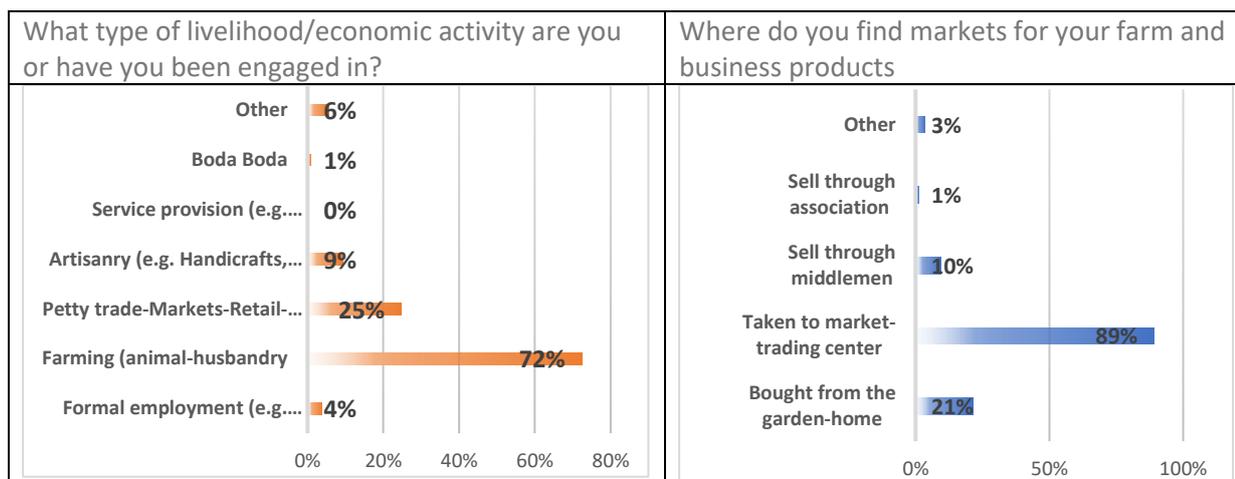
Animal Husbandry: A significant number of respondents indicated that they also kept some animals and birds as a means of livelihood. In **Figure 9**, only 5% of the respondents indicated that they owned a cow. Although many of the refugees from South Sudan come from pastoralist communities, restricted access to land for grazing made it difficult for them to own cows. Preferably therefore many of them chose to look after small animals like goats (66%), Sheep (10%), and birds 75%. Interestingly, more visually impaired persons/blind owned more goats than their counterparts, while the PWPDs had more birds than their counterparts.

Figure 9: Households with Animals and Birds



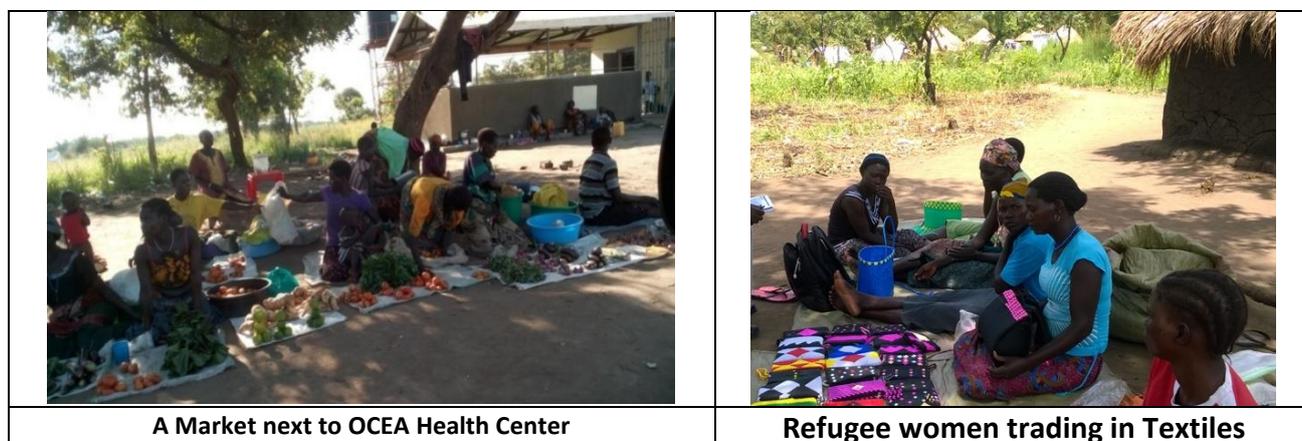
Access to Markets: Regarding access to markets, the majority of the respondents 89% indicated that they sold most of their produce from nearby markets or trading centers, while 21% sold their farm produce from the gardens or at home.

Figure 10: Types of Economic Access to Markets



This indicates that persons with physical disabilities and persons with impaired vision depended mainly on markets that are in their immediate vicinity. Unfortunately, this often deprives or limits them from opportunities to obtain better value for their farm produce from more lucrative markets. In **Figure 8**, 30% of the respondents expressed facing difficulties in accessing more lucrative markets as one of the main barriers to engaging in economic activity as is illustrated by the quotation below;

“Most of the time, as PPWD and the Blind, we rely on our friends and relatives to access mainly the nearby markets which are the ones convenient for us. Otherwise, venturing into bigger markets in host communities we risk being cheated and all other mobility challenges” FGD Tika Zone



“Because of the nature of our disability, we mainly depend on scanty information received from our relatives and well-wishers regarding market opportunities for our produce and products, which in most cases we get when it is already either too late or when market and price changes have taken place. This in a way grossly affects the available opportunities to enable us to sell and compete in the open market business for our produce”; FGD-Eden Zone

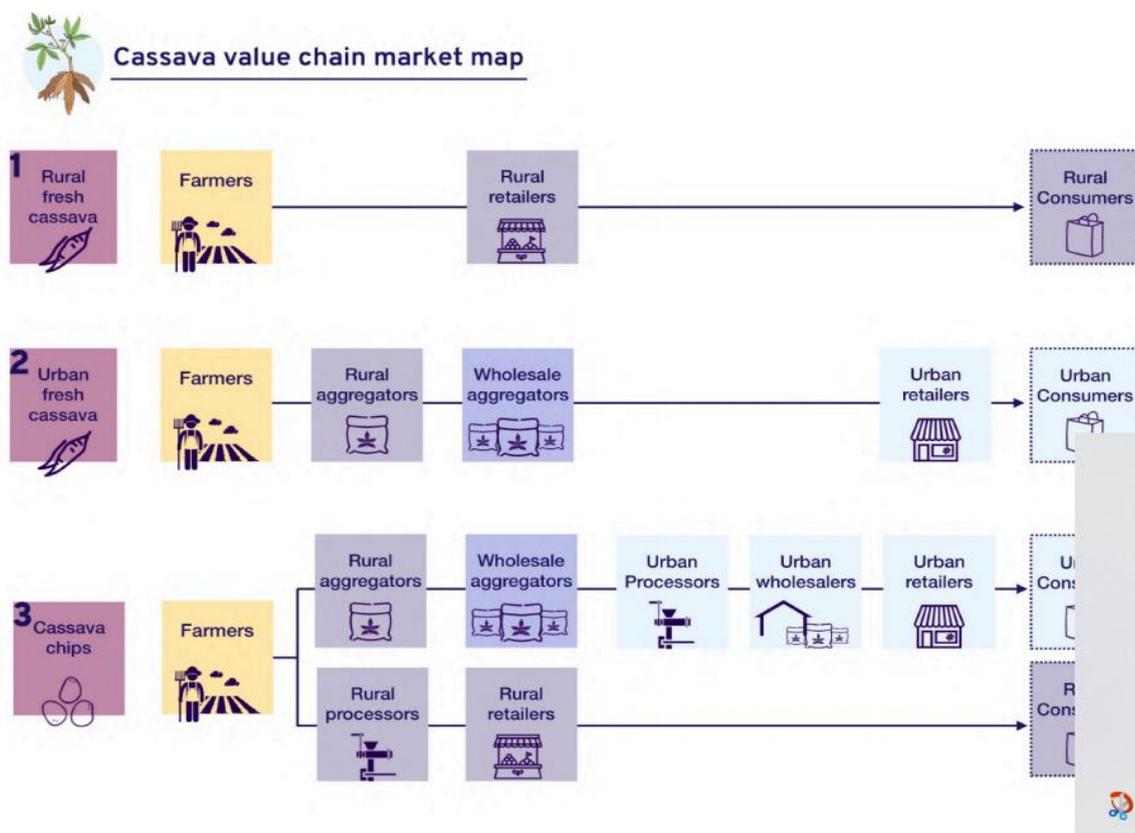
Long distances being a barrier to more lucrative markets are not unique to PWDs alone. For Example, according to the Vulnerability and Essential Needs Assessment (Volume I, October 2020), out of the 8% of households that reported facing challenges in accessing markets, 84% of them reported that their most common barrier was the long distance to their nearest markets. Relatedly, in eight of the 13 settlements that were assessed, difficulties in traveling caused by physical disability were the second most commonly reported barrier to market access. For persons with visually impaired and

blind training in mobility and orientation can be a good starting point in helping them access markets and vital financial and social services.

From the same assessment, other reported barriers to accessing markets faced by refugee households were perceived physical attacks by host community members (10%) and/or refugees (9%), which highlights tensions between the refugee and host community members. Ten percent (10%) of households that reported facing barriers to access markets in Rhino Camp cited the main challenge to be sexual and gender-based violence (SGBV), which stood out compared to other settlements.²⁶

Engagement of PWDs and VI/Blind in Value Addition: Apart from physical access to more lucrative markets, several value addition processes can also be utilized by PWDs to increase the value obtained from their produce. FAO defines a value addition system as constituting of two components that include a sequence of activities such as production, processing, and transport; and a network of functional relationships that work together to increase the value of a product before it reaches the customer²⁷. In West Nile, the main agriculture value chains that refugee and host population engage in include sesame, cassava, maize, beans, and soya for crops and pigs, chicken, turkey, goats, and cattle for animals (Report, 2017)²⁸.

Figure 11: Cassava Value Chain²⁹



²⁶ Ibid

²⁷ Brian Moir Senior Economist Trade and Markets Division, FAO Value chain theory and application <http://www.fao.org/3/i1710e/i1710>

²⁸ Achayo, H. (2018) 'Situation analysis of refugee and host communities in West Nile'.

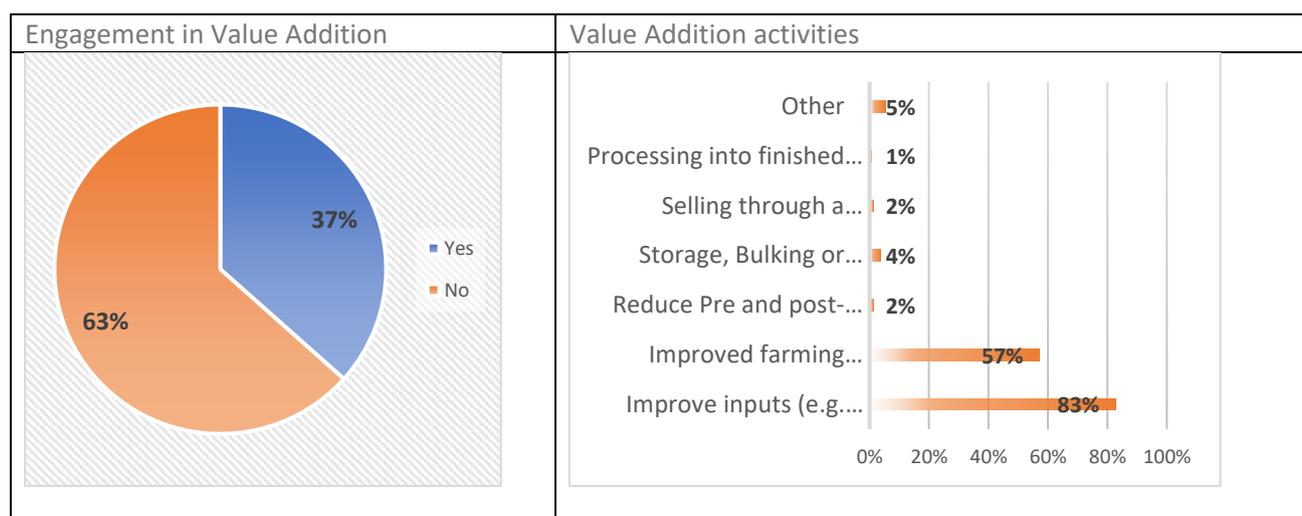
²⁹ Paving the way for better jobs and improving livelihoods for refugees and host communities in Arua, Uganda An Approach to Inclusive Market Systems May 2020 (AIMS) for Refugees and Host Communities, ILO

According to **Figure 12** below, findings indicated that only 37% of the respondents engaged in some form of value addition while the rest did not. It was further observed that the most common ways adopted by persons living with physical impairments and those with visual impairments included using improved inputs such as seeds and adopting the use of good agronomist practices such as spacing. unless they are working in solidarity groups, where their energies can be pooled together.

“It would be of great importance if we as persons with disabilities were exposed to value addition practices despite our low production rates and lack of market information. But unfortunately, we only get excited to have buyers for our raw produce right from our gardens since we always face competition from other well-placed farmers among refugees and host communities. We are well aware of the value addition in value chain practices, but we must be supported to have the capacity to produce enough, compete in the market to enable us to determine prices of our produce *Tika Zone*”

The preferred value addition strategies were mainly placed at the lower level of the value chains, while only negligible percentages of respondents reported using strategies such as reducing pre-and post-harvest losses, storage, bulking and hoarding, or processing their produce to secondary products. At an individual level, it is obvious that many PWDs can never engage in a higher-level value addition process

Figure 12: Engagement in Value Addition



Different research findings show that small scale farmers (including farmers with disabilities) engaging in value addition in different value chains face several challenges that are highlighted below as follows³⁰;

³⁰ <https://fortuneofafrica.com/ug/value-addition/#:~:text=Uganda>

- *Farmers lack the necessary knowledge (training) of how to add value to agricultural products.*
- *Farmers cannot meet greater demands and expectations of customers in terms of quality, quantity, and consistency*
- *Most farmers operate on a subsistence level and are quite small and they even lack the land*
- *The farmers lack the financial and technological capacity to process their produce.*
- *There are few co-operatively owned agro-processing industries to organize the farmers.*
- *Uganda still imports more processed farm produce than it exports.*
- *Lack of market-oriented farming*
- *They lack the skill to successfully market the farm produce on their own as opposed to going through middlemen.*
- *Lack of forum which the farmers can join to share experience*

Incomes from Farming and Economic Activity As is indicated in **Figure 13**, when respondents were asked how much money they had earned in the last months from their enterprises, 58% of them indicated less than UGX, 100,000, 36% indicated earning between UGX 100,000, and 200,000, while only 6% earned more than UGX 200,000. Concerning what percentage, the incomes from their economic activities contributed to their household needs, 46% indicated between 25-50%, 41 below 25%, while only 12% indicated above 50%. Only 15% of the respondents reported that they access incomes from other sources to help them meet their household needs, while 85% had to rely solely on proceeds from their enterprises. These findings imply that most of the respondents were not generating sufficient incomes from their enterprises to meet their household basic needs. This calls for the need both to help them scale up or diversify their income-generating activities.

Figure 13: Sufficiency of Incomes from an enterprise owned by PWP or a Visually Impaired Person

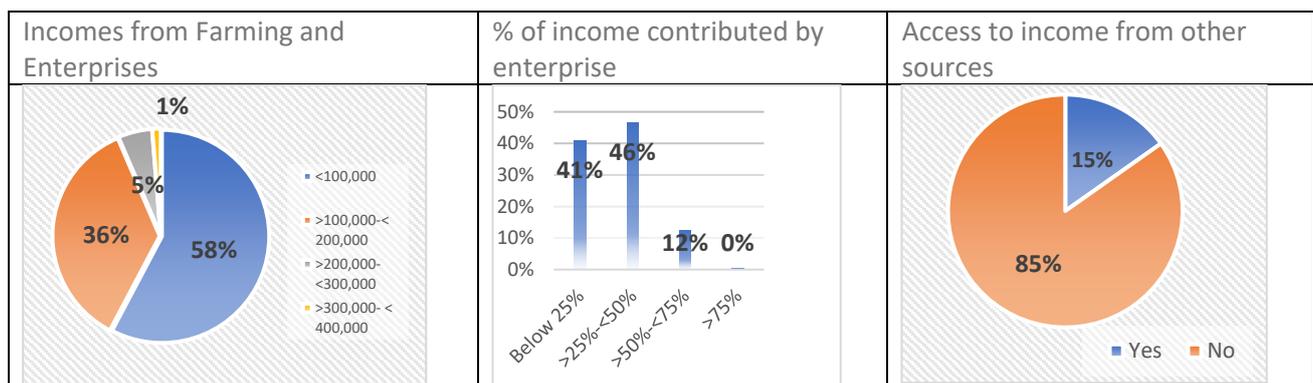
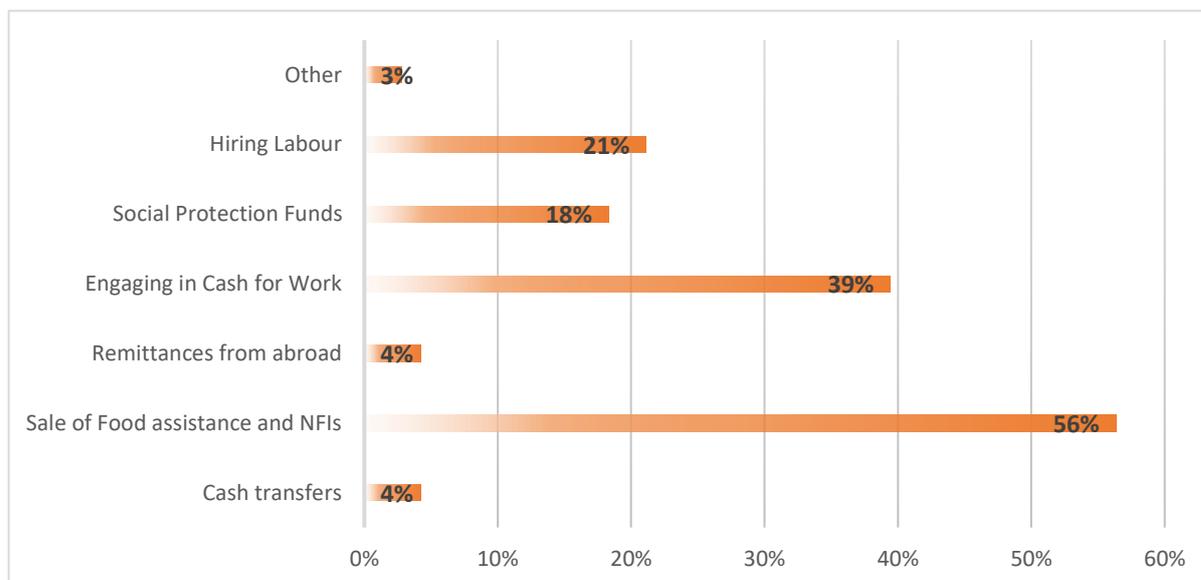


Figure 14 below indicates the other sources of income mentioned by respondents that responded appropriately to the question. Fifty-six percent mentioned that they obtained other income mainly from the sale of food assistance given in kind.

Figure 14: Other Sources of Income



This was followed by 39% engaging in Cash for Work, 21% from hiring out labour, 18% from social protection funds, while 4% either depended on cash transfers or remittances from abroad. The coping mechanism of exchanging food assistance in kind to meet other household needs has dire implications for the nutrition of PWDs since this reduces the available food basket.

When compared with the general refugee population, as is indicated in **Figure 15** below, casual labor was the most common source of income practiced by 100 of the respondents, compared to petty trade and farming at 20%. This finding implies that PWP and VI/Blind (21%) were constrained from providing casual labour, which seems to be the most accessible means of earning an income given the scarcity of land.

Figure 15: Livelihood Sources for Refugees in Rhino Camp³¹

LIVELIHOODS SOURCES

Out of the 39% of HHs who reported having a source of income, the most commonly reported sources are:³

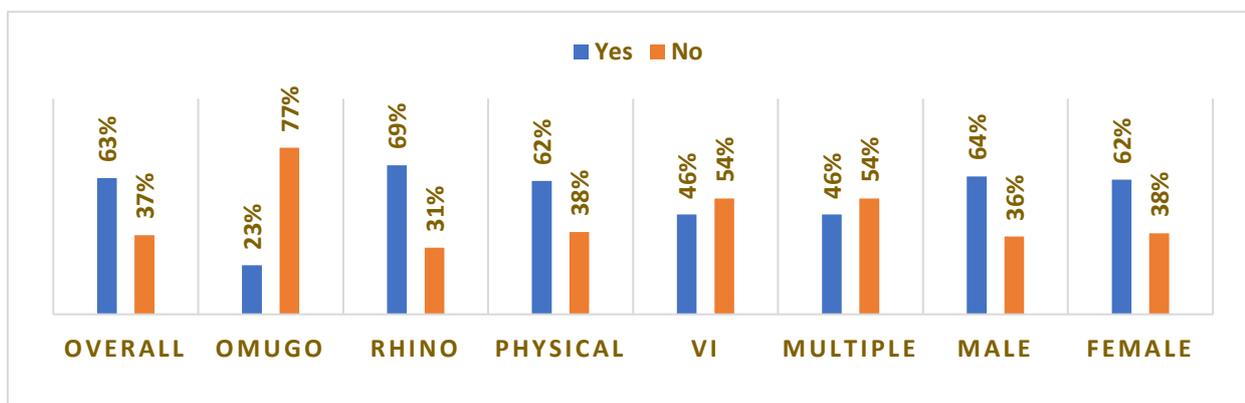


According to this observation, the non-disabled refugees seemed to have a broader scope from which to earn a living probably because due to mobility they can engage in activities like infrastructure construction, engaging in cash for work initiatives, and hiring out labour including in host communities among others. This finding implies that there is an inversely proportional relationship between disability and the ability to engage in the non-farming sector.

³¹ Ibid

Land ownership: Land is a very important factor of production, therefore access to it by PWDs and VI/Blind is critical to their effective participation in economic activity. In **Figure 16** When asked if they owned land, 63% replied in the affirmative, while 37% mentioned that they did not own land. There was a big contrast in the findings in Omugo where 77% did not own land compared to 23% in the rest of the zones of Rhino Camp.

Figure 16: Land Ownership

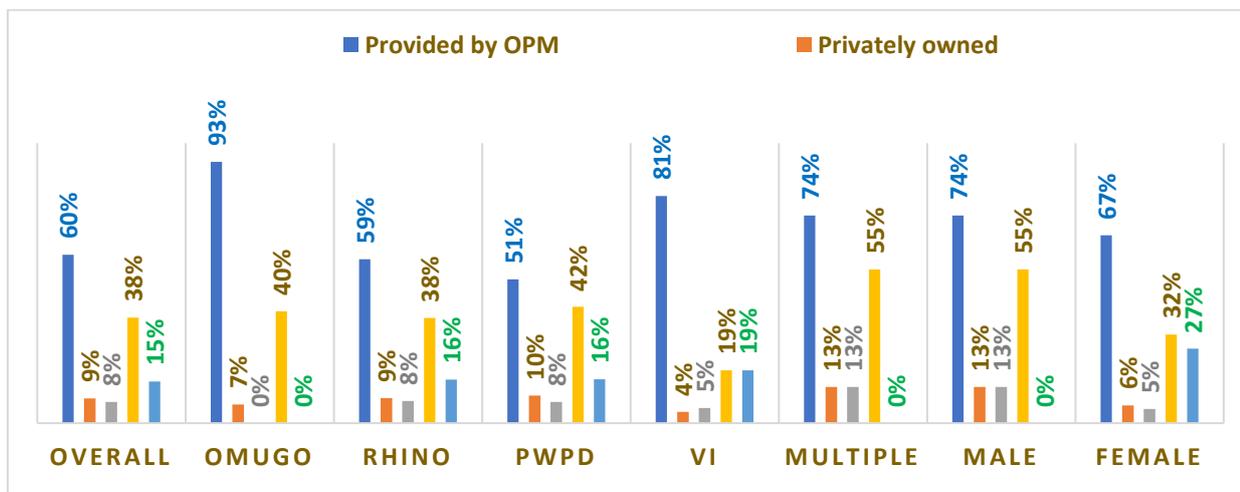


This disparity can be attributed to the fact that Omugo Extension is a newer settlement and less land available for refugees, especially those that are deemed to be dependent like PWDs. In older settlements, because of the high mobility of the refugees, it is easier for PWDs to take over land that has been abandoned by refugees returning to South Sudan or relocating to other settlements. Male PWDs and VI/Blind also tended to borrow more land (55%) than their female counterparts (32%). Differing contexts, therefore, were also found to be important factors in determining the choice is livelihoods that PWDs and VI/Blind practiced.

It was further observed that PWD had more access to land (69%) compared to the visually impaired/blind and respondents with multiple disabilities at 46%. There was an insignificant disparity between gender. This is not surprising, since women constitute the majority of adult refugees and that many of them are family heads.

Regarding the nature of land ownership, it was observed that overall that 60% of respondents were in possessing by land provided by OPM. It is however important to note that in Omugo extension unlike in the rest of the six other zones of Rhino Camp, far more respondents in Omugo Extension (93%) depended on land provided by OPM. This may be partly attributed since the zone is a more recent settlement with fewer land access opportunities for the refugees. According to a study by REACH, 17% of households accessed land outside their shelter.

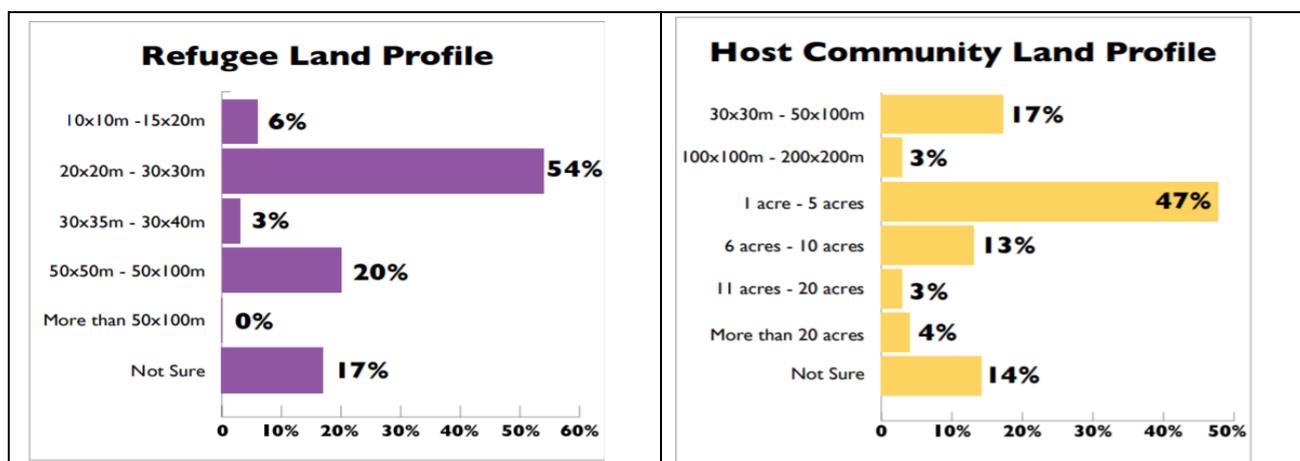
Figure 17: Nature of Land Ownership



The majority of refugees (54%) in Rhino Camp have a plot size of between 20 and 30 square meters officially allocated by OPM which they are using for agricultural production. Host community land sizes vary with about 54% owning land of sizes between 1-5 acres, 17% mostly the poorest with between 30 square meters and 150 square meters. The size of land available to PWPDPs and VI/Blind is much smaller in both the refugee settlement and in the host community. From responses obtained from FGD conducted for PWPDPs and VI/blind, it was indicated that often PWDS especially those with severe disabilities were categorized as PSNs and as a result were counted as dependents within the households where they lived. This deprived them of accessing land on their own as household heads.

To address the limited access to the land problem by PWPDP and VI/Blind, in the short run, it will need supporting PWPDPs and VI/Blind with innovative technologies such as vertical farming³² being promoted by Gulu University to increase both productivity and farming space without necessarily increasing acreage.

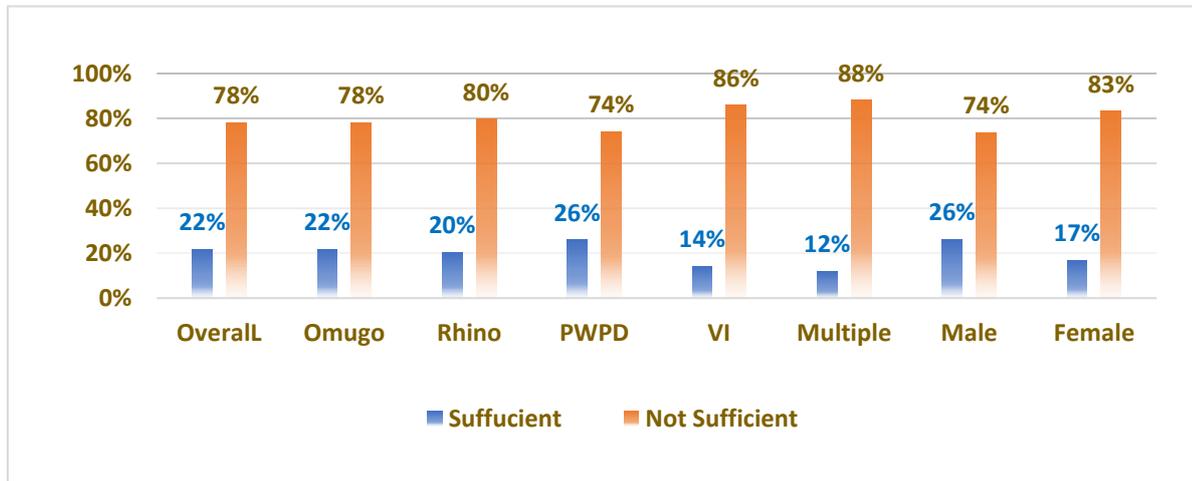
Figure 18: Land size among Refugees and Host Communities



³² Vertical farming involves expanding space for farming by using sacks and scaffolding

Food Security among PWDs and VI/Blind Households: On whether the available land was sufficient to produce enough food for the respondents and their households, in meeting household needs, in **Figure 19**, the majority (78%) mentioned that it was not sufficient. It was further noticed that there was little disparity across the different parameters.

Figure 19: Sufficiency on land in meeting household needs



In **Figure 20** Below, it was noted that 74% of the respondents depended on direct food assistance from WFP and its partners, 35% depended on handouts from relatives and friends, 31% from hiring out labour for food, 20% on food purchase, while only 5% depended on cash transfers. PWDs with multiple disabilities depended more on Direct Food assistance and (94%) and handouts from friends and relatives (82%) probably because of age they are treated as Persons with Special Needs (PSNs) and attract more sympathy from their relatives. Zones where PWDs/VI Blind purchased more of their food included Eden and Siripi (44%) and Omugo 33%.

“Omugo zone being one of the newest to be established still has the challenges for most refugees especially those with disabilities to establish the necessary networks with the local leadership from the host communities to enable them to access reasonable land for agricultural produce in addition to that provided by OPM and other benefits as PSNs. Strong advocacy initiatives in this regard need to be taken to enable the PWDs in Omugo zone to benefit from the goodwill land access opportunities like in other settlements” KII OPM Rhino

Because of their high dependence on direct food assistance, the 30% reduction of food rations by WFP must have increased their vulnerability. Relatedly, because refugees mainly depend on sources within the settlements to access alternative sources of food, there is a need for concerned actors to strengthen their capacity to increase productivity and further explore value addition initiatives.

Figure 20: Alternative Sources of Food



3.3.2 Access to Vocational Training and Business Development Services

Access to Vocational Training and Business Development Services: When respondents were asked to whether they had ever had an opportunity to acquire vocational business training, only 21% replied in the affirmative, while the rest 79% had not. . Access to vocational and business development training varied from one zone to another, with the highest being Eden at 74%, Ofua 43%, Ocea 29%, Siripi 26%, Omugo 22%, Odubu 18% and Tika 14%.

For those that had acquired skills, 42% indicated that they had acquired skills in crop husbandry, 24% in animal husbandry, 19% in business development, 11% in tailoring, 10% in Handcraft and shoemaking. This resonates with observations made by KII held with humanitarian staff that there was still generally very little focus on PWDs refugees and host community member in Rhino Camp as per the quotation below;

“To be sincere, there have been very little efforts among humanitarian actors in West Nile Region and Rhino Camp settlement, in particular, to specifically focus and target PWDs especially the PWPD and VI/Blind access vocational and business training. Most of our programmes address the vocational needs of the youth in general with some address to the PSNs. This, therefore, makes it more complicated since even information/data regarding the prevalence of PWDs as a special category in the community never features prominently in planning;” KII Partner Agency

This is further collaborated by the fact that according to UNHCR records, it is reported that out of 1,158 disabled persons with special needs (PSNs) that have been documented, only about 10% having received services, while the rest (90%) are still to receive services for their specific needs³³.

³³ https://reliefweb.int/sites/reliefweb.int/files/resources/Rhino_Settlement%20Profile_012021.pdf



Refugee Youth Training at Eden VTI

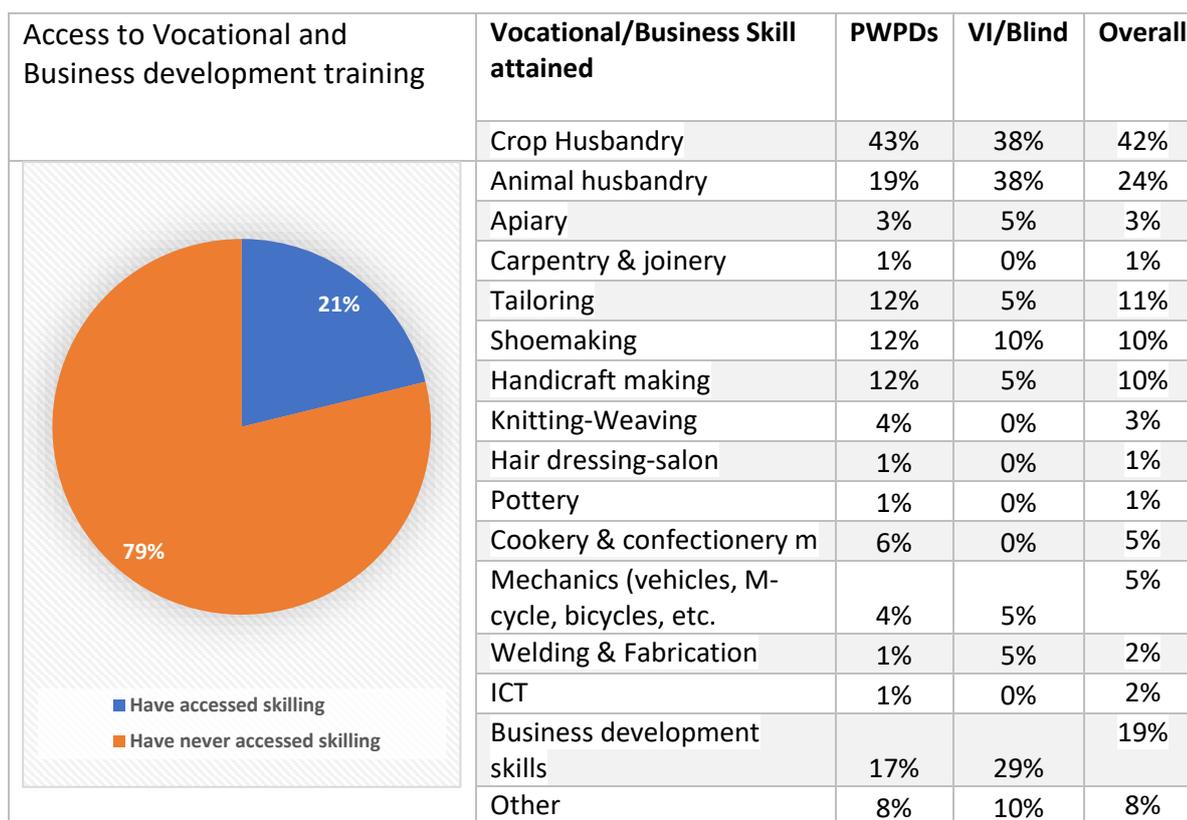
Regarding, disability and type of vocational skills acquired, more PWDs (43%) mentioned crop husbandry, while on the contrary, there were visually impaired/blind that mentioned that they had received training in animal husbandry. On the whole, apart from animal husbandry and business development, across the board more PWDs were able to acquire diverse skills in trades such as Apiary, carpentry and joinery, pottery, hairdressing, welding/fabrication, and ICT. This finding indicates that there was less emphasis on providing conventional vocational skills usually taught by vocational training institutional and local artisans.



Refugee Youth Training at Eden VTI

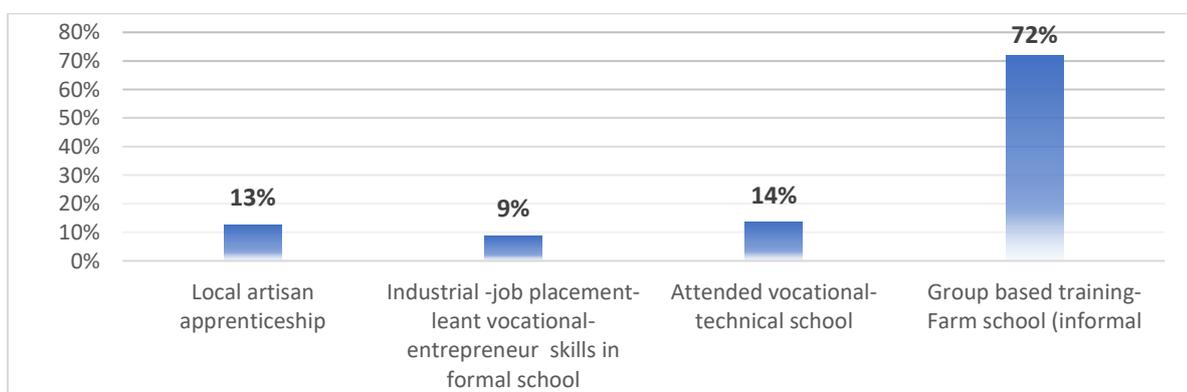
The choice by many humanitarian actors to equip PWDs and VI/Blind with skills in crop and animal husbandry is appropriate since most of the respondents were engaged mainly in farming and had very low levels of education. However, given that refugees have very little land at their disposal, it will be more prudent to invest in promoting 'off farm' type of skills to increase their income source options and labour mobility. Taking such a choice will also shield PWDs from vagaries associated with weather, pest and diseases, fluctuating crop prices, and lack of markets among others.

Figure 21: Types of Vocational and Business Skills acquired.



The main methodology used to skill the respondents included group-based training such as Farm Schools, 14 % and 13% were skilled at vocational training institutes and local artisans respectively, while only 9% were either skilled through job placements or in school. It was reported by several key informants that many Educations in Emergency (EiE) actors were integrating vocational training in the normal school curricular.

Figure 22: Methods of training were used to skill PWDs



It was also common for actors such as FCA, NRC, DRC, and Windle International to second vulnerable children to established specialized schools and Vocational Training Institutions in and outside the settlement. This was justified largely to address the access challenges. Perhaps, however, it is the

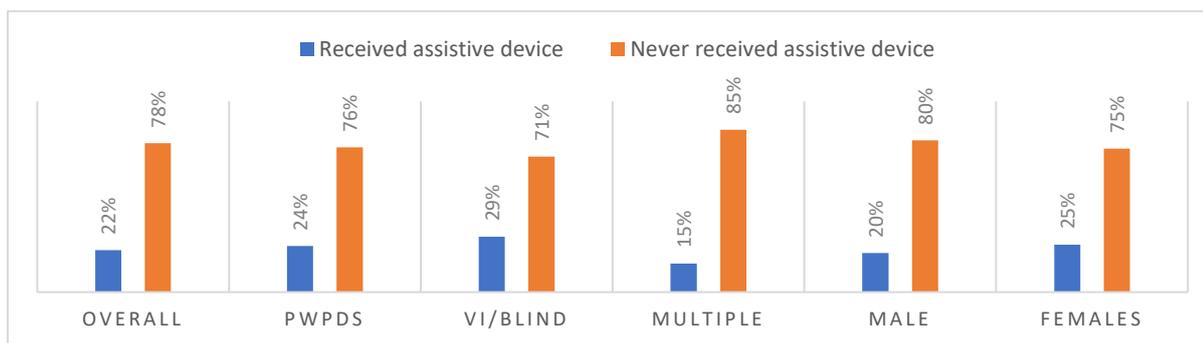
opinion of the assessment team from findings from KIIs and FGDs that more initiatives be taken in promoting inclusive education in existing vocational institutions in and around the settlements.

Access to Assistive Devices and Equipment; In **Figure 23**, regarding the receipt of assistive devices as a way of helping PWDs and VI/Blind engage in business, it was observed that only 22% of the respondents indicated that they had received an assistive device or equipment, while 78% had not.



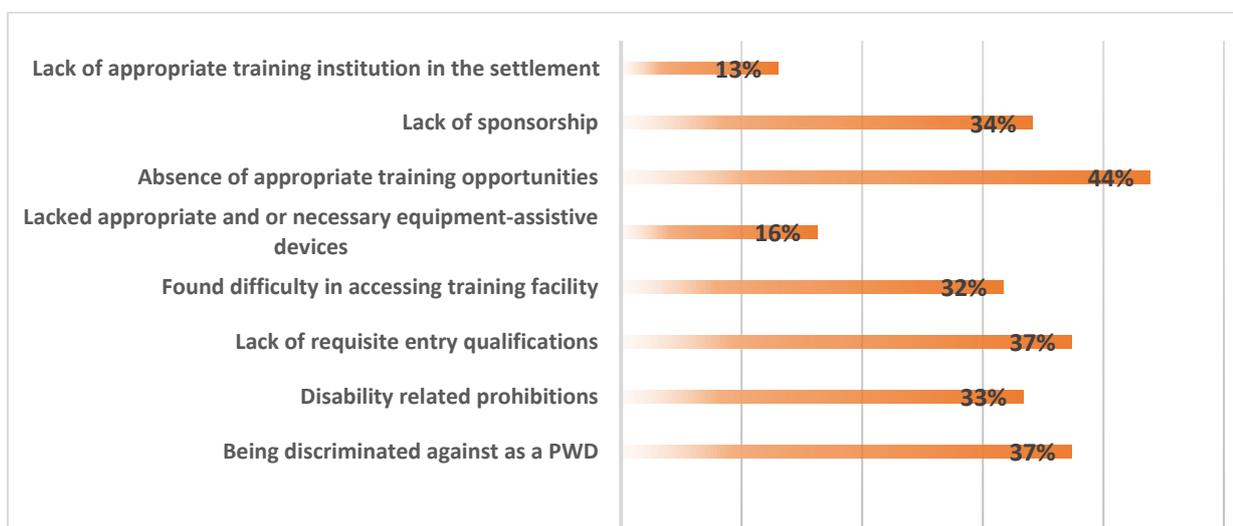
More visually impaired/Blind persons (29%), compared to 24% among PWDs (24%) and persons with multiple disabilities (15%) had also received an assistive device or equipment. Slightly more females than males had also received an assistive device or equipment.

Figure 23: PWPDS and Visually Impaired/Blind that had Received an Assistive Device.



Barriers to Access to Skilling Opportunities; For the respondents that had not received any training in vocational and business skills, the absence of appropriate training opportunities was mentioned as the biggest challenge (44%) implying that existing refugee responses were still not putting enough focus on persons with disabilities in general and PWPDS and VI/Blind in particular. This is corroborated by the fact that UNHCR reports that only about 10% of persons with disabilities in Rhino Camp had their needs being met. In addition, 37% mentioned as barriers to skilling the lack requisite entry qualification and being discriminated against as PWDs respectively, 34% lack of sponsorship, 33% disability-related, 32% difficulty in accessing training facilities’, 16% lack of assistive devices, and 13% lack of appropriated training institutions in the settlements. Similar observations were mentioned by key informants from the Vocational Training Institutes that included Icon Electronics in Ofua Zone and the Multi-Purpose Community Training Center in Eden and Siripi Youth development centers.

Figure 24: Barriers to Access to Skilling Opportunities



Other barrier mention by KIIs and FGDS included

- **Language barrier:** As many of the instructors especially nationals cannot easily communicate with refugees that speak different dialects, yet trainees due to their low levels of education, can also not communicate in English
- **High Dependency Syndrome:** exhibited by refugees

- **High Poverty Levels:** especially not being able to meet other prohibitive education costs especially with private institutions
- **Existing Vocational Institutions are few and hard to be accessed** by PWPD and VI/Blind coming from the periphery of the settlement. This situation is worsened by the lack of accommodation and disability-friendly facilities to host severely impaired learners.
- **Lack of specialized instructors/assistive devices and equipment** in the settlement especially to support trainees with visual impairment
- **Slow adoption of inclusive educational approaches** by existing vocational skills
- **Absence of appropriate role models and mentors** to motivate and inspire learners with disabilities
- **Lack of focus on PWDs by Vocational Training Institutions**

According to KII with heads of vocational training institutions in Rhino, the above challenge affected the visually impaired/blind disproportionately as is illustrated in the quotation below;

“We love to involve in our vocational training program for all people irrespective of their ability or disability, but the biggest challenge is that we still lack trainers with specialized skills in areas like sign language. We also can’t take care of things like accommodation facilities for PWPDs and the visually impaired who come from long distances in addition to lack of assistive devices. So, we request that any NGO that wishes to involve us in supporting to provide vocational skills to PWDs needs to help us address some of those challenges; KII Head of MCTC-Eden Zone

Expressed Training Needs: Regarding respondents’ expression of training needs, when they were asked to mention at least three vocational and business development needs that they would like to be skilled in, 56% of the respondents mentioned animal husbandry, 45% mentioned business development skills, while 26% mentioned crop husbandry and tailoring. Other commonly desired skilling options included handicraft and knitting/weaving (11%), Hairdressing and shoemaking (10%), mechanics/boda-boda repair (9%), and cookery and confectionery (6%)among others. The desire to attain animal husbandry skills can be connected to cultural attachments to animals to most South Sudan communities. As is indicated in **Figure 9**, the majority of respondents (75%) mentioned that they were rearing Birds especially hens and ducks, while 66% mentioned that they reared goats.

Figure 25: Desired Skills and Animals Reared

Desired Skill	#	%
Crop Husbandry	129	26%
Animal husbandry	271	56%
Apiary	14	3%
Bricklaying & masonry	6	1%
Carpentry & joinery	21	4%
Tailoring	128	26%
Shoemaking	51	10%
Handicraft making	55	11%
Knitting-Weaving	54	11%
Hair dressing-salon	50	10%



³⁴ <https://d-lab.mit.edu/innovation-practice/humanitarian-innovation/refugee-innovation-ecosystem-rhino-camp-uganda>

Pottery	8	2%
Cookery & confectionery	29	6%
Radio Repair	16	3%
Mechanics - vehicles, M-cycle, bicycle repair, etc.	44	9%
Welding & Fabrication	17	3%
ICT	22	5%
Business developing skills	219	45%
Other	31	6%



3.3.3 Financial Inclusion of Persons with Physical Disabilities and Visually Impaired

The village savings and loan association (VSLA) scheme is a micro-finance model that was started by CARE to reduce poverty by financially and socially empowering poor and vulnerable people. By providing members a safe place to save their money, access loans, and obtain emergency insurance, the VSLA methodology often is the first step of financial inclusion for the rural poor including refugees. In Uganda, lending by financial institutions to refugee farmers is very minimal due to the high risks associated with farming and lack of collateral. Rather than borrow from unscrupulous money lenders who lend at exorbitantly high-interest rates, small-scale farmers through this method are encouraged into a culture of saving among members, who are required to save weekly by buying shares ranging from one to five.

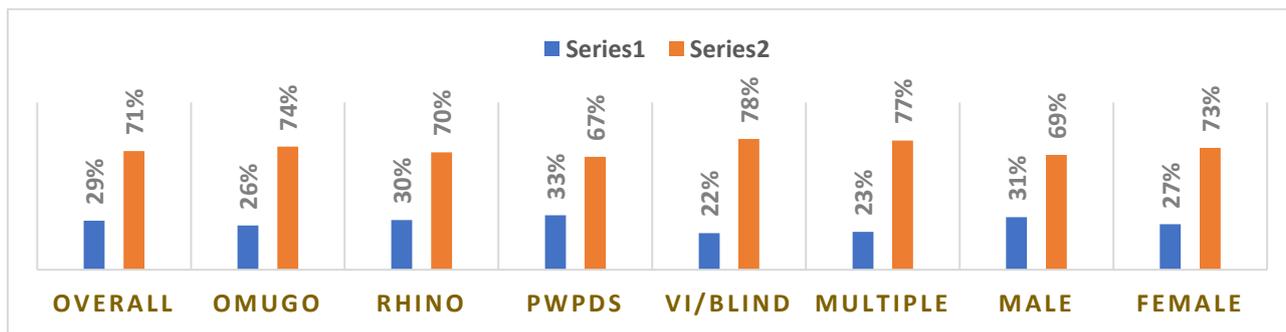
The share price is determined by the members of the association at the beginning of the cycle. Members can then borrow from the VSLA using their savings as collateral without necessarily having to sell their property or crop at a cheap price in times of need or emergencies³⁵.

The Baseline established that overall, only 155 (29%) of the respondents belonged to a VSLA group or a SACCO, while 71% did not. Participation in a VSLA group or SACCO ranged from one zone to another with the highest participation being in Eden (74%), followed by Ofua 49%, Ocea 29%, Siripi and Omugo 26%, Odubu 18%, while Tika had the least at 14%.

Of the 155 respondents participating in a VSLA group or a SACCO, 119 (77%) were PWPDs, 21 (14%) were visually impaired/blind, while only 15 (10%) were both physically and visually impaired. When compared by category of impairment, 33% of PWPDs belonged to a VSLA group or a SACCO (31%), compared to 22% for the Visually Impaired/Blind and 23% for the persons with multiple disabilities. Male respondents had a slightly higher percentage as participants in VSLA groups or a SACCO (31%), compared to 27% of their female counterparts. It was further established that 29% of the respondents who belonged to a VSLA group or SACCO belonged to more than one group. Slightly more PWDs(30%) in the older zones belonged to a VSLA group or a SACCO, compared to those in Omugo Extension (26%).

³⁵ <https://snv.org/update/power-village-saving-schemes-through-eyes-woman>

Figure 26: Membership to a VSLA/SACCO



In **Figure 27** below, regarding reasons giving by respondents that were not participating in VSLA type of activity, it was established that 100% of them throughout the board mentioned that groups in their community were not targeting PWDs. Given that membership to a VSLA is self-selecting by design unless affirmative action is done to ensure inclusion in the VSLA groups, the possibility that they would suffer automatic exclusion is high due to perceptions that they would be a burden to the group. This is corroborated by the fact that 76% of the respondents felt that they were not accepted into the VSLA groups because of their disability. On the other hand, 67% felt they were not accepted because of their gender. These are more likely to be males since conventionally VSLA methodology by most humanitarian actors mainly targets women. On the other hand, 44% claimed that they were not aware of the existence of any VSLA group or SACCO in their immediate community, while 11% did not participate because of long distances. On the whole, PWPDS were more likely to participate in a VSLA or SACCO, compared to VI and Blind and persons with Multiple disabilities.

Figure 27: Reasons for Not participating in VSLA or SACCO

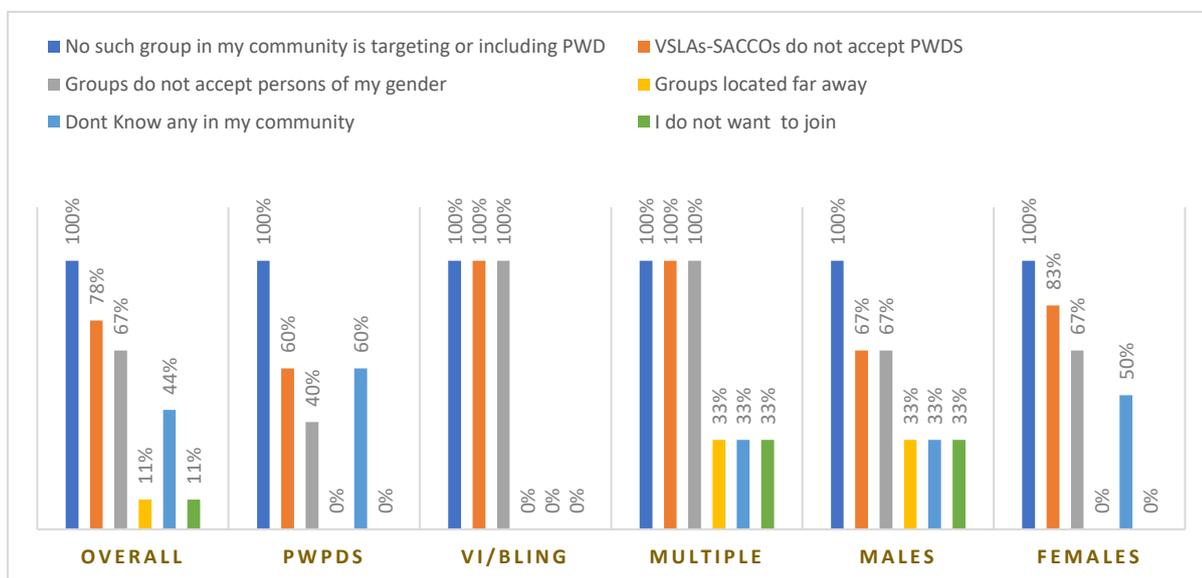
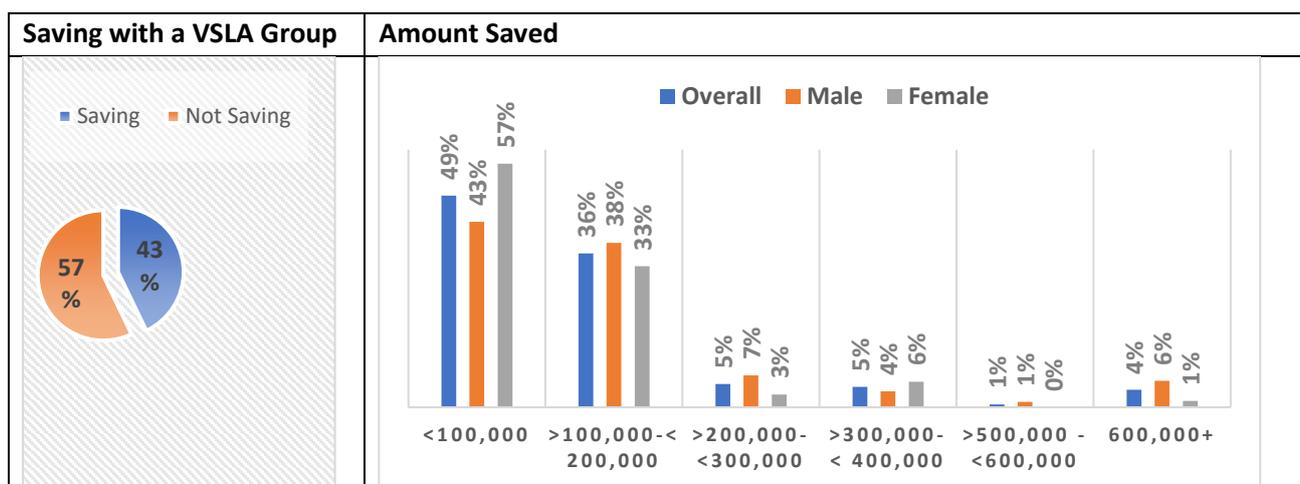


Figure 28: Benefits and Savings with VSLA



As is indicated in **Figure 28**, 43% of the PWPDS and VI/Blind were saving with their VSLA groups or SACCOs. For one reason or another, the others were not or had not started saving. Regarding the volume of savings, 49% of the respondents had saved below UGX 100,000, with more females in the category (57%) compared to males (47%) in the last saving cycle. Overall, 36% of the respondents (38% male and 33% female) had saved between UGX 100,000 and 200,000. Only a small percentage of respondents were saving beyond UGX 200,000.

Even though the amounts of savings by the PWPDS and VI/Blind were still small in **Figure 29**, a significant number of the respondents were already putting their savings on activities that were building their economic strength further. For example, 25% had invested their savings into farming, 19% had used their savings to start or expand their businesses, while 14% had procured a productive asset. On the other hand, 34% of the respondents had used their savings to meet a pressing household need such as paying for education or medical bills, while 7% had used the money to clear their accumulated debt.

Compared with statistics of the overall refugee population in Uganda, it is estimated that in Uganda 41% use some sort of savings group, with 35% currently using an Accumulating Savings and Credit Association (ASCA) and only 9% using a ROSCA³⁶. ASCAs³⁷ have some superior features compared with ROSCAs, including allowing participants to borrow money. These financial tools are now well used and provide significant benefits to refugees. On average, refugees contribute about 20,000 UGX per month, and 6% also borrow, on average about 105,000 UGX per month. Access to mobile cell phones among refugees is on the increase with more women refugees (29%) have a smartphone than men (23%)³⁸

In **Figure 29** below, the survey found out that benefits accruing from the participation in VSLA groups or SACCOs for PWPDS and VI/Blind included accumulating savings for investment capital or eligibility of being able to access a loan from the group (84%), obtaining support for enterprise incubation (72%), benefiting from peer support through the pooling of welfare services (21%), being linked to extension services (20%), participating in entrepreneur training (18%) and being linked to

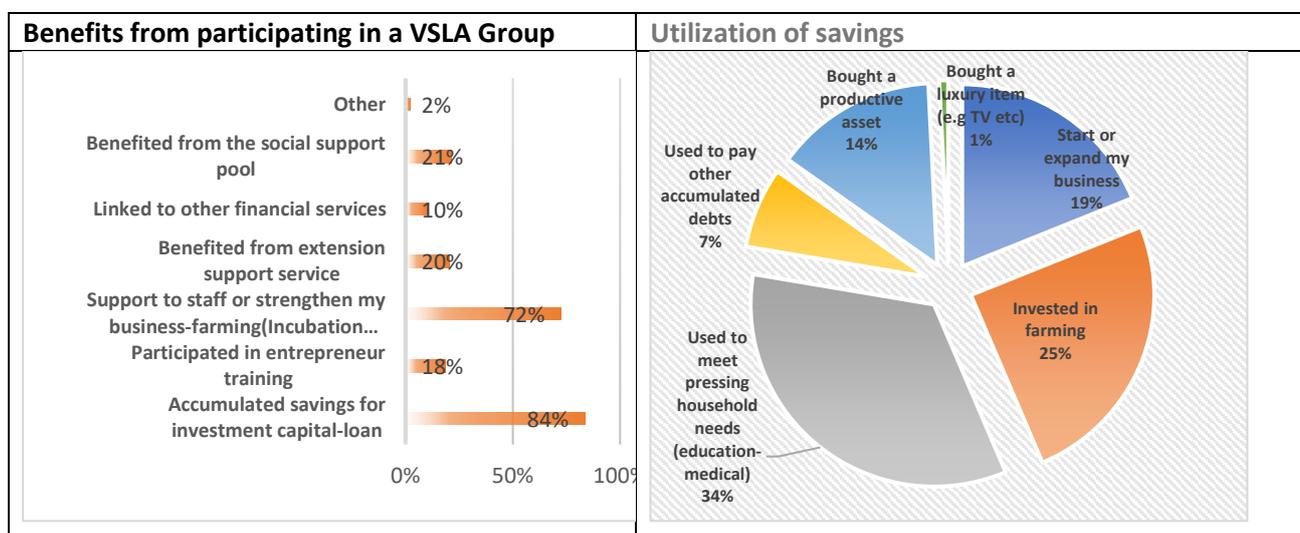
³⁶ Rotating Credit and Savings Association (ROSCA)

³⁷ Accumulating Savings and Credit Associations (ASCA)

³⁸ Grit, Skills and Luck: Examining the Financial Lives of Refugees in Uganda, Financial Sector Deepening in Uganda 2020

other financial services(10%). Although informal, participating in a VSLA or SACCO provided the first level opportunity for financial inclusion for PWPD and VI/Blind in Rhino Camp.

Figure 29: Volume and Utilization of Savings



Accessing services from the bank especially credit is hard for us as refugees, the demand a lot of information and ‘papers’ that we do not have. Their process is very long. We also think the information given to banks leaks to other authorities which may have led to a reduction in our food rations. But now we have our own money from which we can borrow to improve our business. FGD PWPD/VI-Blind Imvepi

Access to Banking Services: Financial Inclusion through promoting access to banking services is one of UNHCR-Uganda’s key operational priorities under its protection and solutions strategy. According to UNHCR’s theory of Change, financial inclusion contributes to promoting self-reliance among refugees as well as stimulating economic activity at a local level. UNHCR with partner banks such as Equity Bank and Post Bank Uganda has over the years embarked on an ambitious plan to open banks in the settlements.

This strategy also resonates with the transition of General Food Assistance modalities by WFP from providing food assistance in kind to cash transfers. This was followed by the introduced biometric verification of all refugees receiving their food or cash in 2018 and by the close of 2020, it was anticipated that 50% of the refugees would be receiving cash-based transfers in the place of Food in Kind.³⁹ In Rhino Camp for example, by September 2019, 33,376 out of 112,222 refugees (30%) had started receiving cash-based transfers instead of direct ‘food in-kind’ assistance.⁴⁰

WFP brings food to places where markets are disrupted and less functional, while cash-based assistance is preferred in places where food is available and markets are well integrated. Refugees enrolled for CBT currently receive UGX 31,000 (US\$ 8.46) per person per month⁴¹, to meet the minimum caloric requirements of 2,100 kcal per person per day. A study conducted in Uganda in

³⁹ As part of its General Food Assistance (GFA) to refugees in Uganda, is currently providing unrestricted monthly cash transfers to almost 400,000 refugees across nine settlements (as of November 2019), representing about one-third of the total assisted refugee population. This amounts to an overall transfer volume of US\$ 3.2 million into refugee hosting districts every month.

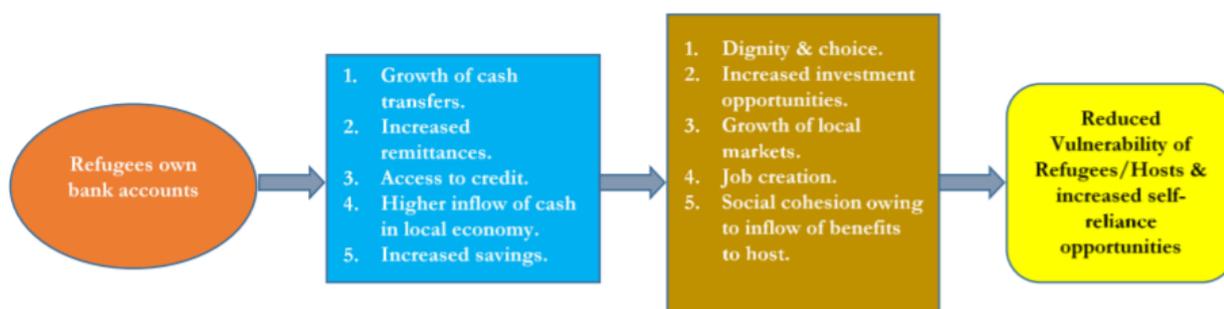
⁴⁰ Meeting Needs and Empowering People WFP’S Cash-Based Food Assistance in Uganda, WFP

⁴¹ Reduced by 30% in 2020 due to funding constraints

2016 by researchers from the University of California at Davis, showed that every US\$ 1 given in cash to a refugee translates into about US\$ 1.5 pumped into the local economy, compared to an average of approximately US\$ 1 when food rations are provided⁴².

Essentially, every household head benefitting from WFP’s General Food Assistance cash transfer grants is expected to open up an account with a bank that has partnered with WFP. Despite this background, the survey established that only 10% of the PWPDs/VIBlind had a bank account while the rest did not. The very low percentage of PWPDs/VIBlind is attributed to the fact that most PWPDs are considered to be PSNs and thus are held back to receive food in kind rather than being transferred to benefit from CBT.

Figure 30: UNHCR’s Financial Inclusion Theory of Change⁴³



The survey found out that seventy-four percent of the respondents that had a bank account were banking with Post Bank, most probably because it was the bank partnering with WFP/UNHCR for the facilitation of cash transfers for GFA in the settlement.

Figure 31: WFP Banking Model⁴⁴



Stanbic Bank and Centenary bank where 8% of respondents have an account can only be accessed in Arua which is over 70kms away or through using bank agents and the mobile banking application. In

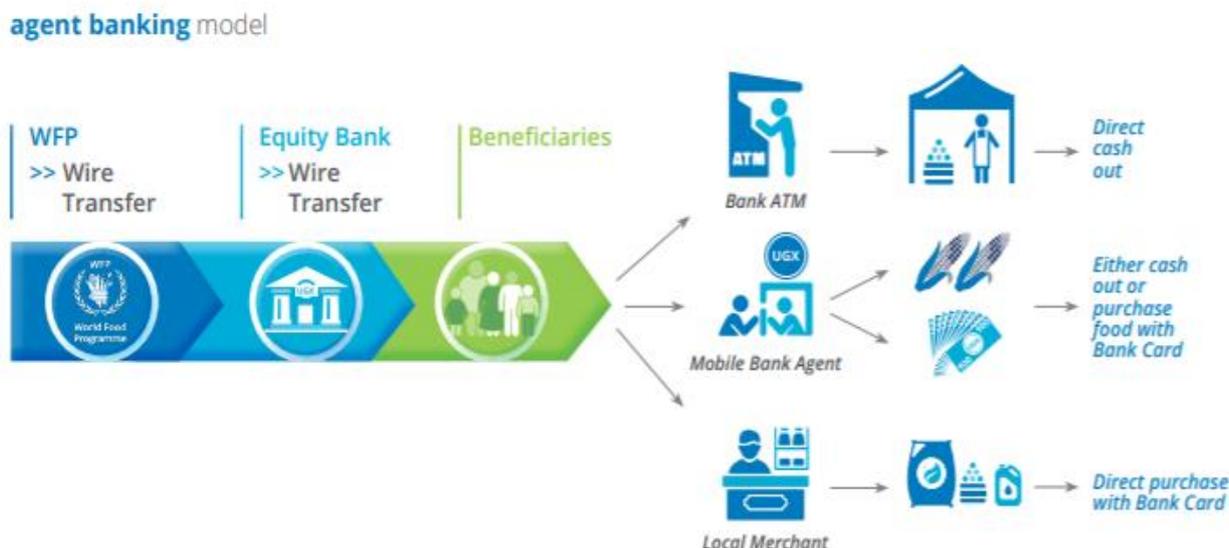
⁴² Ibid

⁴³ Financial Inclusion and Digital Cash Payments: Implementation Report: Oruchinga Refugee Settlement UNHCR Uganda Country Operation2/11/2019

⁴⁴ Ibid

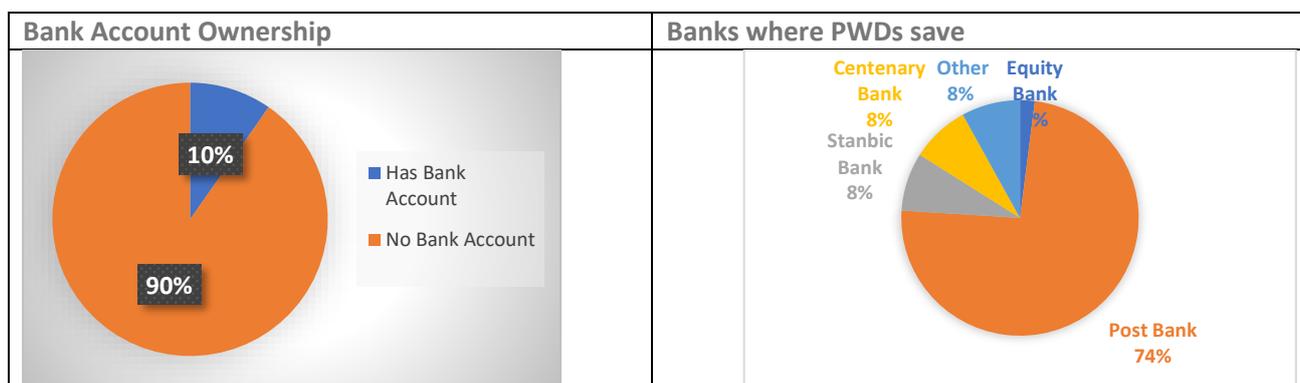
Figure 25, 73% of the respondents indicated that they reached their banks mainly through the Mobile Bank Van, 63% by mobile phone, 31% through a bank agent, and 13 through an authorized agent.

Figure 32: WFP Agent Banking Model⁴⁵



In **Figure 34** below, 69% of the respondents that had bank accounts mentioned that the nearest banking services were 6 Kilometers. Other barriers mentioned by FGDs included not having enough savings to engage banks, communication challenges, lack of collateral security to obtain loans, and high bank charges among others.

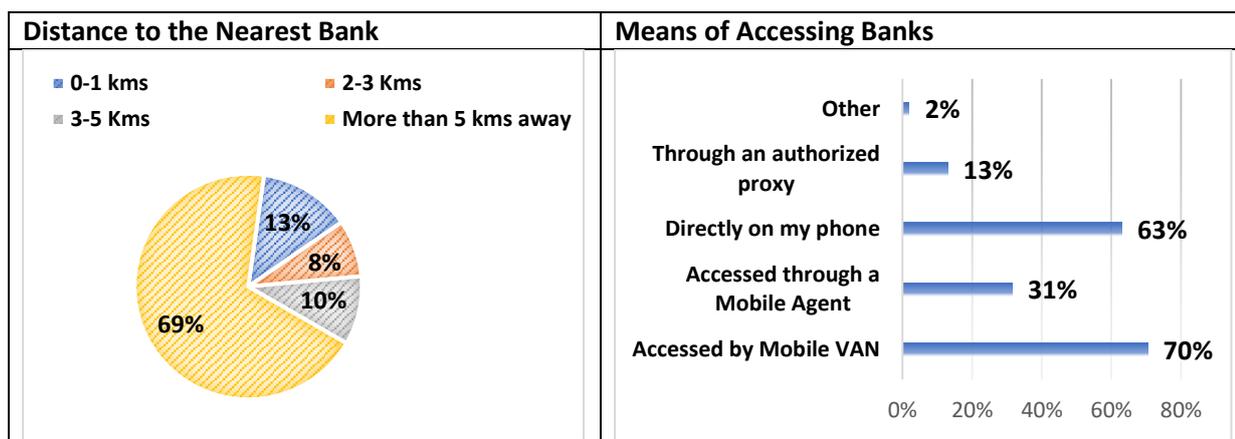
Figure 33: Banks Account Ownership



Although banks such as Post Bank were using mobile banking vehicles to bring their services nearer to the refugee settlements and their host communities, long distances to the bank and the absence of banking facilities in the settlements stood out as the main barriers to formal financial inclusion. In **Figure 34**, it is illustrated the 69% of the respondent accessing banks were staying 5 kilometers away from their households making it extremely difficult for PWDs and VI/Blind to access.

⁴⁵ Ibid

Figure 34: Access to Banks



Services that PWPd and VI/Blind obtained from the bank: The Services that PWPd and VI/Blind obtained from the bank included; obtaining cash transfers for GFA (56%), saving and deposits (45%), business development training (27%), credit 13%, and remittances of 3%. Positive utilization of credit from the banks included investing in farming, starting or expanding enterprises (55%), buying animals (55%), and procuring productive assets (38%). However, a significant percentage of the respondents that had obtained credit from the banks had used their loans for activities that were likely to put them at risk of failing the repay the loans or even loose collateral. For example, 58% of the respondents used their loans to meet pressing household needs, while 42% used the loan to clear accumulated debts.

Figure 35: Bank Services and Utilization of Bank Credit

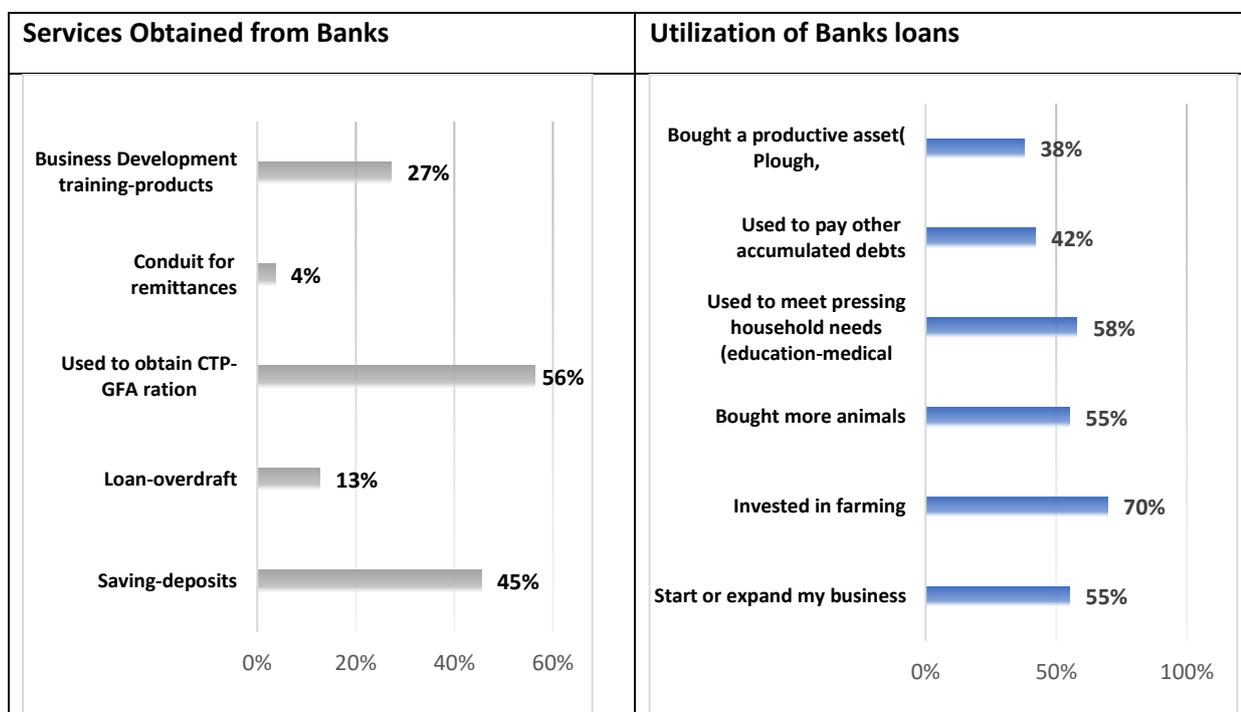


Figure 30 shows alternatives of savings practiced by PWPd and VI/Blind when they were not keeping their savings in Banks. Seventy-five percent were keeping their savings with trusted relatives, 28% with VSLA groups, 24% converted their money into assets especially animals (goats) while 23%

saved with mobile banking. The survey was not able to establish access to phones by PWDs and VI/Blind, however, **Figure 36** below shows access to phones by the general refugee population in Uganda, with 53% of the adult refugee population affording a basic phone, 20% having a feature phone, while 27% had a Smartphone. Increased penetration of mobile financial services is playing a significant role in promoting financial inclusion. For example, in **Figure 34**, 63% of the respondents that were accessing bank services, mentioned that they were doing so through phones. In **Figure 36 below**, it was observed that 23% of the respondents not using banking services were alternatively using mobile banking.

Figure 36: Access to Phones by Refugees in Uganda⁴⁶

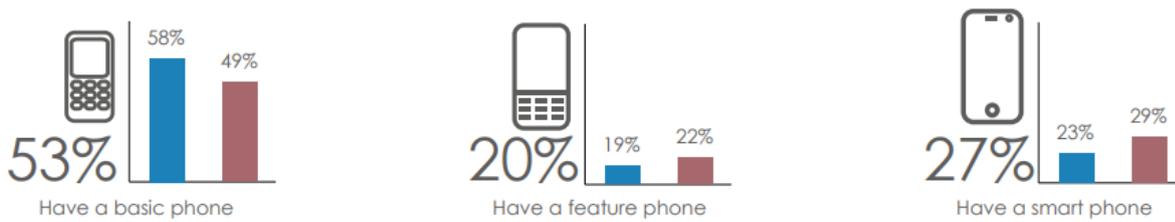
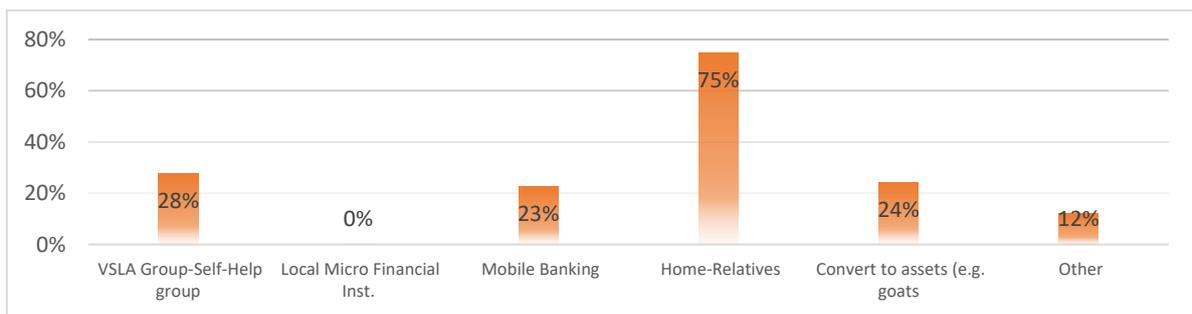


Figure 37: Alternative Means of Savings



⁴⁶ Ibid

From KII, FGD, and documentary review, it was observed that there were several challenges witnessed by refugees including PWPDs and VI/Blind when using banks for General Food Assistance (GFA). For example, the biometric card provided by the banks required fingerprints of the cardholder implying that no other person can use the card on behalf of PWP and VI/Blind. Besides, the digital payments systems are perceived by refugees especially those with little education to be complex and difficult to use⁴⁷.

For example, in a study conducted by AWAYD in Kyaka and Rwamwanja, it was observed that extremely vulnerable individuals experienced challenges in accessing their cash food rations from the banks, especially given that they were required to have an ATM card and move to the cash provision point physically. When ATM cards are misplaced or lost, the cost to replace the cards is over UGX 30,000, resulting in vulnerable households missing out on GFA cash transfers⁴⁸. On the whole, there is a need to support financial inclusion for PWPDs and VIs especially by encouraging their participation in inclusive VSLA groups and SACCOs, opening up bank accounts with banks that have Mobile services, and linking them to appropriate financial services.

3.3.4 Protection risks and vulnerabilities for PWPDs and VI/Blind in When Accessing BTVET

The following were some of the protection risks identified that impact the possibility of **PWPDs and VI/Blind** accessing vocational and business development skills;

- Trainees have to travel long distances as there are no accommodation facilities at the training institutions. As they travel, they stand protection risks of abuse especially the girls with disabilities. Most PWP and VI/Blind who cannot walk by themselves also stand risks of being knocked by reckless boda-bodas and vehicles including those of humanitarian actors and their agents. It was expressed by the majority of PWP and VI/Blind youth interviewed in the FGDs that such frustration led to trainees dropping out of vocational institutions.
- At the training institutions, learners are in most cases not provided with meals and so stay hungry. This affects participation and performance
- In institutions where the vocational instructors lacked training in handling PWDs or where there was no good adherence to safeguarding practices, youth were at risk of abuse especially emotional abuse resulting from being treated as inferior humans. Such practices were also mentioned to be common among fellow learners.
- The vocational training institutions visited such as Multi-party Community Technology Center, in Eden Zone, Iconic Electronics Center in Ofua Zone, and Siripi Youth Skills Development Center in Siripi Zone, did not have disability-friendly infrastructure such as walkways, appropriate furniture, ramps, and separate and appropriate WASH facilities. This exposed PWPDs and VI/Blind youth to further risks.

⁴⁷ A Gender, Protection, And Vulnerability Analysis Under the General Food Assistance Programme in Kyaka II and Rwamwanja Refugee Settlements, 2021, AWYAD

⁴⁸ Ibid

- Relatedly, it was also observed that some vocational institutions (see above) that were visited lacked the necessary training protective gear and safety standards.
- Limited language interpreters are meaning some people go without getting the right information for example during training sessions
- Young PVPDs and VI/Blind were also vulnerable to rejection, being denied to enjoy their rights to education, health, participation, play among others, and corresponding services.

4.0 Gaps and Barriers to Inclusion of PWDs and VI/Blind at VTIs/BDIs

This section highlights gaps and barriers faced by VTIs and PWDs/VI/Blind Learners. These responses were mainly obtained from KII with heads of VTIs, Local artisans, OPM, Like-Minded Organisations, and learners themselves.

Barriers/Gaps/challenges to the services delivery to PWDs/VIs include the following:

<p>Policy gaps/issues/nonpolicy compliance</p>	<ul style="list-style-type: none"> • Most implementing partners include PWDs in their program plans in general, but hardly the visually impaired. There hasn't been a deliberate effort to recruit PWDs and the Visually Impaired in general in vocational skills training opportunities. Most institutions lack SNE instructors who can support especially the visually impaired. • There is limited support to PWDs as most interventions address PSNs in general and still inadequately • There are limited scholarships for PWDs and VI/Blind especially within the settlement, yet many of the PWDs and VI/Blind youth can't afford unsubsidized institutional dues. • There are limited inter-agency disability advocacy and lobbying initiatives and networks to influence policy and programming in the refugee response in West Nile. There will be a need for the consortium to promote, champion, and build the capacity of staff and partners to use IASC guidelines for PWDs in emergencies. This can be done in collaboration with INGO such as Humanity inclusion (HI)
<p>Capacity Gaps/knowledge</p>	<ul style="list-style-type: none"> • There are still very few active groups of PWDs in the settlement. Most are not functional, yet inclusion in existing groups especially VSLA is limited since groups are formed on a self-selection basis • VTIs are underfunded thus cannot afford, maintain and motivate qualified instructors as has been the case with primary and secondary schools supported by UNHCR partners such as FCA, WI, etc. • Procurement and logistical processes by humanitarian actors supporting VTIs are bureaucratic and have very long lead times causing delays and disruption of institution programs. Specialized instructional and scholastic materials are also inadequate in VTIs • The provision of assistive devices and equipment for training is inadequate. In particular, equipment for the VI/Blind such as Braille machines is difficult to obtain. • There is a lack of capacity by district and humanitarian actors to diagnose secondary disabilities like autism. This leads to the absence of a comprehensive database for PWDs and VI/Blind in need of more specialized support.

Infrastructure barriers	<ul style="list-style-type: none"> • Vocational training institutions lack disability-friendly infrastructure such as walkways, appropriate furniture, ramps, and separate and appropriate WASH facilities. • Long distances to VTI and associated risks like SGBV
Institutional gaps	<ul style="list-style-type: none"> • Promoting inclusive education as an approach has not been as strong in VTIs as is in formal primary and secondary schools. • There is an insufficient provision of Psychosocial support to learners by community support groups, VTIs, and humanitarian actors. • Most Ugandan instructors also lack requisite skills especially sign language to support trainees with hearing and speaking impairments. • Most VTIs and Local Artisans have limited space and training equipment to accommodate a reasonable number of learners at a given time. Accommodation facilities are critical for PWDs and VI/Blind who cannot travel long distances to and from. • There is a language barrier since refugees come from different ethnic groups and need different people to translate. The instructors face challenges explaining to learners who speak different dialects. • Lack of boarding facilities to house PWD trainees
Cultural/other factors	<ul style="list-style-type: none"> • Some learners are mothers and institutions therefore also have to cater for their children by providing child-friendly spaces and services. • Extreme low levels of education among most learners with disabilities making it difficult for VTI to recruit them to accredited courses and certification by DIT raising the need to implement FAL, Accelerated Learning Programmes, and similar bridging initiatives. • Poor parental and community attitudes towards PWD youth education

5.0 Opportunities for livelihood/vocational Services in Rhino Camp

Below is a list of BTVET actors that are currently supporting BTVET Programmes in Rhino Camp

Table 4: BTVET Actors in Rhino Camp

Organization	Areas of focus/Mandate/Target
NRC	<ul style="list-style-type: none"> ▪ Support Refugees via Accelerated Education program ▪ Helps refugees and host communities to access land ▪ Supports the youth in initiating businesses through giving them unconditional grants ▪ Implements a skills training program run under Education, but plans to put more emphasis on livelihoods. ▪ NRC has supported groups with training in business skills ▪ NRC also selects a family based on a presence of a PWD and is supported with business. The family is either given cash or dietary / nutrition. ▪ NRC has a training institute at OCEA. It has Motorcycle repairing, Bakery, ICT/ electronics, Carpentry and Joinery, BCP, Plumbing, tailoring. However, there hasn't been a deliberate effort to recruit PVPDs and the Visually Impaired
DRC	<ul style="list-style-type: none"> ▪ DRC gives cash grants targeting persons with Special Needs, DRC also runs livelihood projects. For example, there is a grinding machine that is run by persons with special needs.
ZOA	<p>Under livelihoods programs, people are helped to Village Savings Associations</p> <p>Food security where they are given seeds and tools to ensure there is food in their households. At times, they give them food. Education program; In Primary schools, they have been giving pupils scholastic materials, recruit and train teachers</p>
Teach a Man to Fish	<ul style="list-style-type: none"> ▪ Teach A Man to Fish works with schools to develop business plans for children at schools. Such children include children with disabilities.
World Vision	<ul style="list-style-type: none"> ▪ World Vision helps with schools' construction to improve accessibility
ACAV	<ul style="list-style-type: none"> ▪ Also does what NRC does above
Welt Hunger	<ul style="list-style-type: none"> ▪ Supports a vocational Institution in Siripi Zone (Siripi Youth Skills Development Centre
INDE Technical School	<ul style="list-style-type: none"> ▪ Supports the host Community youth training in hairdressing, motorcycle repair, ICT, plumbing, tailoring, bakery, and BCP
Humanity & Inclusion (HI)	<ul style="list-style-type: none"> ▪ Supported all categories of PWDs with mobility aids
Windle Trust	<ul style="list-style-type: none"> ▪ Support general education and life skills
Palm Corps	<ul style="list-style-type: none"> ▪ Promotes girl child in education especially the physically to remain in school
Siripi Youths Skills Development Centre	<ul style="list-style-type: none"> ▪ To train skills to the refugee youth and those from host communities.

Multi-Purpose Technology Centre (MCTC)-Eden Zone	<ul style="list-style-type: none"> Provision of youth-friendly ICT Training skills/Provision of free IT services to the community including internet/Peacebuilding initiatives
Local Artisan Amule Betwel Ocea Zone	<ul style="list-style-type: none"> Provides mechanic and apprenticeship skills to the youth both nationals and refugees/Supported by NRC
Local Artisan Barasa James	<ul style="list-style-type: none"> Provides skills training to the youth in Carpentry & Joinery
Local Artisan-Malia Peter of ICON Electronics	<ul style="list-style-type: none"> Supports youth training skills in Electronics in Ofua Zone/Supported by NRC and GIZ
Community Technology Empowerment Network (CTEN)	<ul style="list-style-type: none"> Computer training etc.

Outside the settlement, there exist several other training institutions that can support BTVET for PWP and VI/Blinds either through providing training opportunities and better still through building partnerships that can extend the reach of their programs to reach PWP and VI/Blind youth in the settlement. These include;

1.Kabira Technical Institute 2.Arua Technical Institute-Ragem 3.Inde Technical School	4.Omugo Technical School 5. Yole Polytechnic Institute 6.Arua Lab School Arua	7.Arua School of Comprehensive Nursing Arua Certificate in nursing
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6.0 Conclusion and Recommendations

6.1 Conclusion

Overall, it can be concluded that the initiative to scale up the provision of vocational and business skills training for PWDs and VI/Blind in Rhino Camp Refugee Settlement is very timely and appropriate. There are apparently few actors that are directly and specifically focusing on this category of persons in a way that brings lasting and significant changes in their lives. Relatedly, the level of investment by existing programs that benefit PWDs is still limited and needs to be scaled up. Though most education in emergency actors include persons with physical and Visual impairment/Blind in their programs as target beneficiaries, the quality of inclusiveness needs to be improved.

Addressing poverty among PWDs and VI/Blind will be critical in changing their lives especially from a human rights approach that perceives them as active participants capable of engaging in economic activity to emancipate themselves. Access to productive assets such as land, access to credit, skilling, and promoting financial inclusion using tested community-based approaches like the VSLA will need to be considered and promoted

Disability-focused actors such as those included in this consortium will play a central role through advocacy and networking to influence policy and humanitarian practice as a way of improving both targeting PWDs and VI/Blind and implementing appropriate and impacting interventions. New ways of learning and exploring innovations will be critical in building partnerships with communities, local governments, civil society, and international humanitarian actors in building programming models and pathways that can be shared and replicated to increase the scale of interventions reaching vulnerable groups. This can largely be achieved through the integration of the IASC Guidelines on the Inclusion of Persons with Disabilities in Humanitarian Action (201

6.2 Recommendations

The recommendations made from this assessment have been categorized into two sections. First are the potential strategic intervention areas and second are recommended approaches.

Strategic Interventions

1. Supporting PWDs access to gainful employment and livelihoods will be critical to address poverty and build their resilience. This will require skilling them through providing BTVET using a range of methods including local VTIs/BDS, local artisans, and group-based methodologies to cater for those with low educational levels. Informal training can be structured and trainees subjected to trade tests and certified by the Directorate of Industrial Training(DIT) to improve their employability.
2. The scope of training opportunities will have to be expanded beyond the conventional technical course (Carpentry, Masonry/Bricklaying, tailoring, etc.) to the more informal options such as confectionery making, soap making, apiary, bicycle and motorcycle repair, handicrafts, saloon

and hairdressing to mention but a few. This will help PWDs obtain skills in fields that are not yet saturated and where employment opportunities can be found in the settlements

3. For PWPDs that qualify to train at VTIs/BDIs, the consortium and relevant humanitarian actors will have to support the existing community-based VTI/BDIs scale-up intake of PWD trainees. This will involve providing support such as equipping staff and instructors with skills Special Needs Education (SNE), Child/Youth Protection/Safe Guarding and Psychological First Aid (PFA) skills; and the provision of assistive devices/equipment, teaching and learning scholastic materials, adapting existing school infrastructure to improve access for PWDs and providing accommodation for disabled youth to address access challenges.
4. Despite challenges associated with farming, crop and small animal husbandry still provide the most accessible livelihoods for PWPDs and IV/blind. It will therefore be important to further build their capacity especially regarding the adoption of good farming practices and technology to maximize production and productivity. Tested group-based technologies such as Farmer Field Schools can be rolled out to reach PWDs organized in groups. The consortium can draw from UNAB's experience from Nabumali Training Center and UNAPDs enterprise development initiatives for Persons with disabilities.
5. To address access to land challenges by refugees in general and PWPDs and VI/Blind in particular, there will be a need to explore more durable solutions such as promoting new technologies like 'vertical' farming and supporting off-land businesses such as soap making, handicrafts, petty trading, provision of services like mobile money, etc. Accessing more land through joint initiatives with host communities can also be explored.
6. Empowering PWPDs and VI/Blind to participate in the marketplace, will require supporting financial inclusion and financial literacy. Promoting the use of the VSLA methodology is recommended where PWPDs and VI/Blind organize in inclusive solidarity groups where they can start saving, start or improve their micro-enterprises. The VSLA group can be used to build entrepreneur skills and also be used as vehicles for accessing other important services such as training in life skills, hygiene, HIV/AIDS, SGBV, etc. Building welfare pools by VSLAs provide a form of insurance that members can fall back to during hard times. Getting organized in VSLA groups and at a later stage into cooperatives can help PWPDS and VI/blind persons to engage in value addition processes like joint bulking, storage, processing, and marketing to fetch better prices for their produce.
7. To ease access to services and markets for the visually impaired and blind, the consortium will have to conduct mobility and orientation training which can be championed by UNAB.
8. Given that there is very limited programming data on PWDs in Rhino Camp, it will be important for the consortium members to support a comprehensive and systematic inter-agency data collection on all PWDs in Rhino Camp Settlement. This should be complemented with research on different areas in the disability are including gray areas such as access to assistive devices for CWD and prevalence of non-physical disabilities especially mental and intellectual impairments among others.

Approaches

1. Promoting inclusive education should be used as a strategy to open up space for PWPd and VI/Blind. Supporting existing public schools and institutions to increase their uptake of PWDs. This will avoid duplication and construction of new infrastructure; whose sustainability is in doubt especially that the refugee situation is not permanent.
2. Using a rights-based programming approach will empower PWDs as 'right holders' to actively engage in the demanding for the fulfillment, protection, and respect of their rights from relevant duty bearers and challenge cultural and structural barriers that curtail participation in events and processes that affect their lives.
3. Because of the low levels of education among PWPd and VI/Blind, future interventions such as behavioral change communication, use of IEC materials, or even targeting for vocational and entrepreneur training must not require high levels of education as eligibility criteria.
4. Relatedly, any planned economic empowerment interventions ought to promote, support, and integrate Functional Adult Literacy (FAL) or Accelerated Learning (AL) interventions.
5. Disability-focused actors such as those included in this consortium will play a central role through advocacy and networking to influence policy and humanitarian practice as a way of improving both targeting PWPd and VI/Blind and implementing appropriate and impacting interventions
6. Effective programming targeted at emancipating PWPd and VI/Blind will require the scaling up of building strong inclusive community support structures such as solidarity VSLA groups that will enable vulnerable persons to benefit and receive from the government extension services and programs, be linked to financial services and benefit from welfare fund and peer to peer support. The consortium should in the process of building strong community-based structures avoid supporting groups that are exclusively for PWDs.
7. There will be a need for the consortium to promote, champion, and build the capacity of staff and partners to use IASC guidelines for PWDs in emergencies. This can be done in collaboration with other humanitarian actors such as Humanity inclusion (HI)
8. Support linking of VSLA groups to extensional services, financial services, and government programs like the Youth Livelihood Programme (YLP), Uganda Women Entrepreneurship Programme (UWEP), Uganda Skills Development Project (USDP), Operation Wealth Creation (OWEC), the Youth Empowerment Fund, NUSUF III, the National Special Grant for Persons with Disabilities and Emyoga among others.

Appendices

Annex 1: List of respondents for FGDs

Category of Respondents: People with Disability-Eden Zone								
S/N	Name	Age	Sex	District	Sub-County	Zone	Type of Disability	Contact
1	Alemin John	39	M	Madi Okollo	Rigbo	Eden	PD	
2	Daniel Ladu	18	M	Madi Okollo	Rigbo	Eden	PD	
3	Scovia Anna	23	F	Madi Okollo	Rigbo	Eden	PD	
4	James Lameriga			Madi Okollo	Rigbo	Eden	PD	
5	Lugala James			Madi Okollo	Rigbo	Eden	PD	
6	Charity Guwe			Madi Okollo	Rigbo	Eden	PD	
7	Monica Moding			Madi Okollo	Rigbo	Eden	PD	
8	Obadia Yanga			Madi Okollo	Rigbo	Eden	PD	
9	Obama Michad			Madi Okollo	Rigbo	Eden	PD	
10	Lukudu Phillip	26		Madi Okollo	Rigbo	Eden	PD	
Category of Respondents: People with Disability-ARIWA 1								
1	Sebit Samuel	M	49	Arua	Odupi	Odupi	PD	
2	Taban John	M	28	Arua	Odupi	Odupi	VI	
3	Alex Remo	M	38	Arua	Odupi	Odupi	VI	
4	Annet Kade	F	23	Arua	Odupi	Odupi	PD	
5	Helen Iba	F	43	Arua	Odupi	Odupi	PD	
6	Mary Monday	F	41	Arua	Odupi	Odupi	PD	
Category of Respondents: People with Disability-OCEA Zone								
1	Joseph Lemo	M	53	Terego	Unama/Rhino	Katiku	PD	
2	Yasin Moga	M	70	Terego	Unama/Rhino	Katiku	PD	
3	Nana Lumori	M	49	Terego	Unama/Rhino	Katiku	VI	
4	Idingi Baiga	M	51	Terego	Unama/Rhino	Katiku	VI	
5	Fadula Isa	M	37	Terego	Unama/Rhino	Katiku	PD	
6	Mahadja Jenga	M	38	Terego	Unama/Rhino	Katiku	PD	
7	Basa Simon	M	35	Terego	Unama/Rhino	Katiku	PD	
8	Onesta Dede	F	79	Terego	Unama/Rhino	Katiku	VI	
9	Umar Lasu	M	58	Terego	Unama/Rhino	Katiku	PD	

10	Jane Alsdiny	F	66	Terego	Unama/Rhino	Katiku	PD	
Category of Respondents: People with Disability-Tika Zone								
1	Habibu Taban	M	47	Madi-Okollo	Tika Zone	Tiak 4 A	PD	
2	David Kilispa	M	71	Madi-Okollo	Rigbo	Kwiti	PD	
3	Makako Jama	M	63	Madi-Okollo	Tika Zone	4B	VI	
4	Agnes Ayinda	F	25	Madi-Okollo	Tika Zone	Tika2	PD	
5	Athieng bial	F	62	Madi-Okollo	Tika Zone	Tiak 4C	VI	
6	Samuel Manyani	M	37	Madi-Okollo	Tika Zone	Tika4A	PD	
7	Eremo Jada	M	18	Madi-Okollo	Tika Zone	Tika1E	VI	
8	Kasimbo Philip	M	25	Madi-Okollo	Tika Zone	Tika1E	VI	
9	Garabino Otuer	M	64	Madi-Okollo	Tika Zone	Tika2	PD	
Category of Respondents: Siripi Youth Skills development Centre Tutors-SIRIPI Zone								
1	Omale Kaninto	M	45	Terego	Odupi R/Camp	Odupi	PD	
2	Okuonzi Richard	M	56	Terego	Odupi R/Camp	Odupi	PD	
3	Eyotre Yuda Lee	M	61	Terego	Odupi R/Camp	Odupi	VI	
4	Anguzu Samuel	M	53	Terego	Odupi R/Camp	Odupi	PD	
5	Iziku Jenive	F	45	Terego	Odupi R/Camp	Odupi	PD	
Category of Respondents: People with Disability-Imvepi Zone								
1	John Nyak Tudng	M	26	Terego	Odupi	Odupi	PD	
2	Anicheta Biru	F	54	Terego	Odupi	Odupi	PD	
3	Severino Alemiga	M	.63	Teerego	Odupi	Odupi	PD	

Annex 2: List of respondents for Key Informants

SN	NAME	DESIGNATION	Location	CONTACT
1	Mathew Lubari	Project Manager-VTI Multi-Purpose Community Technology Centre (MCTC)-	Eden Zone	0773525037/0754937311
2	Amvure Betwel	Private Sector/Local Artisan-Mechanics	Ocea Central	0779746164
3	Balasa James Ayume	Local Artisan-Carpentry	Ofual 3	0784098184
4	Levi Wani	Skilled Local Artisan Graduate-Carpentry	Ofua 3	
5	Maliamungu Peter	IT Expert at ICONIC Electronics	Ofua 3	0780767955
6	Katepkwe Judith	Livelihood & Food Security Assistant-NRC	Rhino Camp	0780186149
7	Mr Matua Richard	Child Protection Officer	Rhino Camp	0774737310Richard.matua@drc.ngo
8	Mr Yikii Peter	Staff ZOA	Rhino Camp	0775082513 / 0751933535 email: yikiipeter@yahoo.com
9	Ms Iziku Jenive	Principal Siripi Youths Skills Development Centre	Siripi Zone	Tel: 0787714342 email; iziku.jenive@gmail.com
10	Mr Matata Jonathan	Camp Commandant Office of the Prime Minister	Rhino Camp	0751554171 / 0772554171 jbmatata2@gmail.com
11	Mr Buwembo Fred	Staff International Aid Services (IAS)	Rhino Camp	0704579800; Email: fred.buwembo@ias-intl.org
12	Ms Vico Bianca	Community Development Officer (CDO)	Uriama Subcounty, Terego District	0774274331 email; vicoanjiribianca@gmail.com

Annex 3: List of Research Assistants

S/N	Name	Age	Sex	District	Sub-County	Zone/Parish	Contact
1	Rose Yeki	24	F	Terego	Rhino Camp	Katiku	0782067768
2	Wadro Fred	29	M	Terego	Rhino Camp	Imvepi	0783822115
3	Adam Amos Martin	28	M	Terego	Rhino Camp	Siripi	0781199277
4	Kenyi Michael	27	M	Terego	Rhino Camp	Omugo	0782397079
5	Alisiba Taban	39	M	Terego	Rhino Camp	Ofua	0788915114
6	Joseph Logu	32	M	Terego	Rhino Camp	Ofua	0780128113
7	Rashid Taban	39	M	Terego	Rhino Camp	Ofua	0781090062

Annex 4: Assessment Matrix

Objectives	Main Questions	Sub Questions	Source of Data	Category of respondent
To assess the present level of experiences, skills and resources/ opportunities available among PWDs in Rhino Camp	What social-economic activities (livelihoods) are you engaged in to sustain yourself and family?	<ol style="list-style-type: none"> 1. Are you engaged in any type of economic activity to sustain yourself and family? 2. What are the main types of livelihood/economic activities that PWDs are engaging in/Why? 3. What challenges are you facing regarding engaging in economic activity? 4. For those not engaged in any kind of economic activities-what are the reasons or barriers? 	PWDs,	FDGs, PWDs survey
	What vocational and business development skills have PWDs acquired to sustain their livelihoods?	<ol style="list-style-type: none"> 5. What vocational/business skills do you have/acquired that help you effectively engage in economic activities? 6. Where did you acquire these skills from/how? 7. What additional vocational/business skills (including new technologies/innovations) do you need to acquire to improve your participation in economic activity 8. What challenges did you face in acquiring and using those skills as you engage in economic activity? 9. In particular, how has your impairment affected your acquisition and use of vocational skills? 	PWDs	FDGs, PWDs survey
	What <u>resources/ opportunities are available</u> to PWDs to improve their skills and enhance their participation in gainful social/economic activities?	<p>Financial Inclusion and services</p> <ol style="list-style-type: none"> 10. What financial inclusion services are available in your settlement and who are the providers of these services (VSLA, SACCOs, Rural Banking, etc.) 11. As PWDs, how easy has it been for you to access the services mentioned above? 12. As PWDs, what barriers have you found in accessing financial inclusion services? (How are the barriers different for female PWDs)? 13. Are there any affirmative innovations/incentives provided to ease accessibility of Financial Inclusion Services for PWDs in your settlements? If yes, elaborate. 14. As PWDs what challenges have you found regarding the appropriateness, relevance and quality of the available financial inclusion services? 15. What improvements would you suggest to address the above challenges' appropriateness, relevance and quality of the available financial inclusion services? <p>Social Networks</p>	PWDS	FDGs, PWDs survey

		<p>16. <i>What social/economic networks (VSLA, SACCOs, organized PWDs groups etc.) do exist in your settlement</i></p> <p>17. <i>As PWDs which of the above social economic networks have you found easy to belong to?</i></p> <p>18. <i>What types of benefits in regard to skilling and business development have you realized from participating in these networks?</i></p> <p>19. <i>As PWDs engaging in the above networks, have you been linked to any additional financial services (e.g. MFIs, Banks etc.) to increase the scope of support available to you? If yes, elaborate.</i></p> <p>Access to appropriate programme support services targeting PWDs by NGO programs, UN and government programs etc.</p> <p>20. <i>As PWDS, what support activities have you accessed from CBO, FBO, NGOs, UN and government to enhance your skilling and livelihoods?</i></p> <p>21. <i>What are the main humanitarian actors providing the above services (who, What and Where?)</i></p> <p>22. <i>As PWDs what challenges have you found in accessing the above support services?</i></p> <p>23. <i>As PWDs what challenges have you found regarding the appropriateness, relevance and quality of the services provided by the above actors? (How are the barriers different for female PWDs?)</i></p> <p>24. <i>What improvements would you suggest to address the above challenges, appropriateness, relevance and quality of the services provided by actors mentioned in 21 above?</i></p> <p>Markets, Value Addition and Information</p> <p>25. <i>What markets are available for your produce and products in the settlement and its neighborhood?</i></p> <p>26. <i>What value addition activities do you engage in to increase value of your products</i></p> <p>27. <i>What type of market information do you access to enhance your effective participation in the market place and from which sources?</i></p> <p>28. <i>As PWD, what challenges do you face in accessing these markets, value addition and accessing market information to enhance your effective participation in</i></p>		
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		<p><i>the market place? (How are the barriers different for female PWDs?)</i></p> <p>Employment</p> <p>29. <i>What are the most common forms of employment (formal and informal available to PWDs in your settlement?)</i></p> <p>30. <i>What are the most marketable skills required for employment in the settlements?</i></p> <p>31. <i>To what extent do PWDs have such skills?</i></p> <p>32. <i>What factors affect inclusiveness in employment opportunities for PWDs (How are such barriers different for female PWDs)</i></p> <p>33. <i>What suggestions do you have for increased employment opportunities for PWDs in the market place?</i></p> <p>Productive Assets</p> <p>34. <i>What are the important productive assets required to support livelihoods in your settlement?</i></p> <p>35. <i>To what extent do PWDs own/access the above productive assets? How easy is it for female PWDs to own the same? Please, elaborate</i></p> <p>36. <i>What suggestions would you propose for PWDs to be enabled to own and access the above productive assets?</i></p>		
To describe the existing vocational training and livelihoods in Rhino and nearby areas and assess the level of PWD participation (particularly PWDs and Visually impaired)	What are the existing vocational training opportunities available in and around Rhino Settlement?	<p>Vocational training</p> <p>37. <i>What are the available vocational/business development training institutions/programs in your settlement?</i></p> <p>38. <i>What skills/trades are being offered in the settlement, and by which humanitarian actors (who, what and Where?)</i></p> <p>39. <i>To what extent are these trainings being accessed by PWDs?</i></p> <p>40. <i>What barriers do PWDs face in accessing vocational and business development training in your settlement (How are the barriers different for female PWDs?)</i></p> <p>41. <i>As PWDs what challenges have you found regarding the appropriateness, relevance and quality of the services?</i></p>	OPM, UNHCR, Partner organizations, UNAPD staff, PWDs	KII, FGDs,
To identify service delivery gaps and barriers to <u>inclusion</u> among present		<p>42. <i>As PWDs, what would you highlight to be main service delivery gaps in the existing vocational training and livelihoods programs?</i></p> <p>43. <i>What recommendations would you suggest for improvement of service</i></p>	PWDs	FGDs, PWDs survey

vocational training and livelihoods opportunities		delivery to include and support PWDs in Rhino Camp?		
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Annex 5: UNHCR Sub-Categorized of Disability Table

Subcategory	Description	Code
Visual impairment (Including blindness)	A person who has a visual limitation from birth or resulting from illness, infection, injury, or old age, which impacts daily life, may restrict independent movement, or require ongoing treatment, special education, or regular monitoring.	DS-BD
Hearing impairment (Including deafness)	A person who has a hearing limitation from birth or resulting from illness, infection, injury, or old age, which impacts daily life, and may require regular treatment, special education, monitoring, or maintenance of an artificial hearing device. The person may be able to communicate through sign language.	DS-DF
Physical disability – moderate	A person who has a physical impairment from birth or resulting from illness, injury, trauma, or old age, which does not significantly limit the ability to function independently. This category may include mine victims and persons who lost fingers or limbs, which may be corrected with a prosthetic device.	DS-PM
Physical disability – severe	A person who has a physical impairment from birth or resulting from illness, injury, trauma, or old age, which severely restricts movement, significantly limits the ability to function independently or pursue an occupation, and/or requires assistance from a caregiver.	DS-PS
Mental disability - moderate	A person who has a mental or intellectual impairment from birth or resulting from illness, injury, trauma, or old age, which does not significantly limit the ability to function independently and interact, but may require special education, some monitoring, and modest medication.	DS-MM
Mental disability - severe	A person who has a mental or intellectual impairment from birth or resulting from illness, injury, trauma, or old age, which significantly limits the ability to function independently or to pursue an occupation. It requires assistance from a caregiver and may require medication and/or medical treatment.	DS-MS
Speech impairment/disability	A person who is unable to speak clearly from birth or resulting from illness, injury, trauma, or old age, which restricts or limits the ability to function independently, and may require speech therapy or medical intervention. The person may be able to communicate through sign language.	DS-SD
Mental Illness	NB: Falls within the 'Serious medical condition' category (rather than the Disability category) and captures persons with a 'mental or psychological condition which impacts on daily functioning.	SM-MI

Table 4: Categorization and Description of Disability

Source; UNHCR, 2020

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Annex 7: PWPD/Blind Survey Tool

Interviewer Name:



FOR OFFICE
USE
ONLYSERIA
L No. (001-
560)

Needs assessment to identify gaps and barriers to social economic inclusion of Persons with Disabilities (PWDs) in Rhino Camp refugee settlement.

INTRODUCTION: Ulinzi Innovation Ltd is conducting a needs assessment to identify gaps and barriers to social economic inclusion of PWDs. The assessment is funded by Disability People’s Organization Denmark (DPOD) and conducted by Uganda National Action on Physical Disability (UNAPD), International Aid Services (IAS) Uganda and Uganda National Association of the Blind (UNAB).

The overall purpose of the assignment is to assess the present level of experiences, skills and resources/opportunities available among PWDs, describe the existing vocational training and livelihoods and to assess the level of PWD participation. The study’s specific focus and target will be Persons with Physical Disabilities (PWPDs) and Persons with Visual Impairment/ blind in the camp/refugee settlement.

There are no direct benefits for participating in this study. However, your views will be important in helping the funders to get a clear picture on social economic inclusion needs of PWDs. You are kindly requested to respond to questions contained below. This will take about 30 minutes. All information provided will be confidential. Your participation in this study is voluntary and you will not be affected in any way if you decide not to participate.

Time Interview Began ___/___:___/___/ HH : MM **Time Interview Ended** ___/___:___/___/ HH : MM
Interview length/___/___/___/

I declare that this interview has been carried out strictly in accordance with specifications in the interview guide provided by my supervisor	Interviewer’s signature.	Checked by supervisor
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Name of interviewee: Name of District:
Settlement:Zone/ Parish: Village/Cluster:

DEMOGRAPHICS											
Sex of Respondent					Education Level						
Male	1	Female	2		None				1		
					Primary school Level				2		
					Secondary school (O-level)				3		
					Secondary (A-level)				4		
					Tertiary/College				5		
Age of Respondent					University						
<18 years	1	42-49	5		Other (Specify)				7		
19 -25	2	50-57	6		Occupation						
26- 33	3	58-65	7		Farmer	1	Casual labour		6		
34-41	4	66+	8		Employed (Professional)	2	Trader		7		
Family status/position					Hawker/Market Vender						
Male HH Head	1	Single Female	4		Local Artisan /fundi	4	Housewife		8		
Female HH Head	2	Child HH Head	5		Student	5	Retired		9		
Female Spouse	3	Child/Dependent	6		Household Population						
Single Male	4	Other	7		Category				Male	Female	To
Nationality					Impairment/Disability						
1.Ugandan	1	Physical	1		Adults in the family > 18 yrs						
2. Refugee	2	Visual	2		Other adults in the family with disabilities						
		Multiple (Physical + visual)	3		Children in the family <18 yrs						
					Children in the family with Disabilities						

1. Livelihoods Experience									
1.1	Are you engaged in any economic activity that helps sustain you and your household							a) YES	b) NO
1.2	If NO, what reasons do you have for not engaging in any livelihood activity <i>(Multiple answers allowed)</i>	a) Severely impaired	b) Culturally/socially forbidden including Gender	c) Lack of assistive equipment/devices	d) Lack of working capital (including access to credit)	e) Lack of requisite education qualification/vocational skills	f) Difficulties in accessing markets (physical/virtual)	g) Others (Please specify).....	
1.3	If YES, what type of livelihood activity are you or have you been engaged in? <i>(Multiple answers allowed)</i>	a) Formal employment (e.g. Teacher	b) Farming (animal/husbandry)	c) Petty trade/Markets/Retail /food vending/Saloon etc	d) Artisanry (e.g., Handicrafts, Shoe making etc.	e) Service provision (e.g., Mobile Money)	f) Boda Boda	g) Others (Please specify).....	
1.4	Where do you find markets for your farm and business products? <i>(Multiple answers allowed)</i>	a) Bought from the garden/home	b) Taken to market/trading center	c) Sell through middlemen	d) Sell through association	e) Other Specify.....			
1.5	Do you practice any value addition to improve the values that you get for your products?	a) YES	b)NO	1.6	If YES, what value addition do you do	a) Improve inputs (e.g. Seed)	b)Improved farming methods e.g. spacing or mulching	c) Reduce Pre and post-harvest loss	d) Storage, Bulking or hoarding

					e) Selling through a cooperative f) Processing into finished product g)Others (Please specify).....
1.7	Would you consider your economic activity as being successful				a)YES b)NO
1.8	If YES, what factors would you say have made it successful? (Multiple answers allowed)	a) Good Markets opportunities b) Had necessary vocational skills c) Able to access Entrepreneur training and incubation support d) Able to access credit & Financial Services			e) Supportive settlement policies f) Availability of appropriate market information g) Others (Please specify).....
1.9	If NO, what factors have affected the success of the economic activity that you are engaged in? (Multiple answers allowed)	a) Poor or no markets opportunities b) Lack of adequate vocational skills c) Limited business capita d) Inadequate entrepreneur training and incubation support			e) Inability to access credit & Fin. Services f) Non supportive settlement policies g) Disability related prohibitions e) Others (Please specify).....
1.10	What percentage does the income from your enterprise or business (including farming) contribute to your needs/sustenance of your household?				a) Below 25% b) >25%-<50% c) >50%-<75% d) >75%
1.11	Do you access any other incomes other than those from the livelihood activities mentioned in question 1.3 above?				a) YES b) NO
1.12	If YES, what are the other sources of income that you use to sustain yourself or your family (Multiple answers allowed)	a) Cash transfers b)Sale of Food assistance and NFIs c)Remittances from abroad d Engaging in Cash for Work			e)Social Protection Funds f)Hiring Labour g) Other (Please specify).....
1.13	On average, about how much income did you earn from all your income sources last month? (Give the Respondent ample time to Respond)	a) <100,000 b) >100,000-< 200,000 c) >200,000- <300,000 d) >300,000- < 400,000			e) >500,000 - <600,000 f) >600,000 - <700,000 g) 700.000+
2. Access to Vocational and Entrepreneur Business Skills					
2.1	As a PWD, in the process of improving your livelihood, have you ever had an opportunity to acquire new vocational /business development skills training?				a)YES b)NO
2.2	IF, YES, what types of skills did you acquire? (Multiple answers allowed and select at least 3 options)	a)Crop Husbandry b)Animal husbandry c)Apiary d)Brick laying &masonry e)Carpentry & joinery f) Tailoring g) Shoe making	h) Handicraft making i) Knitting/Weaving j) Hair dressing/salon k) Pottery l) Cookery & confectionery m) Radio Repair n) Mechanics (vehicles, M/cycle, bicycles etc)		o)Welding & Fabrication p)ICT q) Business development skills r) Others (Please specify).....
	a) Would you mention the agency/NGO/Government department that gave you support in regard to the above				a)----- b)-----

					c).....
2.3	What methods of training were used to skill you? <i>(Multiple answers allowed)</i>	b) Local artisan apprenticeship c) Industrial /job placement d) Attended vocational/technical school e) Group based training/Farm school (informal) Other(Please specify).....			
2.4	In addition to receiving any of the above support, did you receive an assistive device to help you while engaging in your business?	a) YES b) NO	2.4	If YES, what assistive device did you receive? (List)	a)----- b)----- c).....
2.5	Have you faced any barriers in acquiring and utilizing vocational and entrepreneur training received?				a) YES b) NO
2.6	IF YES, what challenges/Barriers did you/or are you facing? <i>(Multiple answers allowed)</i>	a) Being discriminated against as a PWD b) Disability related prohibitions c) Lack of requisite entry qualifications d) Found difficulty in accessing training facility e) Lacked appropriate and or necessary equipment/assistive devices			f) Absence of appropriate training opportunities g) Lack of sponsorship h) Lack of appropriate training institution in the settlement i) Others (Please specify)
2.7	If you were to get an opportunity for skilling, what skills (At least 3) would you prioritize?	a)Crop Husbandry b)Animal husbandry c)Apiary d)Brick laying & masonry e)Carpentry & joinery f) Tailoring g) Shoe making	h) Handicraft making i) Knitting/Weaving j) Hair dressing/salon k) Pottery l) Cookery & confectionery m) Radio Repair n) Mechanics (vehicles, M/cycle, bicycle repair etc.)		o)Welding & Fabrication p)ICT q) Business developing skills Other (Please specify)
2.8	What type of support would you like to receive in regards to acquiring new vocational and business development skills?	1..... 2..... 3.....			
3. Productive Assets					
3.1	If you are engaged in Farming, do you own any land?				c) YES d) NO
3.2	IN YES, what is the nature of land tenure/ownership? <i>(Multiple answers allowed)</i>	a) Provided by OPM b) Privately owned c) Spouse/Family/culturally owned			d) Borrowed/hired e) Other (Please specify)
3.3	On average, what is the acreage of the land available to you for farming?				a) One plot b) Less than half an acre c) >half an acres -< than an acre d) Between 1-3 acres e) More than 3 acres
3.4	Is the land available to you sufficient in helping your produce enough food for you and your family?				a) YES b) NO
3.5	If you do not produce enough food, what do you do to supplement your food needs? <i>(Multiple answers allowed)</i>	a) Depend on direct food assistance b) Cash Transfers c) Purchase			d) Hiring Labour for food e) Handouts from relatives and friends f) Others (Please specify)

3.7	How many meals do you or your household have in a day?	a) One b) Two	c) Three d) More than three
3.8	If You keep any domestic animals as part of your livelihoods, please indicate numbers in the attached tables	a)Cows	
		b)Goat	
		c)Sheep	
		e)Birds (hens/ducks)	
		g) Other (Specify)	
3.9	Apart from Land and animals, If you have any of these productive assets indicate in the attached columns (State number)	a) M/cycle	
		b) Grinding mill	
		c) Animal Plough	
		d) Walking Tractor	
		e) Sewing Machine	
		f) Commercial Fridge	
		g) Other (Specify)	
4 Access to Credit and other Financial Services (Financial Inclusion)			
4.1	Do you belong to a VSLA or SACCO in the settlement?		a) YES b) NO
4.2	If YES, do you belong to more than one VSLA or SACCO group?		a) YES b) NO
4.3	Does any of the group have exclusive membership of PWDs?		a) YES b) NO
4.4	If YES , what benefits have you obtained from the participating in such a group (Multiple answers allowed)	a) Accumulated savings for investment capital/loan b) Participated in entrepreneur training c) Support to staff or strengthen my business/farming(Incubation supports) d) Benefited from extension support service	e) Linked to other financial services f) Benefited from the social support pool a) Other (Please specify).....
4.5	If NO , what barriers hindered you from joining such a group (Multiple answers allowed)	a) No such group in my community is targeting or including PWD b) VSLAs/SACCOs do not accept PWDs c) Groups do not accept persons of my gender	d) Groups located far away e) I don't Know any in my community f) I do not want to join g) Others (Please specify).....
4.6	If YES, have you been saving with the group?		a) YES b) NO
4.7	If YES, what were your total savings over the last saving cycle or have saved so far?	a) <100,000 b) >100,000-< 200,000 c) >200,000- <300,000 d) >300,000- < 400,000	e) >500,000 - <600,000 f) >600,000 - <700,000 g) 700.000+
4.8	What did you spend your savings on? (Multiple answers allowed)	a. Start or expand my business b. Invested in farming c. Used to meet pressing household needs (education/medical)	d) Used to pay other accumulated debts e)) Bought a productive asset f) Bought a luxury item (e.g. TV etc.) g) Other (Please specify).....
4.9	To start your business or improve the success and profitability of your enterprise or farming, have you ever received any support?		a)YES b)NO

5.1	IF YES, what type of support did you receive (Multiple answers allowed)	a) Training b) Business incubation support/extension services c) Received inputs/tools /equipment d) Business information	e)Grants/loans f) Linkage to markets h) Value addition enhancement i)Linkage to financial services/Institutions g) Other (Please specify)
5.2	Please mention the source and type of support received	Source/organisations	Type of support
		1. 2. 3.	1. 2. 3.
5.3	Do you have a personal bank account/s		a)YES b)NO
5.4	If YES, in which banks do you have an account/s (Multiple answers allowed)	a) Equity Bank b) Post Bank c) Stanbic Bank	d) Centenary Bank e) DFCU f) Other (Specify)
5.5	In addition to using the bank, where else do you keep your savings? (Multiple answers allowed)	g) VSLA Group/Self-Help group h) SACCO i) Local Micro Financial Inst.	j) Mobile Banking k) Home/Relatives l) Convert to assets (e.g. goat) m) Other (Please specify)
5.6	How far is the nearest branch of your bank for your most reliable account?	a) 0-1kms b) 2-3Kms	c) 3-5Kms d) More than 5 kms away
5.7	What are the most common ways that you transact with your bank (Multiple answers allowed)	a) Accessed by Mobile VAN b) Accessed through a Mobile Agent	c) Directly on my phone d) Through an authorized proxy e) Other (Please specify)
5.8	What main services have you obtained from your bank? (Multiple answers allowed)	a) Saving/deposits b) Loan/overdraft c) Used to obtain CTP/GFA ration d) Conduit for remittances	e) Business Development training/products f) Other (Please specify)
5.9	If you have ever obtained a loan from the bank or any Finance Institution, what did you use it for? (Multiple answers allowed)	a) Start or expand my business b) Invested in farming c) Bought more animals d) Used to meet pressing household needs (education/medical)	e) Used to pay other accumulated debts f) Bought a productive asset(Plough, g) Bought a luxury item (TV, Sofa sets etc h) Other (Please specify)
5.10	If you do not have a bank account, what are the reasons for not having one? (Multiple answers allowed)	a) Prohibitive requirements &costs when opening accounts e.g. NIDs b) No appropriate banking facility in the settlement	c) Education/language barrier d) Long distance to cover to reach bank e) Other (Please specify)
5.11	If you do not have a bank account, where do you keep your savings? (Multiple answers allowed)	a) VSLA Group/Self-Help group b) SACCO c) Local Micro Financial Inst. d) Mobile Banking	e) Home/Relatives f) Convert to assets (e.g., goats) g) Other (Please specify)

Thank You/End



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