

**Strengthening Employment and Social Entrepreneurship  
Skills for Female Youth with Disabilities to overcome  
Multiple Marginalization in Central Uganda**

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**May 2019**

Final assignment submitted in partial fulfilment of the requirement for post Graduate degree in International Gender Studies at the United Nations University Gender Equality Studies and Training (UNU-GEST) Programme.

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**“You don’t overcome disabilities. You overcome society’s exceedingly low expectations for people with disabilities.”**

Dr. Tracy Rackensperger, University of Georgia.



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## List of acronyms

CEDAW	Convention on the Elimination of all forms of Discrimination Against Women
CRPD	Convention on the Rights of Persons with Disabilities
CSBAG	Civil Society Budget Advocacy Group
DRF	Disability Rights Fund
EA-CDLP	East Africa Center for Disability Law and Policy
ILO	International Labour Organization
NGO	Nongovernmental organization
NPHC	National Population and Housing Census
NUDIPU	National Union of Persons with Disabilities in Uganda
NUWODU	National Union of Women with Disabilities in Uganda
OSIEA	Open Society Initiative for Eastern Africa
RBM	Result based management
SINA	Social Innovation Academy
UBOS	Uganda Bureau of Statistics
UMCD	Uganda Media Caucus on Disability
UN	United Nations
WG	Washington Group on Disability Statistics

## **Acknowledgements**

The best mother and siblings in the world. It is from the strong foundation you built that I am able to change the world.

Dr. Milica Minic. Your wise and timely guidance, and technical support has brought me this far. And thank you for always reminding me to sleep and eat enough.

The other 22 Fellows that became family. Thank you for making the smiles even during the bad weather days and the short nights.



## **Abstract**

This 2-year pilot project proposal seeks to undertake interventions to uplift the social status of female youth with disabilities in central Uganda, and thus increase their recognition as contributing and valuable members of their communities.

The project recognizes that there are various factors upon which social status is constructed in society, among which is education, employment or entrepreneurship. Female youth with disabilities in Uganda, however, face multiple marginalization arising from their gender, age and disabilities. Due to challenges that impede their access to education, they lack the skills to directly access employment in the open labour markets. And due to other economic reasons, they are unable to establish own start-ups. This coupled with society beliefs and misconceptions about the potentials of female youth with disabilities has rendered the latter to have the lowest ranking in society.

This project will thus seek to establish a pilot Center for Employment and Social Entrepreneurship to build the capacity of female youth with disabilities in Uganda to compete for employment and entrepreneurship opportunities. The project will also seek to engage the academia in pursuit of increasing research on disability, gender and economic inclusion , and solicit for collaboration with other public, private and civil society organizations on the advancement of the rights of female youth with disabilities.

# 1. Introduction

## 1.1 Overview of the disability situation in Uganda

To date, there is no standard definition of disability. However, the United Nations (UN) Convention on the Rights of Persons with Disabilities defines persons with disabilities to *include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others*. Several legislations in Uganda carry different definitions of disability and/or persons with disabilities. To this end, the UN Committee on the Rights of Persons with Disabilities recommended to government to harmonize these into one definition in relation to the CRPD (United Nations (UN), 2006).

Over 13.7 percent (approximately 4 million) of Uganda’s population are persons with disabilities (Uganda Bureau of Statistics (UBOS), 2014). This prevalence is highly contested for various reasons. The 2014 National Population and Housing Census (NPHC) reported that over 13.7 percent have one or more disabilities. This was computed from data collected during the census using only 4 of the 6 Washington Group (WG) questions on disability (Uganda Bureau of Statistics (UBOS), 2014). It is believed that the prevalence is higher than known if all the 6 question of the WG measurement tool are used (Waddimba, 2017). Inconsistency in the tools used to measure the extent of disability in the population has always caused inconsistency in the results, and this directly affects planning (Waddimba, 2017).

Of persons aged 5 years and above, 10 percent are males with disabilities, and 14.5 percent are females with disabilities (Uganda Bureau of Statistics (UBOS), 2014).

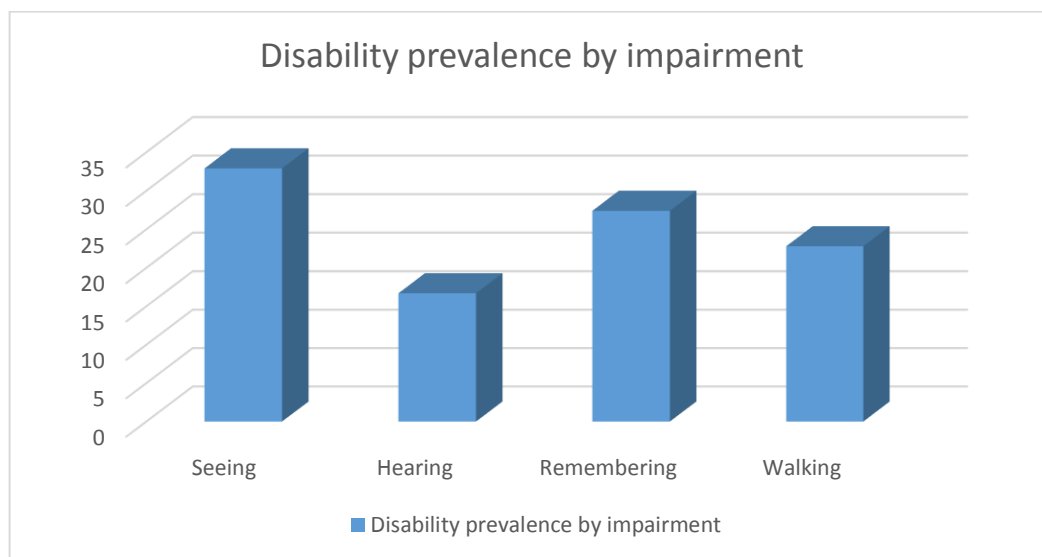


Figure 1: Prevalence of Disability by impairment in Uganda (Uganda Bureau of Statistics (UBOS), 2014).

Uganda ratified the CRPD and its Optional Protocol in 2008, committing to respect, protect and fulfill the rights of persons with disabilities in accordance with the international human rights standards. There are current processes to domesticate the provisions of the CRPD into national legislation, though the process is very bureaucratic (Dziva, Shoko, & Zvobgo, 2018).

Like elsewhere in Africa, traditional myths and norms coupled with discrimination marginalize persons with disabilities and hinder them from fully participating in development processes in Uganda. Persons with disabilities have limited opportunity to access education due to system related and infrastructural challenges. As a result, their chances of excelling in the highly competitive capitalistic labour market are the lowest in society (United Nations, 2016). Direct and indirect discrimination in the labour market hinders those with academic qualification to access employment (Waddimba & Mafabi, 2018).

Overall, society undermines the potential of persons with disabilities to addressing social challenges, and thus, they have limited opportunities to have their ideas translated into action. Female youth with disabilities are faced with multiple marginalization as an intersection between age, gender and their impairments. Uplifting the position of female youth with disabilities thus, requires a participatory approach that enables them to implement their ideas and transform their communities through meaningful employment and social entrepreneurship (Saleh & Bruyère, 2018).

This project will hence seek to pilot a Center for Employment and Social Entrepreneurship to but skills of female youth with disabilities in central Uganda to engage in employment and social entrepreneurship.

## **1.2 The Intersectionality between gender, age, and disability**

Men and women with disabilities in Uganda face marginalization due to discrimination and stigmatization which impedes their access to social services in the communities they live in. Women and girls with disabilities face multiple marginalization based on their gender and impairments (NUWODU, 2016). They have limited access to education, employment, health, sexual and reproductive services, among others; and these are coupled with both direct and indirect discrimination in family and society settings (NUWODU, 2016). Women and girls with disabilities are thus more disadvantaged than men with disabilities, and have different life experiences resulting from their biological, social, political, economic, psychological and cultural attributes associated with being female (Nangosi, 2014).

In its literal meaning, marginalization is the treatment of an individual or group of people as insignificant or peripheral based on their inherent condition. It is a process (direct or indirect) of pushing a particular group or groups of people to the edge of society by denying them an active voice, identity, or place in it which relegates them to a secondary position or made to feel less important than those with more power or privilege in society (Syracuse University, 2019). People with disabilities are among the most marginalized groups world over, with poor health outcomes, low education achievements, limited economic participation and high rates of poverty (World Health Organization, 2017).

Since the early 2000s, there has been great development of research and knowledge on the intersectionality between disability and gender, which demonstrate the social relationship (Ben-Moshe & Magaña, 2014). Susan Schweik (2011), and Kim Nielsen (2012) for example, examined Native American history in relation to the construction of disability and gender, and the related consequences. Yet to be maximized is how the intersectionality impacts on women and girls with disabilities in employment, work, and livelihoods development.

Disability, just like gender, is constructed by societal barriers to participation (Baffoe, 2013). Such barriers limit a person from accessing opportunities and resources within society. For female youth with disabilities, their access to services such as information, education, employment, public transport, financial credit, among others, is multiple jeopardized.

### **1.3 Relevant international and national policy framework**

Uganda is a signatory to several international instruments that protect the rights of women, and persons with disabilities, including, the 2006 United Nations Convention on the Rights of Persons with Disabilities (CRPD); the 1983 International Labour Organization (ILO) Convention on Vocational Rehabilitation and Employment of disabled persons; and the 2006 Convention on the Elimination of all forms of Discrimination Against Women (CEDAW).

*Equality between men and women* is one of the eight principles upon which the CRPD was developed and is implemented. Article 6 of the CRPD calls upon ratifying States to recognize the multiple discrimination that women and girls with disabilities face, and Article 27 emphasizes their right to work on an equal basis with others (United Nations (UN), 2006).

The African (Banjul) Charter on Human and People's Rights prohibits discrimination and guarantees every individual the right to work and the right to equal pay for equal work. This is no exception for persons with disabilities (Waddimba & Mafabi, 2018).

The 1995 Constitution of Uganda recognizes the rights of persons with disabilities to attain full mental and physical potential, since fundamental and freedoms are inherent and not granted by the State. It provides for affirmative action in favor of groups marginalized by factors including gender, age, and disability.

The 2006 Persons with Disabilities Act expressly prohibits discrimination in employment. It makes provisions for the elimination of all forms of discriminations against people with disabilities and towards equal opportunities. The law provides for a tax reduction of 2 percent to private employers who employ more than 5 percent of their workforce as persons with disabilities either as regular employees, apprentice or learner on a full-time basis. Previously, this provision allowed a 15 percent tax deduction to private employers with 10 or more employees with disabilities, an amendment that was effected by the 2009 Income Tax Amendment Act (Waddimba & Mafabi, 2018).

The 2006 Employment Act reiterates the above laws and prohibits discrimination in all employment processes. The law further mandates the Minister responsible for labour to determine a quota for persons with disabilities to be employed in the public sector. This provision has never been realized to date, despite civil society efforts to underpin the Minister (Waddimba, 2018). The 2003 National Council for Disability Act established the Council to monitor and evaluate the attainment of the rights of persons with disabilities in Uganda as set out in international and regional conventions and legal instruments, and national legislations. The effectiveness of the Council to fulfill its mandate however is still questionable due to limited funding towards its activities.

## **2.0 Project justification**

### **2.1 Purpose**

The purpose of this project is to uplift the social status of female youth with disabilities in central Uganda, by building their capacity and enhancing their involvement in addressing society challenges through employment and social entrepreneurship. The 2014 National Population and Housing Census reported over 120,000 persons with disabilities, categorized with impairments such as hearing, seeing, remembering and walking. Given the unreliability of the tool used to collect this information, it is possible that that number of persons with disabilities is double the reported figure.

Central Uganda is a blend of both semi-urban and rural lifestyles, and the challenges faced by female youth with disabilities are not limited to lack of access to formal education and employment systems; health, and sexual and reproductive health services, among others. Given

the low levels of enrolment and completion of formal education by women and girls with disabilities, it is more than impossible for them to favorably compete in the open labour market (Emong & Eron, 2016). Majority of initiatives by various stakeholders aimed at increasing incomes of female youth with disabilities lure them into production of craft materials like shoes, bags and beads, whose sales turnovers cannot generate sustainable incomes; and they usually face competition from those produced by persons without disabilities, because they can reach far markets easier. This, therefore, leaves many female youth with disabilities economically isolated, which is worsened by social stigmatization, gender and disability-based discrimination, and prejudice.

There is literally no consideration for participation of female youth with disabilities in politics, leadership and governance (Lorenzo, 2003). Despite that the constitution reserves a seat for a representative of persons with disabilities at every local administrative level, these are mostly occupied by men with disabilities.

As a result of these all, female youth with disabilities have limited opportunities for contributing to the development of their families and societies and addressing community problems. This has greatly left their potentials undermined, and their overall social status in communities where they live is not recognized.

This project will, therefore, seek to address this by equipping female youth with disabilities the necessary knowledge to showcase their abilities and strengths of their opinions to addressing challenges in communities where they live.

## **2.2 Problem analysis**

Over 80 percent of persons with disabilities in Uganda are known to be living in abject poverty, with limited access to social services including education, health, employment, and justice.

Several reports both from public institutions and civil society organizations have always indicated slow progress of learners with disabilities in school. This is attributed to a number of factors including the absence of specialized schools for learners with severe disabilities; poorly constructed structures in public and private schools that cannot be accessed by learners with physical disabilities; absence of enough special needs teachers; and the unavailability of teaching material accessible for learners with disabilities. For most girls with disabilities, drop out or slow progress can also be attributed to failure to access sexual and reproductive health services.

In 2004, Makerere University adopted a policy on disability. This policy has since provided to increase access to higher education for learners with disability, and the University has since enrolled 64 students with disabilities on government scholarships every year. To date, however, there is no clear record of who the beneficiaries of this scheme have been, what they studied, when they completed, or what professions they are doing now. The absence of data on disability still remains a big hinderance to planning in Uganda.

With limited or no education at all, persons with disabilities find it difficult to obtain employment in the open labour market. For female youth with disabilities, it is more difficult given the multiple marginalization they face.

In 2015, a report by the Civil Society Budget Advocacy Group (CSBAG) indicated that over 87 percent of persons with disabilities in the labour force are not employed. This was attributed to the lack of employable skills, impeding their access to employment opportunities in the open labour market. Vocational institutions that were designated by government to equip persons with disabilities with employment skills are not meeting their obligation, since the services they provide are limited in scope and outdated for the current market skills demand (Waddimba & Mafabi, 2018). The national policy framework on education and employment inadequately serves marginalized groups, including persons with disabilities (Waddimba, 2019).

Female youth with disabilities lack the skills to favorably compete for the available opportunities in the labour market and have low knowledge to engage in entrepreneurship. The academia has not played its part to generate research and knowledge on the inclusion of female youth with disabilities. In the modern world, universities are known to promote research for the development of knowledge required to overcome myths and misconceptions (Hill, 2006). This is not the case on disability and gender in Uganda. There is limited research in this area, and thus limited knowledge to influence the change of society beliefs and perceptions. There is not been enough awareness about the potentials of female youth with disabilities in the communities. The myths and stereotypes that society holds about gender and disability affect the level of inclusion of female youth with disabilities in everyday life and decision making. In addition, most institutions that advance rights of persons with disabilities work in isolation, without coordination.

## **2.3 Theoretical framework**

### **2.3.1 Critical theory**

Critical theory considers problems faced by female youth with disabilities to be caused by the inequalities in society (Akot, 2016). It is true, female youth with disabilities have challenges to access employment and social entrepreneurship opportunities due to discrimination and the prejudice against them in the societies where they live. They have limited access to education facilities, and this impedes their possibility to obtain academic qualifications required for employment in the open labour market.

Despite that there is open space for entrepreneurship in Uganda, female youth with disabilities find it difficult to have their business establishments sustained. They can hardly raise capital to start business and cannot access credit from banks. Most banks in Uganda do not consider giving financial credit to persons with disabilities and require high security on loans that they cannot afford (Bwire, 2009).

In many communities in Uganda, many people are still excluded from community activities, services and planning because of their disabilities. Society treats persons with disabilities with no respect, and they are given no opportunity to participate in decision making even on matters that concern them (Katuramu, 2018). The disbelief, stereotypes, discrimination against female youth with disabilities, their social status ranking is the lowest in central Uganda (National Union of Disabled Persons of Uganda (NUDIPU), 2014). A critical theory is therefore important for this project as it will seek to eliminate some of the inequalities that exist against female youth with disabilities.

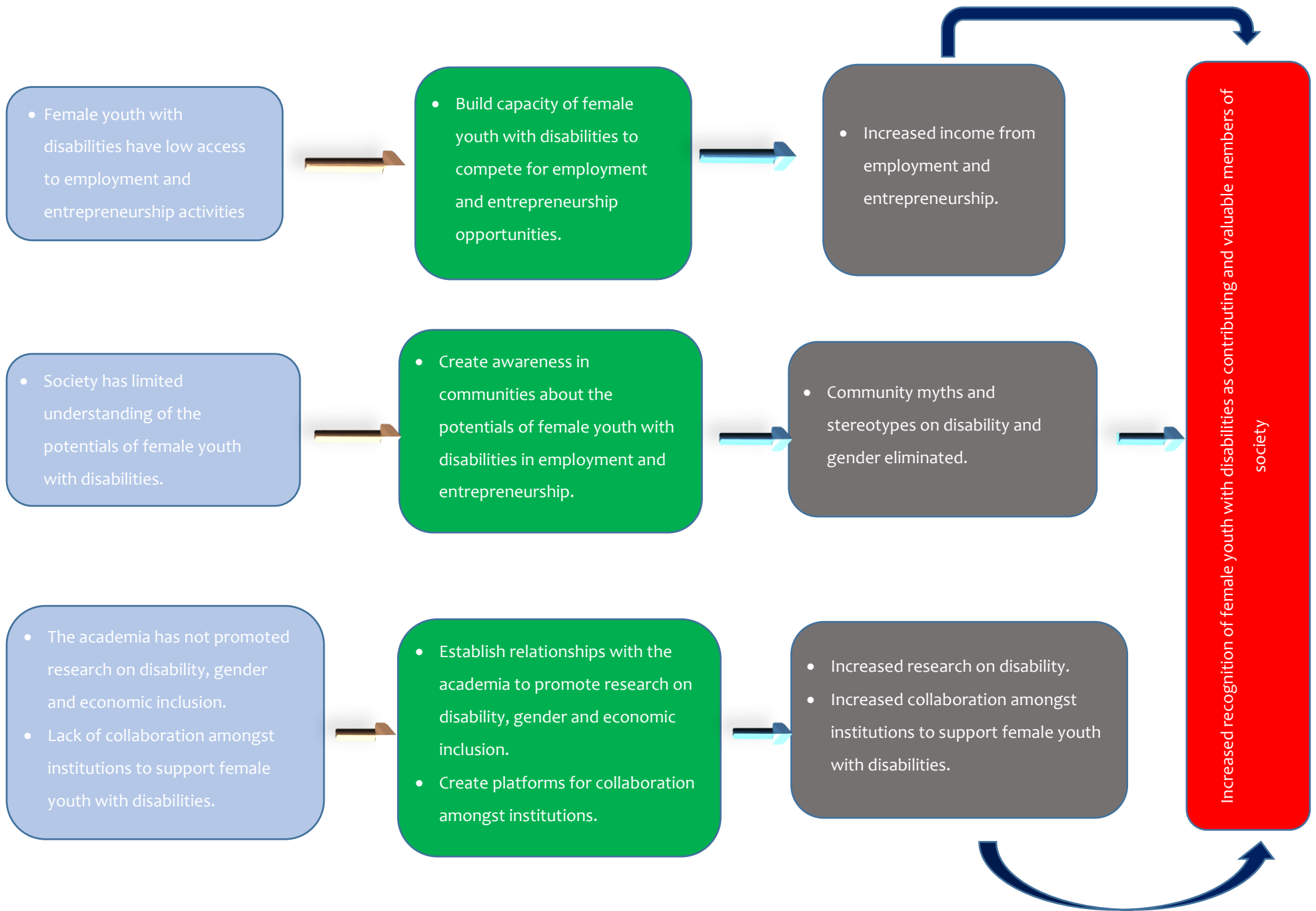
### **2.3.2 Theory of change**

The theory of change is a description of how project inputs and resources bring about the desired change and impact. Female youth with disabilities have a low social status due to a number of factors. This project attributes it to the limited access to employment and entrepreneurship opportunities for income generation. At the individual level, female youth with disabilities lack the skills to favourably compete for the available opportunities in the labour market and have low knowledge to engage in entrepreneurship. At the community level, there has not been enough awareness about the potentials of female youth with disabilities. The myths and stereotypes that society holds about gender and disability affect the level of inclusion of female youth with disabilities in everyday life and decision making. At the institutional level, the academia has not played its part to generate research and knowledge on the inclusion of



female youth with disabilities. Further, most institutions that advance rights of persons with disabilities work in isolation, without coordination.

This project therefore seeks to increase the recognition of female youth with disabilities as contributing members of society by building their skills to engage in employment; changing institutional and societal beliefs and attitudes; and rallying public, private and civil society organizations to establish networks for sustainable results. The figure below illustrates this theory of change.



## **2.4 Methods and means of improvement for the project**

The project will use a participatory approach to include primary and secondary beneficiaries, as well as other stakeholders in implementing and monitoring the progress of the project activities. Female youth with disabilities are the primary beneficiaries of this project. Secondary beneficiaries include the university staff and students; organizations of persons with disabilities; communities and county leaders; potential employers of female youth with disabilities, among others.

Periodic internal evaluations will be undertaken and filed by the primary beneficiaries. These will seek to identify areas of satisfaction with the program lessons and recommend practices for improvement.

For each of the candidates, the proposed Center will initiate frameworks for engaging with their communities to discuss challenges and the solutions being proposed by the candidates. This will be aimed at establishing whether the candidates are capable of putting into practice the knowledge and skills they get from the academy. It will also help to solicit for entry points for the candidates into the community systems and finding out whether the proposed solutions are applicable in the current settings or not.

Candidates graduating from the Center for Employment and Social Entrepreneurship will be model agents of change for inclusion of female youth with disabilities in employment and entrepreneurship programs.

## **2.5 Capacity to implement the project**

Implementation of this project will be spearheaded by East Africa Center for Disability Law and Policy (EA-CDLP) in partnership with Muteesa I Royal University.

EA-CDLP is an independent, non-governmental, and not-for-profit organization that seeks to remove barriers which hinder enjoyment of human rights by persons with disabilities and limit their inclusion and participation in development decisions processes within the East African region. EA-CLDP has since its establishment in 2016 implemented a number of projects and programs, with support from development partners including, Open Society Initiative for Eastern Africa (OSIEA); Disability Rights Fund (DRF); Wellsprings Philanthropic Fund; and Abilis Foundation. These programs have ranged from contributing to the development of the civil society report on the implementation of the CRPD in Uganda, to developing tools and mechanisms to support monitoring the implementation of the Concluding

Observations issued to the same. EA-CDLP also led the development of Judicial Rules governing Handling Cases involving Persons with Disabilities for the High Court of Uganda. EA-CDLP recently concluded a program that sought to enhance media portrayal of persons with disabilities in Uganda, which resulted into the establishment of the Uganda Media Caucus on Disability (UMCD), as a network of journalists reporting on disability issues in Uganda.

Muteesa I Royal University was established in 2007 as a private university, owned by the prestigious Buganda kingdom. The university offers programs under 4 main faculties including, Business and Management; Science, Art and Information Technology; Education; and Social, Cultural and Development Studies. The University has 3 campuses in Mengo, Masaka, and Buwekula, all in central Uganda.

Previously, neither EA-CDLP nor the University has directly implemented programs specific to gender or women with disabilities, despite EA-CDLP's close relationship with the National Union of Women with Disabilities in Uganda (NUWODU). Hence, this project will pilot feminist disability approaches in the work and programs of both EA-CDLP and the University.

The two institutions will use result-based management approach (RBM) at all project stages of planning, implementation, monitoring. Stakeholders will be involved in all stages of the project to foster participation in planning, implementation and monitoring.

## **2.6 Lessons from current social innovation models in Uganda**

### **2.6.1 The Disability Inclusion Challenge**

The Disability Inclusion Challenge is a project under '*Make 12.4% Work Initiative*' which seeks to trigger private, public and development sector employment opportunities and livelihoods programs for persons with disabilities. The initiative is implemented jointly by *Light for the World International* and *National Union of Disabled Persons in Uganda (NUDIPU)*.

The challenge aims to address the persistent barriers faced by persons with disabilities in entrepreneurship and the labour market by facilitating ideation and co-creation processes to develop feasible solutions. The challenge accepts applications from individuals with a disability, NGO's, social enterprises, disability networks, universities, student groups, among others. These upon shortlisting and selection are taken through co-creation processes to enhance their ideas and to develop prototypes.

They are supported to develop a project design and plan, and to seek for external funding to implement the project. The challenge has no specific consideration of gender issues.



Figure 3: Illustration of the Disability Inclusion Challenge model (Make 12.4% Work, 2019).

### 2.6.2 The SINA Model

This project proposes to pilot a model that was first implemented by a German non-governmental organization (NGO) in Uganda. *Jangu e.V.* and its founder, Etienne Salborn, since 2007 sponsored orphans to access secondary education in Uganda. By 2013, the first generation had successfully completed their high school education but were unable to find employment. The overall impact of the scholarships could, thus, not be established since the beneficiaries could not afford to continue with university education, and they had failed to find jobs in the labour market.

The idea of a social innovation academy was born, to which support was garnered to implement the concept. The Social Innovation Academy (SINA) of Uganda was established to educate marginalized and disadvantaged youth in Uganda to become job creators and social entrepreneurs.

SINA envisions youth to take over responsibility for their life and the life of others. To achieve this, SINA employs its own members as volunteers who take over roles to gain skills and experience in accounting, administration, and management, until when they can use their gained skills to create a sustainable living or establish social businesses or NGOs.

The self-organized, informal, and residential learning environment at SINA puts marginalized youth in control of their lives and support the lives of others. SINA recruits refugees, orphans, street children, former child soldiers, former inmates, or former prostitutes between 17 – 27 years old—*who society has labeled as useless*—as scholars. They are trained to transform their own personal tragedies into a social enterprise, disrupting root causes of social problems, with a holistic entrepreneurial concept that tests and incubates their ideas into

profitable and impactful social enterprises. Scholars unlearn limiting beliefs and misconceptions, get rid of the fear of failing, and are equipped with skills for job creation and solution creation. The quality lies in the hands-on practical application of skills through self-management.

SINA uses a participatory human centered approach. Experienced-based learning enables scholars to gain competencies through self-management. The outcomes of the trainings are not imposed but scholars set their own goals that can be gradually achieved through Life-Coaching.

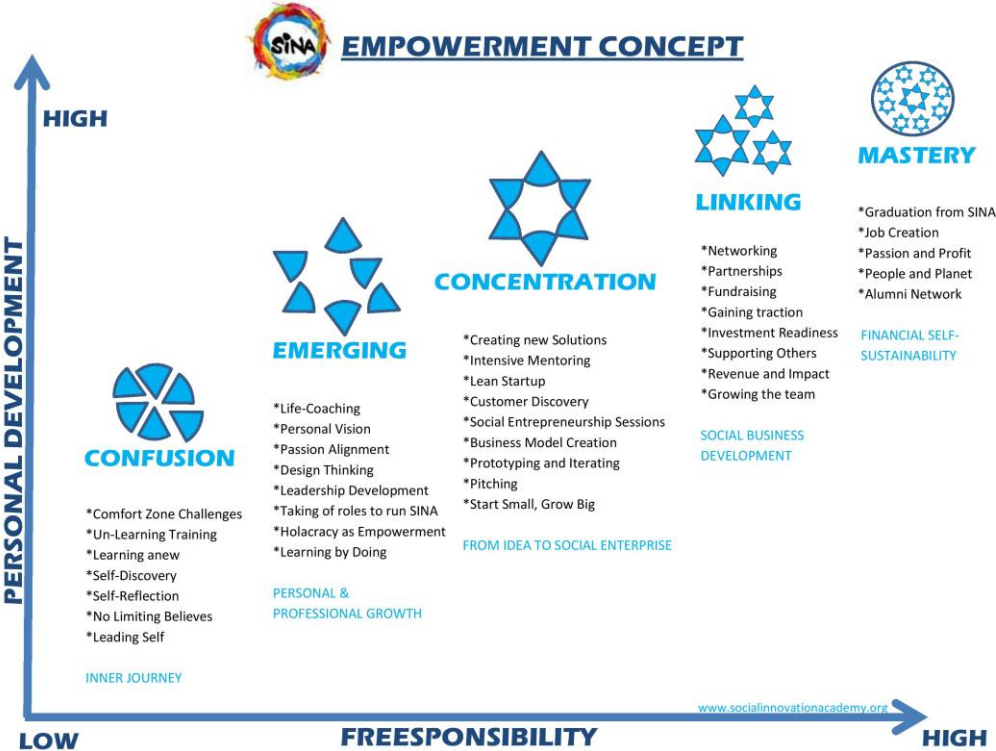


Figure 4: Illustration of the SINA model (Danys, 2018)

Through the lean startup model and mentoring, ideas of the scholars are tested and refined continuously. Scholars engage with potential customers and beneficiaries to find out the feasibility of the proposed solution.

**2.7 Collaboration with stakeholders**

Several stakeholders have been identified to take part in the implementation of the project at its various stages, depending on their interests, influence and assumed roles. Stakeholders are identified from groups including female youth with disabilities; organizations of persons with disabilities; the academia; local leaderships; among others.

## **2.8 Gender approach used in the project**

This project will use an intra-sex approach. This project does not focus on equality between men and women. It focuses on equality between female youth with and without disabilities. In its implementation, the project will therefore be based on disability feminist theory. Through this approach, the project will consider addressing challenges of marginalization for female youth with disabilities which impedes their access to employment and entrepreneurship opportunities in the open labour markets.

Over 21 percent of female youth in Uganda are youth with disabilities (Uganda Bureau of Statistics (UBOS), 2017). The oppression persons with disabilities undergo is directly linked to the cultural oppression of the body (Wendell, 2019). In most parts of Uganda, persons with disabilities have been dismissed and condemned for not complying with biological and social paradigms, just like women.

Thus, this project will seek to emphasize overcoming the unethical, psychological and epistemic challenges to the inclusion of female youth with disabilities in employment and entrepreneurship.

## **3.0 Project framework**

### **3.1 Project goal**

The overall goal of this project is to increase the recognition of female youth with disabilities in central Uganda as valuable and contributing members of their communities.

### **3.2 Purpose of the project**

The purpose of this project is to contribute to uplifting the social status of female youth with disabilities in central Uganda by equipping them with skills to access employment opportunities or establish social enterprises for income generation. This will be complemented with a twin-track approach that focuses on building resilience of traditional and private institutions to support female youth with disabilities in employment and entrepreneurship; and strengthening collaboration between organizations of persons with disabilities, the academia, and traditional institutions.

This project will seek to pilot a Center for Employment and Social Entrepreneurship for female youth with disabilities in a University setting. The project will elicit the untapped potentials of female youth with disabilities to create social change in their communities through enabled access to employment services and social entrepreneurship. The Center for

Employment and Social Entrepreneurship will equip female youth with disabilities in central Uganda with knowledge and skills to enable them access employment in the open labour market; and to become social entrepreneurs with the potential to turn challenges into solutions for their communities. This in turn will serve to overcome the engraved traditional myths about persons with disabilities and their role in society, and to reduce marginalization. The project will use a holistic empowerment approach to enable female youth with disabilities to engage in employment and to create social enterprises for income generation.

The project will seek to utilize structures of the kingdom-owned University to influence policies and practices in the academia on the overall inclusion of persons with disabilities. The project will serve to bring together stakeholders from civil society organizations, female youth with disabilities, the academia, and traditional leaders to jointly analyze and address the needs of female youth with disabilities in employment.

### **3.3 Specific objectives**

The specific objectives of this project include:

- a. To build capacity of female youth with disabilities by offering employment and entrepreneurship support services;
- b. To change institutional and society beliefs and attitudes towards female youth with disabilities in employment and entrepreneurship;
- c. To build and sustain a network of stakeholders for joint advocacy for the effective inclusion of female youth with disabilities in employment and entrepreneurship.

### **3.4 Project outcomes**

With successful implementation of this project, the following will be the main outcomes:

- a. Increased attainment and retainership of employment opportunities by qualified female youth with disabilities in the formal labour market;
- b. Increased innovation and social entrepreneurship by female youth with disabilities;
- c. Increased acceptance by society and traditional institutions of the potentials of female youth with disabilities in employment and entrepreneurship;
- d. Increased incomes to female youth with disabilities arising as employment income or entrepreneurial profits;
- e. Increased networking amongst institutions including the academia and traditional institutions on promoting the rights of persons with disabilities in Uganda.



### **3.5 Project outputs**

This project will have the following outputs as indicated in the log frame in Annex I:

- a. Capacity of female youth with disabilities on employment and social entrepreneurship is enhanced. The project will seek to establish a pilot Center for Employment and Social Innovation at the University, which will administer trainings to selected female youth with disabilities on employment and social innovation. The process will also include development of training manuals, recruitment of trainers, recruitment of candidates, and actual administering of the trainings.
- b. Awareness raising undertaken in communities to change beliefs and perceptions about the potentials of female youth with disabilities. This will be done through organizing for community outreach meetings at different levels. The project has identified to work with community structures of administration of Buganda Kingdom; and the local government structures. For each level, these meetings will seek to inform participants about the potentials of female youth with disabilities in employment and social entrepreneurship. At these meetings, the candidates under training at the Center for Employment and Social Entrepreneurship will have opportunities to share their stories and showcase their potentials. The meetings will also seek to open up spaces for future engagement with potential employers of female youth with disabilities.
- c. Collaborations established with the academia to increase research in the areas of disability, gender and economic inclusion. The project is to be implemented in partnership with Muteesa I Royal University. This is a great opportunity, first that it will influence the development of an independent University Policy on disability to foster inclusion of learners with disabilities in the structures of the University. Secondly, it will open up spaces for future collaborations on research on disability, gender, economic inclusion, among others.
- d. Platforms established for continued partnerships with various stakeholders from public, private and civil society organizations. This project will seek to increase collaboration amongst different stakeholders from public, private and civil society institutions. This will be through signing of MOUs, joint implementation of activities and programs, publishing of joint research work, among others.

## 4.0 Target groups

### 4.1 Description of project sites

The project will be implemented in central Uganda. Central Uganda geographically represents Buganda Kingdom. The subnational kingdom is the largest traditional kingdom of the present day east and central Africa, occupying 61,403 square kilometers by land and water. The Kingdom has jurisdiction over 26 of the 121 districts, and is made up of 18 counties.

The region has approximately 10 million people which is equivalent to over 30 percent of the total population of Uganda (Uganda Bureau of Statistics (UBOS), 2014). The region is a blend of both rural and urban set ups, and hosts the country's capital city, Kampala, as well as the country's most populated and rapidly growing district of Wakiso.

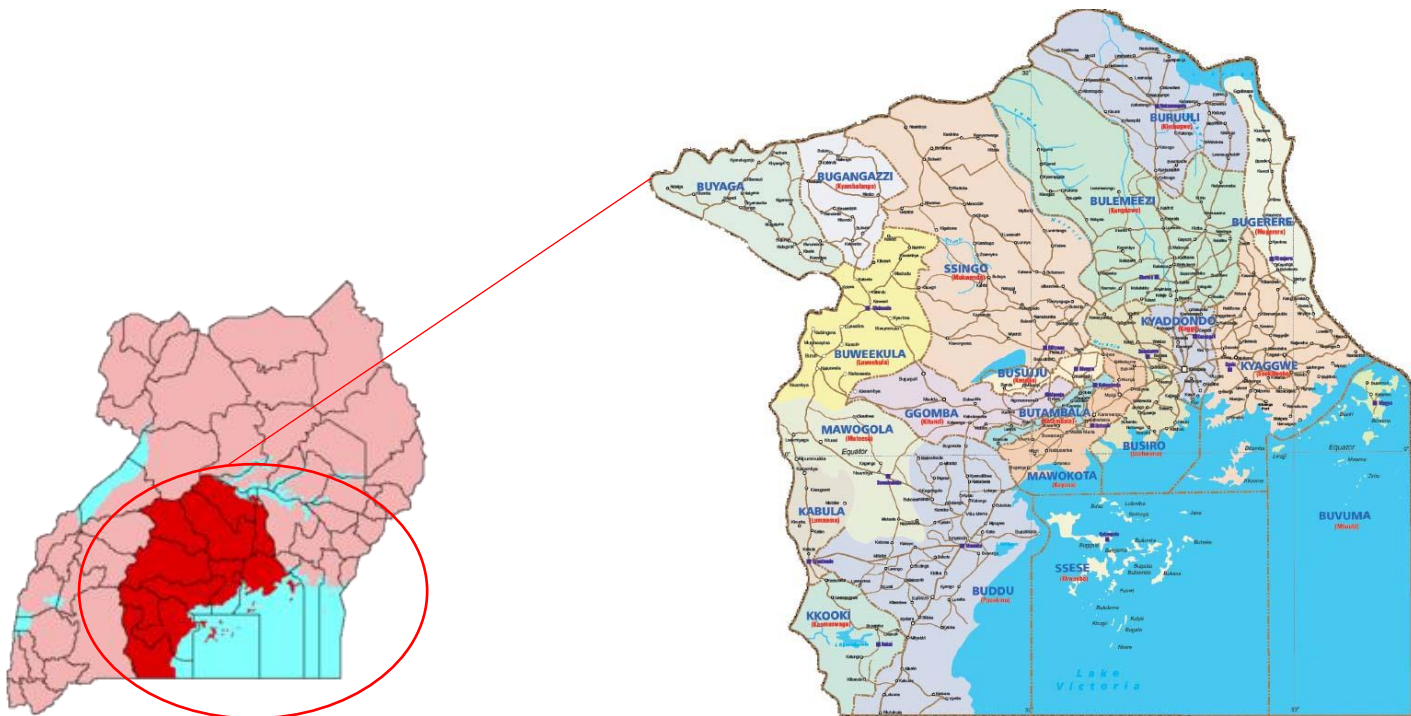


Figure 5: Map of Buganda Kingdom in Uganda.

### 4.2 Target beneficiaries

The primary target beneficiaries of this project are female youth with disabilities in central Uganda. By definition, these will include all females between 18 – 35 years of age who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Secondary beneficiaries will include stakeholder groups such as: institutions of higher learning; students at the university; potential employers of female youth with disabilities; leaders at local authorities; partner organizations of persons with disabilities, among others.

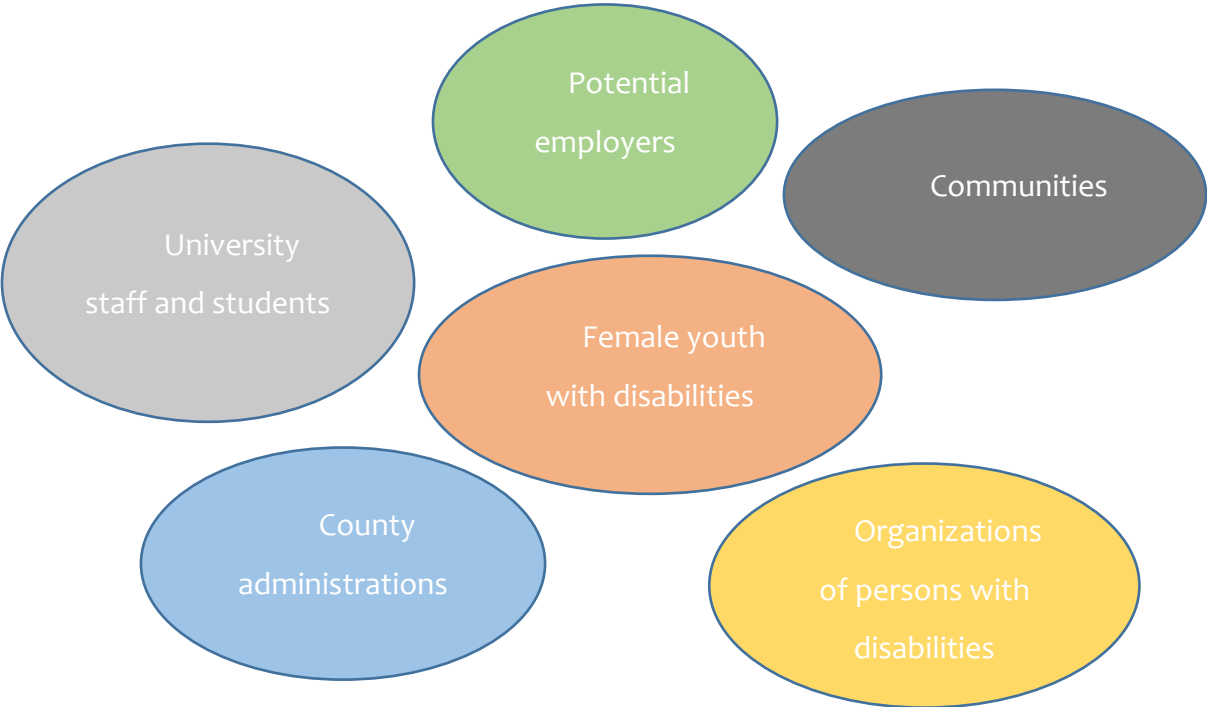


Figure 6: Illustration of target beneficiary groups

### 5.0 Project implementation

The project shall be implemented by East Africa Center for Disability Law and Policy (EA-CDLP) in partnership with Muteesa I Royal University. This partnership shall be established by signing a memorandum of understanding which shall stipulate the roles and obligations of either party.

Direct implementation of activities shall be based at the Faculty of Business and Management of Muteesa I Royal University. The University is accredited by the National Council for Higher Education and promoted a holistic and generative education approach with a diversified curriculum.

#### 5.1 Project administration

A competent and qualified project implementation team will be established by EA-CDLP and the University. The team will include a project coordinator, finance officer (accountant), and a monitoring and evaluation officer, among others. The project team will work together with the administration of the Faculty of Business and Management of Muteesa I Royal

University, where all project activities shall be based. EA-CDLP shall offer technical knowledge on disability and be the overall coordinating body for the project. The University shall lead all the capacity building programs.

The project team will prepare and submit monthly and quarterly plans and budgets for approval by the EA-CDLP secretariat. The secretariat will submit the same for approval to the Board of Directors. Monthly and quarterly reports on the progress of project activities and programs will be prepared by the project team and made available for review to all stakeholders.

For efficient and effective administration of project funds, EA-CDLP will establish a specific bank account to which all funds will be kept and monitored. EA-CDLP uses the Tally accounting system which makes it easier for financial reporting and sharing. The finance officer (accountant) for the project will work directly under the overall finance officer at EA-CDLP, through whom all requisitions for funds and accountabilities shall be checked before approval and authorization.

The project team will establish several avenues for reporting about and sharing experiences from the implementation of the project activities. This will include social media accounts (Facebook, Twitter, Instagram, Flickr, etc.) for daily reporting with stakeholders, and periodic publications like newsletters, opinions to editors, blogs, and press articles. With the support of the Uganda Media Caucus on Disability, a network of journalists reporting on disability and a program of EA-CDLP, the project team will seek to engage the media on the prospects of the project on a periodic basis.

The project team will also undertake to monitor progress and impact of the project activities. Process monitoring and evaluation will seek to examine whether project activities are implemented as planned, and information gathered will be used to guide the implementation of other activities. Outcome evaluation will be used to measure the impact of the project activities on the target population by assessing the progress in the outcomes or outcome objectives that the project is to achieve.

## **5.2 Cost saving measures on the project**

Both implementing institutions, EA-CDLP and the University have existing structures for effective administration and management of project activities and resources. The project proposes for all activities to be centered at the University premises where there are already established structures to forego office setup expenses, and costs for study rooms.

Both EA-CDLP and the University harbor knowledge on several components of the project. Even where the project proposes for recruitment of facilitators or trainers, the implementing partners will easily tap on the existing resource base, in terms on knowledge, and curricular.

The existence of strong financial management frameworks at both institutions is another strength to be noted. This provides assurance that project funds and resources at either end will be well utilized, monitored and accounted for.

**6.0 Budget**

The project has a total budget projection of \$352,080 (United States Dollars Three Hundred Fifty-Two Thousand Eighty only) for the 2 years of implementation. This will be used to cater for the various requirements during project implementation, including personnel costs, administrative costs and program costs.

Projected expenditure on personnel includes salaries for a project coordinator, project accountant, monitoring and evaluation officer, and 6 lecturers/tutors. Expenditure on administrative costs will include contribution to rent and utilities, office stationary, internet and telephone costs, bank charges, audit fees, among others. Program costs will include all activity and output related expenses. The table below summarizes the project budget. A detailed budget is attached in Annex III.

*Table 1: Summary of project budget.*

Number	Item	Estimated Budget for 2 Years	Percentage of Total Budget
1.	Personnel costs	\$ 64,800	18.4
2.	Program outputs	\$ 248,840	70.7
3.	Administrative costs	\$ 38,440	10.9
<b>Total</b>		<b>\$ 352,080</b>	<b>100</b>

**7.0 Monitoring and evaluation**

This project will engage stakeholder groups at various levels to monitor and evaluate progress and attainment of the set objectives. As the world has moved towards implementing participatory approaches to development, the need for participatory monitoring and evaluation has risen (Dillon, 2018). In most development and humanitarian projects, the goal of participatory monitoring and evaluation is to generate feedback that connects project

performance with stakeholder expectations (The Hunger Project, 2019). This project will therefore seek to undertake to:

- a. Support stakeholders with information and tools required to track progress of the set activities;
- b. Promote self-managed institutional learning by equipping staff and partner organizations with knowledge and skills on monitoring progress and performance improvement;
- c. Establish frameworks for financial accountability and transparency at all levels of implementation; and
- d. Generate up to date data and evidence to support extra advocacy activities of the project.

## **7.1 Project sustainability analysis**

This project will seek to establish mechanisms of sustainability at all levels of preparation, implementation, monitoring and evaluation. This will be aimed at ensuring continuity of the purposes of the project even beyond its time of implementation. The sustainability mechanisms are elaborated as below:

### **7.1.1 Existing university staff**

The project will seek to recruit and build capacity of existing University staff to administer the intended knowledge to the female candidates with disabilities. The project does not in any way assume that the University teaching staff do not possess the knowledge on employment support or social entrepreneurship. However, it has been known for long that in most academic institutions in Uganda, there is a general lack of special needs teachers for learners with disabilities (National Union of Disabled Persons of Uganda (NUDIPU), 2014). Institutions of higher learning in particular have inaccessible modes of delivery and assessment for learners with disabilities (Emong & Eron, 2016).

This project will therefore seek to build the capacity of the selected staff on addressing the needs of learners with disabilities in a university setting. The skills that the staff will acquire during the project period will be carried on even beyond the project and can be relied on for the University to recruit learners with disabilities in all academic programs.

### **7.1.2 University policy on disability**

Most institutions of higher learning in Uganda do not have policies on disability, and thus lack the means of extending their services effectively to learners with disabilities (Emong & Eron, 2016). This project will seek to lobby for the development and adoption of a University

policy on disability to foster the inclusion of learners with disabilities in the various academic programs.

The adoption of this policy will serve as a benchmark for expanding education services at the different departments of the University and will always also ensure continuity of inclusion of learners with disabilities.

### **7.1.3 Uganda Media Caucus on Disability**

This project will recognize and use the media not only as a tool for communicating about project results, but also as a tool for advocacy. The media is a key agent to countering stigma and misinformation, changing perceptions, and raising public awareness (Waddimba, 2018).

The Uganda Media Caucus on Disability is a network of journalists established by EA-CDLP in 2018 to foster disability rights advocacy in the media. Through this network, the project will ensure that on a regular basis, messages targeting different stakeholders are sent out through different media platforms as a way of cautioning their role on the rights of female youth with disabilities in employment and entrepreneurship.

The Uganda Media Caucus currently has a membership of over 74 individual journalists. By location of the project activities, it is by no doubt the work of the caucus will be introduced to students of journalism and mass communication. This will in turn serve to recruit them at an early stage into disability reporting.

## **8.0 Project Reporting**

The project will undertake two forms of reporting to the stakeholders. Internal reporting will be undertaken using reporting tools and frameworks jointly developed and implemented at EA-CDLP and the University. Internal reporting will be more regular and will be based on every activity implemented. Reports will be developed by those directly responsible for the implementation of the various project activities and will be submitted to line supervisors for review and adoption. Periodic department reports will also be developed internally.

External reporting will be aimed at involving project partners, donors and development partners, and other external stakeholders. External reports will be developed periodically (monthly or quarterly) and will include an overview of program, financial and administrative achievements of the project over a given time. External reports will be developed and shared using tools provided by the interested stakeholders, for example donors and development partners. All external reports will be developed by the project coordinator and will be jointly approved by the EA-CDLP secretariat and the University.

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## Annex I: Project Log Frame

Goals		Indicators		Verification sources	
1	Increase the recognition of female youth with disabilities in central Uganda as valuable and contributing members of their communities.	1.1	Increased incomes for female youth with disabilities from employment and entrepreneurship;	1.1.1	M&E reports
		1.2	Increased acceptance of female youth with disabilities as contributors to society's wellbeing;	1.2.1	Reports from employers
				1.2.2	Media reports
Purposes		Indicators		Verification sources	
1	To build capacity of female youth with disabilities by offering employment and entrepreneurship support services;	1.1	Number of female youth with disabilities under the program obtaining and retaining employment;	1.1.1	M&E reports
		1.2	Number of female youth with disabilities with new social startups;	1.2.1	M&E reports
2	To change institutional and society beliefs and attitudes towards female youth with disabilities in employment and entrepreneurship;	2.1	Baseline data from the gap analysis;	2.1.1	Baseline study report
		2.2	Institutional policies on disability developed;	2.2.1	Institutional reports
		2.3	Number of organizations recruiting female youth with disabilities into their workforce;	2.3.1	Reports from the Ministry of Gender Labour and Social Development
3	To build and sustain a network of stakeholders for joint advocacy for the effective inclusion of female	3.1	Number of MOUs signed with private and public institutions;	3.1.1	Project report

	youth with disabilities in employment and entrepreneurship;				
		3.2	Willingness by other institutions to learn from and replicate project outputs and activities;	3.2.1	New projects designed by other institutions
<b>Outputs</b>		<b>Indicators</b>		<b>Verification sources</b>	
<b>1</b>	<b>To build capacity of female youth with disabilities by offering employment and entrepreneurship support services;</b>				
1.1	A Center for Employment and Social Entrepreneurship established at the University;	1.1.1	Premises secured;	1.1.1.1	Agreement for rent of premises
				1.1.1.2	Receipts for payment of rent of premises
		1.1.2	Office equipped with furniture and fittings;	1.1.2.1	Procurement receipts and invoices
				1.1.2.2	Delivery notes
		1.1.3	Center fully registered with responsible authority;	1.1.3.1	Registration certificate
1.2	Staff recruited and inducted from within the University academic structures;	1.2.1	Staff recruitment plan developed;	1.2.1.1	Project periodic report;
		1.2.2	Vacancies announced and filled;	1.2.2.1	Job adverts;
				1.2.2.2	Staff charts and files;
		1.2.3	Number of staff undertaking induction training;	1.2.3.1	Induction training report;
1.3	Training modules developed to march the skills needs of female youth with disabilities in employment and entrepreneurship;	1.3.1	TORs and resource person recruited;	1.3.1.1	Resource person agreement or contract;
		1.3.2	Number of meetings held to develop draft curriculum;	1.3.2.1	Minutes of meetings;
		1.3.3	Draft curriculum developed;	1.3.3.1	Periodic reports;
		1.3.4	Final curriculum document published;	1.3.4.1	Project report

1.4	Cohort of 20 female youth with disabilities recruited and trained on entrepreneurship and social innovation;	1.4.1	Recruitment plan developed;	1.4.1.1	Recruitment plan document
		1.4.2	Number of candidate applications received;	1.4.2.1	Recruitment report
				1.4.2.2	Periodic report
		1.4.3	Number of candidates selected;	1.4.3.1	Periodic report
				1.4.3.2	Final project report
1.5	Cohort of 30 female youth with disabilities recruited for employment skills training and employment support;	1.5.1	Recruitment plan developed;	1.5.1.1	Recruitment plan document
		1.5.2	Number of candidate applications received;	1.5.2.1	Recruitment report
				1.5.2.2	Periodic report
		1.5.3	Number of candidates selected;	1.5.3.1	Periodic report
				1.5.3.2	Final project report
<b>2</b>	<b>To change institutional and society beliefs and attitudes towards female youth with disabilities in employment and entrepreneurship;</b>				
2.1	A student-led baseline study and gap analysis undertaken to evaluate the situation of female youth with disabilities in employment and entrepreneurship in Buganda Kingdom;	2.1.1	Pre-study concept note developed;	2.1.1.1	Periodic report
		2.1.2	Number of students recruited as research assistants;	2.1.2.1	Research assistant contacts, contracts and agreements
		2.1.3	Data collection forms filled;	2.1.3.1	Study report
		2.1.4	Final study report published;	2.1.4.1	Periodic report
2.2	A University Policy on Disability developed in accordance with the relevant legal and policy frameworks;	2.2.1	TORs and resource person recruited;	2.2.1.1	Resource person agreement or contract;
		2.2.2	Number of meetings held to develop draft policy;	2.2.2.1	Minutes of meetings;

		2.2.3	Draft policy developed;	2.2.3.1	Periodic reports;
		2.2.4	Final policy document published;	2.2.4.1	Project report
2.3	A joint conference of county and subcounty chiefs organized to draw strategies on the inclusion of female youth with disabilities in employment and entrepreneurship in their areas of jurisdiction;	2.3.1	Number of persons invited;	2.3.1.1	Conference plan
		2.3.2	Number of participants at the conference;	2.3.2.1	Conference report
		2.3.3	Key resolutions proposed by the conference;	2.3.3.1	Conference reports
2.4	18 county-based strategic meetings held with key stakeholders to increase awareness of the potentials of female youth with disabilities in employment and entrepreneurship;	2.4.1	Stakeholders' mapping report;	2.4.1.1	Periodic report
		2.4.2	Number of persons invited for meetings;	2.4.2.1	Meeting plans
		2.4.3	Number of participants at meetings;	2.4.3.1	Meeting reports
		2.4.4	Key resolutions proposed at meetings;	2.4.4.1	Meeting reports
2.5	Community-based meetings organized to enable recruited female youth with disabilities to show-case their potentials and learnings from the Center for Employment and Social Entrepreneurship;	2.5.1	Stakeholders' mapping report;	2.5.1.1	Periodic report
		2.5.2	Number of persons invited for meetings;	2.5.2.1	Meeting plans
		2.5.3	Number of participants at meetings;	2.5.3.1	Meeting reports
		2.5.4	Key resolutions proposed at meetings;	2.5.4.1	Meeting reports
2.6	IEC and promotional materials designed, printed and distributed;	2.6.1	Number of materials printed;	2.6.1.1	Financial reports

		2.6.2	Number of materials distributed;	2.6.2.1	Field reports
<b>3</b>	<b>To build and sustain a network of stakeholders for joint advocacy for the effective inclusion of female youth with disabilities in employment and entrepreneurship;</b>				
3.1	Memorandums of Understanding signed with potential employers of female youth with disabilities;	3.1.1	Number of MOUs signed;	3.1.1.1	Periodic reports
3.2	Memorandums of understanding signed with public and local authorities to support female youth with disabilities in social entrepreneurship;	3.2.1	Number of MOUs signed;	3.2.1.1	Periodic reports
3.3	Coalition of civil society organizations, researchers, and the academia established to strengthen research and advocacy on inclusive employment and social entrepreneurship;	3.3.1	Number of conferences organized;	3.3.1.1	Project report
		3.3.2	Number of persons invited;	3.3.2.1	Conference plan
		3.3.3	Number of participants at the conference;	3.3.3.1	Conference report
		3.3.4	Key resolutions proposed by the conference;	3.3.4.1	Conference reports
3.4	Joint publications produced on the inclusion of female youth with disabilities in employment and entrepreneurship programs;	3.4.1	Editorial committee selected;	3.4.1.1	Project report
		3.4.2	Number of articles published in a specific period;	3.4.2.1	Periodic reports
3.5	Periodic media engagements held, including radio and TV talk shows, press releases and articles, blogs, op-eds, etc. to share outcomes and rally public opinion on the progress of the project;	3.5.1	Number of radio and TV talk shows held;	3.5.1.1	Periodic reports
		3.5.2	Number of press articles published;	3.5.2.1	News papers
				3.5.2.2	Online publishers
		3.5.3	Number of social media engagements and impressions;	3.5.3.1	Social Media reports
<b>Activities</b>		<b>Resources</b>		<b>0.00 USD</b>	

<b>1</b>	<b>To build capacity of female youth with disabilities by offering employment and entrepreneurship support services;</b>			
<b>1.1</b>	<b>A Center for Employment and Social Entrepreneurship established at the University;</b>			
1.1.1	Secure office premises;	1.1.1.1	Rent of premises;	19,200.00 USD
		1.1.1.2	Office furniture and fittings;	7,000.00 USD
		1.1.1.3	Utilities & other admin costs;	12,240.00 USD
1.1.2	Register the Center with the national authorities;	1.1.2.1	Development of registration papers;	850.00 USD
		1.1.2.2	Registration fees;	5,000.00 USD
		1.1.2.3	Legal consultancy;	400.00 USD
<b>1.2</b>	<b>Staff recruited and inducted from within the University academic structures;</b>			
1.2.1	Advertise jobs	1.2.1.1	Stationary;	50.00 USD
		1.2.1.2	Media;	500.00 USD
1.2.2	Shortlist and select candidates;	1.2.2.1	Stationary;	20.00 USD
		1.2.2.2	Meals and Snacks;	500.00 USD
1.2.3	Hold a one-week induction training for recruited staff;	1.2.3.1	Stationary;	300.00 USD
		1.2.3.2	Internet;	100.00 USD
		1.2.3.3	Fuel;	100.00 USD
		1.2.3.4	Hall hire;	800.00 USD
		1.2.3.5	Meals and snacks;	1,500.00 USD
		1.2.3.6	Per diem;	2,500.00 USD
<b>1.3</b>	<b>Training modules developed to march the skills needs of female youth with disabilities in employment and entrepreneurship;</b>			
1.3.1	Resource person hired to develop training curriculum;	1.3.1.1	Resource person fees;	3,000.00 USD
1.3.2	Hold 3 pre-identification meetings for the development of the training curriculum;	1.3.2.1	Snacks;	150.00 USD
		1.3.2.2	Stationary;	30.00 USD
		1.3.2.3	Internet	50.00 USD
		1.3.2.4	Fuel;	1,200.00 USD
1.3.3	Hold 2 meetings to generate structure and draft of the training curriculum;	1.3.3.1	Snacks;	100.00 USD
		1.3.3.2	Stationary;	20.00 USD
		1.3.3.3	Internet	50.00 USD

		1.3.3.4	Fuel;		1,000.00 USD
1.3.4	Hold 1 stakeholders' meeting to validate the draft training curriculum;	1.3.4.1	Stationary;		300.00 USD
		1.3.4.2	Internet;		100.00 USD
		1.3.4.3	Fuel;		100.00 USD
		1.3.4.4	Hall hire;		800.00 USD
		1.3.4.5	Meals and snacks;		1,500.00 USD
		1.3.4.6	Per diem;		2,500.00 USD
1.3.5	Prepare and publish final training curriculum;	1.3.5.1	Designing;		100.00 USD
		1.3.5.2	Printing cost;		500.00 USD
		1.3.5.3	Publishing and dissemination;		300.00 USD
<b>1.4</b>	<b>Cohort of 20 female youth with disabilities recruited and trained on entrepreneurship and social innovation;</b>				
1.4.1	Hold meeting to develop recruitment plan;	1.4.1.1	Stationary;		30.00 USD
		1.4.1.2	Meals and snacks;		100.00 USD
1.4.2	Develop and send out call for applications;	1.4.2.1	Media advertising;		420.00 USD
1.4.3	Hold meeting to shortlist and interview candidates;	1.4.3.1	Stationary;		30.00 USD
		1.4.3.2	Meals and snacks;		100.00 USD
1.4.4	Select and announce successful candidates;	1.4.4.1	Media;		100.00 USD
<b>1.5</b>	<b>Cohort of 30 female youth with disabilities recruited for employment skills training and employment support;</b>				
1.5.1	Hold meeting to develop recruitment plan;	1.5.1.1	Stationary;		30.00 USD
		1.5.1.2	Meals and snacks;		100.00 USD
1.5.2	Develop and send out call for applications;	1.5.2.1	Media advertising;		420.00 USD
1.5.3	Hold meeting to shortlist and interview candidates;	1.5.3.1	Stationary;		30.00 USD
		1.5.3.2	Meals and snacks;		100.00 USD
1.5.4	Select and announce successful candidates;	1.5.4.1	Media;		100.00 USD
<b>2</b>	<b>To change institutional and society beliefs and attitudes towards female youth with disabilities in employment and entrepreneurship;</b>				
<b>2.1</b>	<b>A student-led baseline study and gap analysis undertaken to evaluate the situation of female youth with disabilities in employment and entrepreneurship in Buganda Kingdom;</b>				
2.1.1	Hold meeting to develop pre-study concept note;	2.1.1.1	Stationary;		30.00 USD
		2.1.1.2	Meals and snacks;		100.00 USD



2.1.2	Recruit and induct students to undertake the study;	2.1.2.1	Stationary;		100.00 USD
		2.1.2.2	Facilitation for research;		4,500.00 USD
2.1.3	Collect field data and undertake desk reviews;	2.1.3.1	Fuel;		1,400.00 USD
		2.1.3.2	Stationary;		300.00 USD
		2.1.3.3	Internet;		420.00 USD
		2.1.3.4	Subscriptions;		300.00 USD
2.1.4	Hold a meeting to review the draft study report;	2.1.4.1	Stationary;		300.00 USD
		2.1.4.2	Internet;		100.00 USD
		2.1.4.3	Fuel;		100.00 USD
		2.1.4.4	Hall hire;		800.00 USD
		2.1.4.5	Meals and snacks;		1,500.00 USD
		2.1.4.6	Per diem;		2,500.00 USD
2.1.5	Publish final study report;	2.1.5.1	Designing;		300.00 USD
		2.1.5.2	Printing cost;		2,000.00 USD
		2.1.5.3	Publishing and dissemination;		1,200.00 USD
<b>2.2</b>	<b>A University Policy on Disability developed in accordance with the relevant legal and policy frameworks;</b>				
2.2.1	Hold meetings to Develop TORs and recruit resource person;	2.2.1.1	Stationary;		200.00 USD
		2.2.1.2	Fuel;		200.00 USD
		2.2.1.3	Resource person fees;		2,000.00 USD
2.2.2	Hold meeting to review draft policy;	2.2.2.1	Stationary;		300.00 USD
		2.2.2.2	Internet;		100.00 USD
		2.2.2.3	Fuel;		100.00 USD
		2.2.2.4	Hall hire;		800.00 USD
		2.2.2.5	Meals and snacks;		1,500.00 USD
		2.2.2.6	Per diem;		2,500.00 USD
2.2.3	Hold meeting to approve and publish final University Policy;	2.2.3.1	Stationary;		300.00 USD
		2.2.3.2	Internet;		100.00 USD
		2.2.3.3	Fuel;		100.00 USD
		2.2.3.4	Meals and snacks;		1,500.00 USD

<b>2.3</b>	<b>A joint conference of county and subcounty chiefs organized to draw strategies on the inclusion of female youth with disabilities in employment and entrepreneurship in their areas of jurisdiction;</b>			
2.3.1	Prepare invitations to participants at the conference;	2.3.1.1	Stationary;	100.00 USD
		2.3.1.2	Fuel;	300.00 USD
2.3.2	Host one day conference;	2.3.2.1	Stationary;	300.00 USD
		2.3.2.2	Internet;	4,500.00 USD
		2.3.2.3	Fuel;	300.00 USD
		2.3.2.4	Hall hire;	3,000.00 USD
		2.3.2.5	Meals and snacks;	9,000.00 USD
		2.3.2.6	Per diem;	2,500.00 USD
		2.3.2.7	Facilitation fees;	400.00 USD
<b>2.4</b>	<b>18 county-based strategic meetings held with key stakeholders to increase awareness of the potentials of female youth with disabilities in employment and entrepreneurship;</b>			
2.4.1	Hold 2 meetings to undertake stakeholders mapping;	2.4.1.1	Stationary;	100.00 USD
		2.4.1.2	Fuel;	200.00 USD
2.4.2	Develop schedule for county-based meetings;	2.4.2.1	Stationary;	100.00 USD
		2.4.2.2	Fuel;	200.00 USD
2.4.3	Prepare invitations to participants at the meetings;	2.4.3.1	Stationary;	200.00 USD
		2.4.3.2	Fuel;	450.00 USD
2.4.4	Convene 18 county based meetings;	2.4.4.1	Stationary;	1,890.00 USD
		2.4.4.2	Internet;	200.00 USD
		2.4.4.3	Fuel;	1,800.00 USD
		2.4.4.4	Hall hires	1,800.00 USD
		2.4.4.5	Meals and snacks;	3,600.00 USD
		2.4.4.6	Per diem;	3,600.00 USD
		2.4.4.7	Facilitation fees;	900.00 USD
<b>2.5</b>	<b>Community-based meetings organized to enable recruited female youth with disabilities to show-case their potentials and learnings from the Center for Employment and Social Entrepreneurship;</b>			
2.5.1	Hold engagement meetings with local council authorities in areas where the recruited candidates come from;	2.5.1.1	Stationary;	200.00 USD

		2.5.1.2	Fuel;		400.00 USD
2.5.2	Support candidates to prepare presentations about their work;	2.5.2.1	Stationary;		50.00 USD
		2.5.2.2	Internet;		100.00 USD
2.5.3	Hold meetings with communities for candidates to share about their work;	2.5.3.1	Stationary;		400.00 USD
		2.5.3.2	Fuel;		700.00 USD
		2.5.3.3	Venue hires;		1,000.00 USD
		2.5.3.4	Snacks and refreshments;		2,300.00 USD
<b>2.6</b>	<b>IEC and promotional materials designed, printed and distributed;</b>				
2.6.1	Design, print and distribute IEC materials bi annually;	2.6.1.1	Designing costs;		4,000.00 USD
		2.6.1.2	Printing costs;		15,000.00 USD
		2.6.1.3	Distribution costs;		3,000.00 USD
<b>3</b>	<b>To build and sustain a network of stakeholders for joint advocacy for the effective inclusion of female youth with disabilities in employment and entrepreneurship;</b>				
<b>3.1</b>	<b>Memorandums of Understanding signed with potential employers of female youth with disabilities;</b>				
3.1.1	Hold 40 meetings to sign MOUs with public and local authorities;	3.1.1.1	Stationary;		200.00 USD
		3.1.1.2	Meals and Snacks;		2,000.00 USD
		3.1.1.3	Fuel:		4,000.00 USD
<b>3.2</b>	<b>Memorandums of understanding signed with public and local authorities to support female youth with disabilities in social entrepreneurship;</b>				
3.2.1	Hold 40 meetings to sign MOUs with public and local authorities;	3.2.1.1	Stationary;		200.00 USD
		3.2.1.2	Meals and Snacks;		2,000.00 USD
		3.2.1.3	Fuel:		4,000.00 USD
<b>3.3</b>	<b>Coalition of civil society organizations, researchers, and the academia established to strengthen research and advocacy on inclusive employment and social entrepreneurship;</b>				
3.3.1	Hold annual conferences to evaluate the situation of female youth with disabilities in employment and entrepreneurship;	3.3.1.1	Stationary;		2,400.00 USD
		3.3.1.2	Internet;		240.00 USD

		3.3.1.3	Fuel;		500.00 USD
		3.3.1.4	Hall hire;		2,000.00 USD
		3.3.1.5	Meals and snacks;		8,000.00 USD
		3.3.1.6	Per diem;		6,400.00 USD
		3.3.1.7	Facilitation fees;		1,600.00 USD
3.3.2	Hold quarterly internal review meetings on the progress of the project;	3.3.2.1	Stationary;		600.00 USD
		3.3.2.2	Meals and Snacks;		4,000.00 USD
		3.3.2.3	Fuel:		3,000.00 USD
3.3.3	Hold bi-annual stakeholders' review meetings on the progress of the project;	3.3.3.1	Stationary;		2,400.00 USD
		3.3.3.2	Internet;		240.00 USD
		3.3.3.3	Fuel;		500.00 USD
		3.3.3.4	Hall hire;		2,000.00 USD
		3.3.3.5	Meals and snacks;		8,000.00 USD
		3.3.3.6	Per diem;		6,400.00 USD
<b>3.4</b>	<b>Joint publications produced on the inclusion of female youth with disabilities in employment and entrepreneurship programs;</b>				
3.4.1	Invite institutions and individuals to contribute to content to joint publications;	3.4.1.1	Stationary;		300.00 USD
		3.4.1.2	Internet;		500.00 USD
3.4.2	Identify and select an editorial committee for the publication;	3.4.2.1	Quarterly allowances for editorial committee members;		21,000.00 USD
3.4.3	Hold quarterly meetings of the editorial committee to select articles to be published;	3.4.3.1	Meals & Snacks;		700.00 USD
		3.4.3.2	Stationary;		350.00 USD
		3.4.3.3	Transport Facilitation		2,100.00 USD
3.4.4	Publish quarterly well researched and peer reviewed articles on the situation of female youth with disabilities in employment and entrepreneurship;	3.4.4.1	Editorial and graphics designing;		1,400.00 USD
		3.4.4.2	Printing;		28,000.00 USD
		3.4.4.3	Online publishing;		700.00 USD

		3.4.4.4	Dissemination;		700.00 USD
<b>3.5</b>	<b>Periodic media engagements held, including radio and TV talk shows, press releases and articles, blogs, op-eds, etc. to share outcomes and rally public opinion on the progress of the project;</b>				
3.5.1	Hold monthly radio and TV talk shows;	3.5.1.1	Talk time fees;		4,800.00 USD
		3.5.1.2	Fuel;		1,080.00 USD
3.5.2	Design and publish a website for the project;	3.5.2.1	Web designing;		1,200.00 USD
		3.5.2.2	Hosting fees;		200.00 USD
3.5.3	Prepare and publish quarterly press articles;	3.5.3.1	Press space;		3,000.00 USD
		3.5.3.2	Editorial fees;		1,500.00 USD
3.5.4	Develop and run quarterly social media campaigns;	3.5.4.1	Social media influencers;		4,000.00 USD
		3.5.4.2	Internet		2,400.00 USD

## Annex II: Project Timeline

Objective/Output	2020												2021											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
1 To build capacity of female youth with disabilities by offering employment and entrepreneurship support services;																								
1.1 A Center for Employment and Social Entrepreneurship established																								
1.2 Staff recruited and inducted																								
1.3 Training modules developed																								
1.4 Target group recruited and trained on social entrepreneurship																								
1.5 Target group recruited and trained on employment skills																								
2 To change institutional and society beliefs and attitudes towards female youth with disabilities in employment and entrepreneurship;																								
2.1 Student-led baseline study and gap analysis undertaken																								
2.2 University policy on disability developed																								
2.3 Joint conference of county and subcounty chiefs held																								
2.4 18 county-based stakeholders meetings held																								
2.5 Community based meetings organized																								
2.6 IEC materials printed and distributed																								
3 To build and sustain a network of stakeholders for joint advocacy for the effective inclusion of female youth with disabilities in employment and entrepreneurship;																								
3.1 MOUs signed with potential employers																								
3.2 MOUs signed with local authorities																								
3.3 Coalition of stakeholders established																								
3.4 Joint publications produced																								
3.5 Periodic media engagements held																								

### Annex III: Project Budget

Number	Item	Description	Duration	Unit	Quantity	Unit	Cost/unit	Total cost	Overall cost
1	Personnel								\$ 64,800
1.1		Project Coordinator	24	Months	1	Persons	\$ 600	\$ 14,400	
1.2		Project Accountant	24	Months	1	Persons	\$ 450	\$ 10,800	
1.3		Monitoring & Evaluation Officer	8	Months	1	Persons	\$ 450	\$ 3,600	
1.4		Facilitators/Lecturers/Tutors	12	Months	6	Persons	\$ 500	\$ 36,000	
2	Program Outputs								
2.1	To build capacity of female youth with disabilities by offering employment and entrepreneurship support services;								\$ 25,990
2.1.1	A Center for Employment and Social Entrepreneurship established at the University;							\$ 6,250	
2.1.2	Staff recruited and inducted from within the University academic structures;							\$ 6,370	
2.1.3	Training modules developed to march the skills needs of female youth with disabilities in employment and entrepreneurship;							\$ 11,810	
2.1.4	Cohort of 20 female youth with disabilities recruited and trained on entrepreneurship and social innovation;							\$ 780	
2.1.5	Cohort of 30 female youth with disabilities recruited for employment skills training and employment support;							\$ 780	
2.2	To change institutional and society beliefs and attitudes towards female youth with disabilities in employment and entrepreneurship;								\$ 88,240
2.2.1	A student-led baseline study and gap analysis undertaken to evaluate the situation of female youth with disabilities in employment and entrepreneurship in Buganda Kingdom;							\$ 15,950	
2.2.2	A University Policy on Disability developed in accordance with the relevant legal and policy frameworks;							\$ 9,700	
2.2.3	A joint conference of county and subcounty chiefs organized to draw strategies on the inclusion of female youth with disabilities in employment and entrepreneurship in their areas of jurisdiction;							\$ 20,400	

2.2.4	18 county-based strategic meetings held with key stakeholders to increase awareness of the potentials of female youth with disabilities in employment and entrepreneurship;	\$ 15,040
2.2.5	Community-based meetings organized to enable recruited female youth with disabilities to show-case their potentials and learnings from the Center for Employment and Social Entrepreneurship;	\$ 5,150
2.2.6	IEC and promotional materials designed, printed and distributed;	\$ 22,000

2.2	To build and sustain a network of stakeholders for joint advocacy for the effective inclusion of female youth with disabilities in employment and entrepreneurship;	\$ 134,610
2.2.1	Memorandums of Understanding signed with potential employers of female youth with disabilities;	\$ 6,200
2.2.2	Memorandums of understanding signed with public and local authorities to support female youth with disabilities in social entrepreneurship;	\$ 6,200
2.2.3	Coalition of civil society organizations, researchers, and the academia established to strengthen research and advocacy on inclusive employment and social entrepreneurship;	\$ 48,280
2.2.4	Joint publications produced on the inclusion of female youth with disabilities in employment and entrepreneurship programs;	\$ 55,750
2.2.5	Periodic media engagements held, including radio and TV talk shows, press releases and articles, blogs, op-eds, etc. to share outcomes and rally public opinion on the progress of the project;	\$ 18,180

3	Administrative Costs						\$ 38,440
3.1	Contribution to Rent of Office Premises	24	Months	1	Units	\$ 800	\$ 19,200
3.2	Contribution to Office Utilities	24	Months	1	Units	\$ 200	\$ 4,800
3.3	Stationary	24	Months	1	Units	\$ 50	\$ 1,200
3.4	Internet & Telephone	24	Months	1	Units	\$ 110	\$ 2,640
3.5	Transport	24	Months	1	Units	\$ 80	\$ 1,920
3.6	Office Furniture & Fittings	1	Set	2	Units	\$ 3,500	\$ 7,000
3.7	Bank Charges	24	Months	1	Units	\$ 20	\$ 480
3.8	Audit Fes	2	Years	1	Units	\$ 600	\$ 1,200

<b>TOTAL PROJECT COST</b>							<b>\$ 352,080</b>
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