

THE EQUAL PROJECT

BASELINE SURVEY REPORT

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We would also like to thank the partners especially; UNHCR, OPM, FCA, ALIGHT, Kyegegwa Sub County Senior Assistant Secretary and the LC 3 Council Secretary for Education for providing different perspectives on education especially for children with disabilities, girls that dropped out school within Kyaka II refugee settlement.

Our sincere thanks also go to the various respondents that included the CPCs, Teachers, Assistants Teachers, RWCs, women in VSLA groups, children and community. Your responses were invaluable and were used to inform the compilation of this report.

List of abbreviations

| | |
|----------|--|
| AWYAD | African Women and Youth Action for Development |
| CfC | Chance for Childhood |
| COVID 19 | Corona Virus Disease 2029 |
| CPC | Child Protection Committee |
| CwD | Children with Disabilities |
| DRC | Democratic Republic of Congo |
| FCA | Fin Church Aid |
| FGDs | Focused Group Discussions |
| GoU | Government of Uganda |
| INGO | International None Governmental Organisation |
| LC | Local Council |
| MoH | Ministry of Health |
| OOSGs | Out Of School Girls |
| OPM | Office of the Prime Minister |
| RWCs | Refugee Welfare Council |
| UNHCR | United Nations High Commissioner for Refugees |
| VSLA | Village Savings and Loans Associations |

Executive summary

CfC contracted Ikocila Associates to conduct a baseline of their EQUAL project. The project will be implemented in Kyaka II refugee settlement in Kyegegwa District in South West Uganda. The “EQUAL” project seeks to enable out of school children including girls, children with disabilities and children from households facing extreme economic vulnerabilities, aged 5-17, to enjoy quality inclusive primary education post COVID-19 context. The project will be implemented by CfC in partnership with AWYAD.

Purpose of the baseline survey

The baseline will be critical to establishing clarity about the anticipated targets.

Methodology

The consultants used a mix of both quantitative and qualitative approaches during the assessment. The qualitative data collection methods comprised of Focused Group Discussions (FGDs) and Key Informant Interviews (KII). To assess the project indicators that required quantitative data, the consultants undertook a specific survey targeting different categories targeted by the project. These included; 293 Out of School children and extremely vulnerable children, 80 Families benefiting from VSLA and 387 community members.

Key findings

The results are aligned to the main project outcomes and the specific outputs of the project. Specific focus was placed on assessing the current situation with regard to key outcomes specified in the logical frame work of EQUAL project.

Outcome I: OOSC benefit from an education

A total of 154 (52.6%) children interviewed had ever dropped out of school. Only 139 (47.4%) children interviewed had never dropped out of school. More girls 119 (77.3%) dropped out of school compared to boys who were 35 (22.7%). A bigger proportion of 63 (40.9%) took at least a year at home before COVID 19. Another big number represented by 37 (24.0%) took less than a year when they dropped, 26 (16.9%) stayed out of school for 2 years, 20 (13.0%) took 3 years out of school and 8 (5.2%) were out of school for over 4 years.

Outcome 2: Improved economic resilience of 100 disadvantaged families to ensure the long-term enrolment of an additional 300 OOSC

A sample 80 disadvantaged families who are members of VSLA were interviewed during the baseline exercise. There were 63 (78.8%) females and 17 (21.2%) males.

Main source of income for VSLA group members that participated in the baseline was casual labour represented by 38 (47.5%) where they were being paid UGX3,000= each day they worked (approximately 0.84 USD). Other main sources of household income were selling their food ration, mentioned by 16 (20.0%), petty trading was mentioned by 16 (20.0%) and Bodaboda riding by 3 (3.8%).

A total of 60 (75%) were earning less than 100,000 per month. There were 14 (17.5%) who earned between 100,000-190,000, a small number 3 (3.75%) earned 200,000-290,000. Others 2 (2.5%) earned 300,000-390,000 and only 1 (1.25%) earned more than 500,000=.

A total of 61 (76.3%) of the respondents were members for VSLA for over 12 months. Thirteen (16.3%) were members of VSLA for between 7-12 months and a small number 6(7.5%) have taken between 1-6months as members of VSLA.

Outcome 3: CYP (especially girls & CwD) feel safer and more included at school

The findings established that, 159 (54.3%) children felt safe because the entrance to the classroom had ramp, the sitting arrangement in class is good and children use chairs and desks. This study did not establish reasons why the children who reported unsafe in classroom said so. There were 96 (71.6%) girls from 134 children felt they were not safe in class and 38 (28.3%) were boys.

The baseline survey found that there were no clear referral pathways in the schools. This assertion was confirmed by the 8 teachers who participated in the teachers' assessment. Although when ever need for referral arose, the class teacher and the head teacher played an important role. The referrals were made to either FCA who is focal organisation for Education, Police or other organisations like Save the children, ALIGHT, HI among others.

Majority of the girls represented by 125 (58.1%) said they had washrooms and 90 (41.8%) from 215 girls interviewed.

were closed for first term holidays.

While at school, 107 (49.7%) said they had access to emergency nickers when at school. At least 39 (18.1%) had ever received menstrual hygiene materials before equal project was implemented. The support was received from FCA and Save the Children.

There was a small number of 22 (7.5%) girls and 6 (2.0%) boys who reported they received scholastic materials from other organisations like FCA before the EQUAL project was implemented.

Outcome 4: Improved inclusive practices in the community

the baseline findings indicate that 239 (61.8%) reported that they involve the children with impairments in different daily activities. There were 148 (38.2%) who reported that they do not involve the children with disabilities in their daily work because some they cannot do work like other normal children.

Findings from KIIs with the Senior Assistant Secretary Kyegegwa sub county, LCIII secretary for education, CPCs and RWCs real that **no action plans** existed in the sub county or lower levels of local government that supported children inclusivity at community and in schools.

The findings presented high knowledge level among the community regarding need to support boys, girls and CwD to go to school. This was mentioned by 372 (96.1%) respondents agreeing and only 15 (3.9%) disagreeing that boys, girls and CwDs should not be given equal opportunities.

Regarding support to the children, 369 (95.3%) of the community members said they support their children equally. However, 18 (4.7%) said they do not support their children equally. EQUAL project needs to investigate whether this is true since it was just reported by the household heads that participated in the interview.

Recommendations

- i. The VSLA groups need to be supported and guided on the registration process since none of them was registered at the time of baseline survey.
- ii. Training of VSLA members in different aspects is key for the success of the groups. Training should not only target the executive members but rather should target all the members.

- iii. There is need to engage the district local government and ministry of Education and sports on the recruitment of the Special Needs Education personnel to support the children with disabilities this should cater for both primary and Secondary Education.
- iv. There need to engage stakeholders especially the NGOs and Local authorities to involved in supporting children with disabilities by holding regular meetings through the forum to discuss issues affecting children with disabilities, what has been done and what can be done. This will enhance more effective way of supporting them.
- v. Community sensitization meetings that caters for the parents, local leaders and community resource persons on the rights of children with disabilities should be held.
- vi. There is need to strengthen the case management of children with disabilities as well as psycho social support for the parents who are greatly affected by conditions of their children.
- vii. Training of the in service teachers in the basics of special needs Education and the rights of children with disabilities and referral mechanisms.
- viii. There in need to engage the Ministry of Education and sports department of Teacher Instructor Education and training (TIET) to integrate the Special Needs Education in the teacher training curriculum at all level (Certificate, Diploma and Bachelor).
- ix. The key partners in supporting the Children with disabilities should support the district local government to integrate the Special Needs Education in their district development plan this will enable the district to support children with disabilities in more sustainable approach.

I. Introduction

This report presents the findings of the baseline survey for EQUAL Project that was conducted by Ikocila Associates Ltd on behalf of Chance for Childhood. Field data for the baseline survey were collected in April 2022 in Kyaka II refugee settlement in Kyegegwa District, South Western Uganda. The report presents the background to the study, the study methodology and approach, findings presented in line with the project objectives and outputs as well as specific assessment questions. The quantitative and qualitative findings are presented in an integrative manner in order to facilitate easy flow of the different components of the report. The final sections of the report highlight the key findings in relation to the project, as well as providing key recommendations for consideration in the implementation of EQUAL Project.

I.1 About Chance for Childhood

Chance for Childhood (CfC) is an INGO, registered in Uganda to deliver locally led, relevant and sustainable development while enhancing gender and disability inclusion across all models of economic and social development. CfC has over 25 years of experience implementing holistic community-based projects with children in vulnerable situations across East Africa. The foundation of CfC approach is to recognise and respond to intersecting vulnerabilities with a particular outcomes focus on access to quality inclusive education and safer spaces. Operating in Uganda since 2008, CfC has been producing first time evidence of the needs and challenges faced by teachers in supporting children with disabilities and or special educational needs. CfC added value lies in successfully building in-country capacity of local partners along with expertise in designing projects targeting the hardest to reach children. CfC is a member of the Education in Emergencies working group and Inclusive Education Task Team in Uganda. The groups of children targeted by CfC are those at greater risk of poverty, discrimination and risk of harm than other groups.

I.2 Background to the EQUAL project

The “EQUAL” project seeks to enable out of school children including girls, children with disabilities and children from households facing extreme economic vulnerabilities, aged 5-17, to enjoy quality inclusive primary education post COVID-19 context. Decades of war in DRC has

caused a mass influx of refugees into Uganda, estimated at 1,582,076¹. 57%² of the refugees are children and 33% of the refugee children settlements are out of school (ERP, 2019). Kyaka II has 15 primary schools, yet 56% of refugee children are out of education (UNHCR, 2019). School attendance rates are critically impacted by household poverty – in 2017, 58% of Kyaka II's refugees were not participating in any livelihood activity – further exacerbated by COVID-19.

Due to cultural barriers, the education of boys is often prioritized and women and young girls are forced to rely on negative coping mechanisms, such as transactional sex (World Vision, 2017). CfCs needs assessment in Kyaka II in 2019, revealed first time data indicating 44% of children screened had a functional disability or were at risk of developmental delays. They found only 375 CwD across 14 schools, representing just 2% of the pupil population. Critical contributing factors of exclusion include the physical inaccessibility of schools, lack of inclusive teaching practices, poor access to adapted learning materials or assistive devices and high level of stigmatisation - both within the communities in which they live and at school (CfC, 2020).

By 14th June 2021, the Government of Uganda (GoU) had reported 61,977 COVID-19 cases with 428 deaths (MOH 2021). Since October 2020 GoU has been implementing a phased reopening of schools and had by 4th June, P.4, P.5, P.7, S.4 and S.6 classes had completed the academic year, 2020 while P.6, S.3 and S.5 had completed their second term of the 2020 academic year. Other classes i.e. S.1 and S.2 had began their second term while P.1, P.2 and P.3 were to report on 7th June, 2021. As a way to manage a resurgence in COVID-19 cases under the second wave, all schools were again closed on 6th June, 2021 and a lockdown instituted. GoU has introduced the COVID-19 vaccine targeting 940,000 frontline workers including teachers and by 14th June, 2021 over 757,664 out of 940,000 targets, including teachers had received the vaccines. The protracted nature of the COVID-19 crisis resulted in increased poverty and a reduction of livelihood opportunities, leading to a surge in the number of OOSC particularly OOSG, OOSCwD and OOSCEEV in Kyaka II refugee settlement, Kyegegwa district. Aside from the learning loss OOSGs are also experiencing additional vulnerabilities including increased rates of commercial sexual exploitation, teenage pregnancies, child marriages and forced migrations. Without an effective intervention tailored to their needs, OOSG, OOSCwD and OOSCEEV living

¹ <https://data2.unhcr.org/en/country/uga>

² <https://www.unicef.org/uganda/unicef-ugandas-emergency-response-refugees>

in Kyaka II refugee settlement will continue to remain excluded from school and we risk losing an entire generation.

1.3 Aim of the project

EQUAL aims at enabling 1,100 out of school children (OOSC) including girls, children with disabilities and those from economically vulnerable households, aged 5-17, to enjoy quality inclusive primary education within the COVID-19 context.

1.4 Project objectives

Objective 1: Strengthen evidence/understanding (especially intersectionality between gender and disability) to identify those most marginalised learners and respond to factors of exclusion in accessing school. We will roll out an SMS/phone non-medical screening tool for parents and caregivers to identify children living with functional disabilities; identify marginalised learners through community consultations using the MoGLSD approved Vulnerability Index tool. We will then enroll 1,100 out of school children and support them with scholastic materials and specific support tailored to their needs.

Objective 2: Strengthen the economic resilience of disadvantaged families to ensure the long-term enrolment of additional out of school children. The main activities will include a household mapping; distribution and management of small business grants to targeted households; financial literacy courses alongside gender and inclusion training and the establishment of Village Savings and Loan Associations (VSLAs).

Objective 3: Improve confidence, capacity and knowledge of educators through effective and quality training in inclusion and special needs education, combined with girls' education and safeguarding. The main activities include training and ongoing mentoring support in inclusive education and safeguarding for teachers and school management, mobilisation of a cohort of teaching assistants, creation of safe referral pathways to enable safe disclosures.

Objective 4: Foster a 'culture of inclusion' at community level. This will involve monthly community awareness events for community members; radio sessions to build a safe and inclusive environment for marginalised learners; Training across existing community structures and district officials in inclusive safeguarding and referral mechanisms to ensure a sustainable conducive environment for OOS girls, CwD and children from households

I.5 Purpose of the baseline survey

The baseline will be critical to establishing clarity about the anticipated targets.

I.6 Specific objectives of the baseline survey

Specifically, the objectives of the baseline are to:

- i. Develop appropriate data collection and analysis tools to collect both quantitative and qualitative data according to the project's log frame indicators.
- ii. Test project indicators and data collection tools, making modifications as appropriate.
- iii. Collect data that serves as benchmark measures against the project's log frame indicators.
- iv. Provide a summary of the key indicator data and a report summarizing the implication for project implementation and measurement.
- v. Conduct a needs assessment workshop with teachers to identify their needs/challenges in terms of classroom teaching. [CfC/AWYAD will use this information to co-design a curriculum for training teaching assistants].

I.7 Scope of the baseline survey

The baseline survey was limited to EQUAL project that was implemented in Kyaka II refugee settlement in Kyegegwa district, South Western Uganda. It was conducted in randomly sampled intended beneficiaries who included; children aged between 5-17 years, children with disabilities, girls out of school, Assistant teachers, VSLA group members and community members.

In conducting the baseline, the following specific scope of work was undertaken by the consultants:

- i. Clarify the technical aspects of how the baseline assessment will be conducted in an inception report.
- ii. Design data collection and analysis tools for collection of both quantitative and qualitative data.
- iii. Identify representative sample sizes for each group and propose targeting criteria for them.
- iv. Carry out piloting and modification of tools.
- v. Train data collectors and data entry assistants.

- vi. Oversee data collection and entry.
- vii. Conduct data validation and analysis.
- viii. Analyse the validity and reliability of the indicators and data collection tools.
- ix. Propose recommendations for amendments to indicators and/or data collection tools where necessary.
- x. Draft, revise and finalise the baseline study report.
- xi. Disseminate the evidence to relevant stakeholders.

2. Methodology and approach

2.1 Study Design

The study design was highly participatory and the consultants used a combination of both qualitative and quantitative methodologies while conducting the baseline. Qualitative and quantitative data collection methods and samples were determined differently because these methodologies collected different but complementary information that was useful in benchmarking the project indicators.

2.2 Qualitative Approach

The qualitative data collection methods comprised of Focused Group Discussions (FGDs) and Key Informant Interviews (KII). These data collection methods have been discussed here below:

2.2.1 Focus Group Discussions (FGDs)

The consultants conducted 4 FGDs with the community (39 participants, 23 females and 16 males) to establish their knowledge about children right to education and the role they play in supporting CwD to access education. The FGDs established status of the knowledge and practices of the beneficiary communities in line with project objectives. The information that was collected helped to specifically respond to the project set indicators and was used as a benchmark. Still cognizant of COVID 19 pandemic, the consultants ensured each FGD comprised of 6-15 members. This number was considered because it was easy for the consultants to ensure compliance with the COVID 19 Ministry of Health Standard Operating Procedures (SOPs).

2.2.2 Key Informant Interviews (KIIs)

A total of 24 KIIs were conducted among the different stakeholders that will be involved in the implementation of EQUAL project in Kyaka II settlement. The KII respondents included but not limited to; UNHCR, OPM, FCA, ALIGHT, CPCs, RWCs, Assistant teachers, vulnerable children, community leaders and local government officials. In addition to establishing status information at the time of the baseline, these interviews also helped map out potential areas of resource maximization and synergy building.

Table 1: Stakeholders that participated as KIs interviews

| Name of the stakeholder | Target number |
|---|---------------|
| Community leaders -RWCs | 4 |
| Beneficiary children | 6 |
| VSLA group leaders | 2 |
| Assistant Teachers | 3 |
| AWYAP | 1 |
| UNHCR | 1 |
| OPM | 1 |
| FCA | 1 |
| ALIGHT | 1 |
| Child protection committees | 2 |
| Senior Assistant Secretary - Kyegegwa | 1 |
| Secretary Education LCIII council Kyegegwa | 1 |
| Total | 24 |

2.3 Quantitative approach

To assess the project indicators that required quantitative data, the consultants undertook a specific survey targeting different categories targeted by the project. These include; 1100 OOSC, 100 families benefiting from VSLA and 12,820 community members.

2.3.1 Quantitative sampling of different target beneficiaries

A semi-structured questionnaire was administered to different identified beneficiaries. In determining the sample, the consultants used Yumane (1967) method of calculating the sample size.

Margin error will 5% and

Confidence level of 95%

Population (n)

$$n = \frac{i \cdot N}{100}$$

i. Out of School children and extremely vulnerable children– 1100

$$I+N (e)^2$$

$$n = \frac{1100}{1+1100 (0.05)^2}$$

$$n=293$$

ii. Families benefiting from VSLA-100

$$n = \frac{N}{1+N (e)^2}$$

$$n = \frac{100}{1+100 (0.05)^2}$$

$$n=80$$

iii. Community members -12,820

$$n = \frac{N}{1+N (e)^2}$$

$$n = \frac{12820}{1+12820 (0.05)^2}$$

$$n=387$$

2.4 Methods of quantitative data processing and analysis.

Quantitative data processing involved editing of Out of School children and extremely vulnerable children, VSLA and household questionnaires and coding of open-ended responses was also done. Data was collected using **Solstice**, a mobile based data collection tool. The data was then analysed using the provisions of Solstice and for complex data analysis was done using SPSS. Descriptive analysis was employed to generate data related to proportions.

2.5 Methods of quantitative data analysis.

Field notes from KII and FGDs was written and used to enhance and substantiate quantitative data. Findings were organized according to the different themes and characteristics. New themes and unique responses from the KIIs and FGDs was also included in the analysis. Thematic analysis was used in categorizing the data.

2.6 Data collection processes

A number of tools were used for data collection. Before the data collection tools were used, CfC approved them. The tools were then pretested by the research assistants during their training before the actual data collection was done. The tools that were developed and used included; Stakeholder key informant interview guide, teacher assessment guide, semi structured questionnaire with OOSC, semi structured questionnaire with VLSA group members and the community questionnaire.

2.7 Data Quality control

Data quality was an essential part of the baseline. This was to ensure that quality and accurate data was collected. As earlier stated, the use of electronic data collection tools helped to minimize the risk of inaccuracy. Quality components include; relevance, accuracy (sampling and non-sampling errors), timeliness and punctuality, accessibility and clarity as well as comparability.

The quality of data was ensured through a systematic planning of all the processes involved. Quality control was an integral part of the baseline survey, during data collection and cleaning processes. As earlier indicated, data collection gadgets (tablets and smart phones in-stalled with solstice, data collection software) ensured that, all data collected was uploaded daily which enabled the field supervisors to check on a daily basis for any upload gaps.

At the end of each day, there was feedback meeting between field supervisors and the research assistants in order to obtain feedback on progress, share commonly identified errors and propose solutions. The supervisors made field quality check to ensure that the enumerators were executing high-quality work.

2.8 Ethical considerations

The purpose of the baseline survey was clearly explained to the OPM commandant in Kyaka II refugee settlement. An introductory letter was obtained from CfC to introduce the study team to district and OPM. Likewise, the field teams ensured that appropriate protocol was observed while entering the villages. Consent was sought from the study participants and confidentiality was assured.

The consultants and the Research Assistants were trained on safe guarding and they consent by signing that they would protect the children and the beneficiaries from exploitation or harm.

3.0 Findings

3.1 Introduction

This chapter presents the findings from the baseline. The results are aligned to the main project outcomes and the specific outputs of the project. Specific focus was placed on assessing the current situation with regard to key outcomes specified in the logical frame work of EQUAL project. Based on the results, a summary matrix that shows the baseline values for the project indicators is provided in the annex.

3.2 Outcome I: OOSC benefit from an education

Indicators for outcome one were at zero because the project implementation had not started and even the interventions that had been done were preliminary. The project performance on outcome I indicators will be assessed mid-way or at the end of the project.

All the three outputs under outcome I scored zero. Progress will need to be established during project implementation and at the end.

The consultants interviewed 293 children of different categories that included; OOSG, OOSCw and OOSCEE.

3.2.1 Children drop out from school

A total of 154 (52.6%) children interviewed had ever dropped out of school. Only 139 (47.4%) children interviewed had never dropped out of school. The reasons for dropping out of school among the children varied by included the following; parents were not able to pay PTA fees, no scholastic materials like uniform, books, pencils among others. For teenage girls, some got pregnant and others were not comfortable being at school especially when they are in the menstrual periods because their parents can't help them was sanitary ware. There were also children that were disabled and distant from school that dropped out because they could not commute to school every school day.

Table 2: Children who had ever dropped out of school

| Ever dropped out of school | Number | Percentage (%) |
|-----------------------------------|---------------|-----------------------|
| No | 139 | 47.4% |
| Yes | 154 | 52.6% |
| Total | 293 | 100.0 |

3.2.2 Children drop out from school according to sex

The baseline findings showed that more girls 119 (77.3%) dropped out of school compared to boys who were 35 (22.7%) as detailed by table 3. The results also revealed that the main reason for children dropping out of school included but not limited to the following; disability status, lack of scholastic materials, defiled, pregnancy, stigma after being ragged, sickness and parents stopped their children from going to school.

Table 3: Children drop out of school per sex category.

| Sex of children | No | | Yes | | Total | |
|------------------------|-----------|----------------|------------|----------------|--------------|----------------|
| | Number | Percentage (%) | Number | Percentage (%) | Number | Percentage (%) |
| Female | 96 | 69.1% | 119 | 77.3% | 215 | 73.4% |
| Male | 43 | 30.9% | 35 | 22.7% | 78 | 26.6% |
| Total | 139 | 100.0 | 154 | 100.0 | 293 | 100 |

3.2.3 Years children who dropped out school took at home before resuming school

The baseline findings also reveal that a bigger proportion of 63 (40.9%) took at least a year at home before COVID 19. Another big number represented by 37 (24.0%) took less than a year when they dropped, 26 (16.9%) stayed out of school for 2 years, 20 (13.0%) took 3 years out of school and 8 (5.2%) were out of school for over 4 years as shown by table 4 below.

The children who dropped out of school returned to school as follows; in the year 2021, a total of 23 (14.9%), 2022 there were 78 (50.6%) and before 2020, a total of 53 (34.4%) returned to school. The reasons for resuming school varied but generally children returned to school because of the following reasons: peer influence from friends, support from NGOs and forced by parents.

Table 4: Number of years children stayed out of school

| Years children were home | Female | | Male | | Total | |
|--------------------------|--------|----------------|--------|----------------|--------|----------------|
| | Number | Percentage (%) | Number | Percentage (%) | Number | Percentage (%) |
| 1 year | 47 | 39.5% | 16 | 45.7% | 63 | 40.9% |
| 2 years | 23 | 19.3% | 3 | 8.6% | 26 | 16.9% |
| 3 years | 7 | 5.9% | 1 | 2.9% | 8 | 5.2% |
| 4 years and above | 16 | 13.4% | 4 | 11.4% | 20 | 13.0% |
| Less than year | 26 | 21.8% | 11 | 31.4% | 37 | 24.0% |
| Total | 119 | 100 | 35 | 100 | 154 | 100 |

3.2.4 External support to children’s education

At least 145 (49.5%) of the children interviewed from 293 reported that they had ever received support since they enrolled in school. The supported received included; exercise books, pencils, mathematical sets, bags, colours, sanitary pads (only girls in menstrual age), buckets, soap mattresses, knickers, wheel chairs rubbers, among other items.

The support was mainly received from AWYAD, TPO, Humanity and Inclusion, Save the Children and FCA.

3.3 Outcome 2: Improved economic resilience of 100 disadvantaged families to ensure the long-term enrolment of an additional 300 OOSC

As determined by the sample, 80 disadvantaged families who are members of VSLA were interviewed during the baseline exercise. There were 63 (78.8%) females and 17 (21.2%) males.

At least 46 (57.5%) were married, 25 (31.3%) widowed, 5(6.3%) divorced and 4(5.0%) were single parents.

Majority of the respondents 57 (78.8%) were within the age range of 21-45 years old. This category of people was considered energetic because they are still within a productive age. However due to their refugee status, they were vulnerable and could not afford to support their children in school.

Table 5: VSLA members' demographic information

| Description | Number | Percentage (%) | |
|---|---------------------|----------------|------------|
| Marital status | | | |
| Divorced | 5 | 6.3% | |
| Married | 46 | 57.5% | |
| Single/Never married | 4 | 5.0% | |
| Widowed | 25 | 31.3% | |
| Total | 80 | 100.0 | |
| Age | | | |
| 18-20 | 2 | 2.5% | |
| 21-25 | 10 | 12.5% | |
| 26-30 | 15 | 18.8% | |
| 31-35 | 18 | 22.5% | |
| 36-40 | 12 | 15.0% | |
| 41-45 | 8 | 10.0% | |
| 46-50 | 5 | 6.3% | |
| 51-55 | 3 | 3.8% | |
| 56-60 | 3 | 3.8% | |
| Above 60 | 4 | 5.0% | |
| Total | 80 | 100.0 | |
| Education level of VSLA interviewed | | | |
| None | 32 | 40.0% | |
| Primary level | 28 | 35.0% | |
| Secondary level | 17 | 21.3% | |
| Tertiary College | 2 | 2.5% | |
| University | 1 | 1.3% | |
| Total | 80 | 100.0 | |
| VSLA groups that participated in the baseline and number of people interviewed in each group | | | |
| Name of the zone | Group name | Number | Percentage |
| Buliti | Anawezayote | 13 | 16% |
| Bwiriza | Mutu Kama Na Wewe | 13 | 16% |
| Kakoni | Tusongembele | 13 | 16% |
| Kaborogota | Umoja Ninguvu | 13 | 16% |
| Itambabiniga | Tuendeleye | 14 | 18% |
| Byabakora | Wa Mama Kunyonyesha | 14 | 18% |
| Total | 6 groups | 80 | 100.00% |

3.3.1 Income generation at VSLA households

The main source of income for VSLA group members that participated in the baseline was casual labour represented by 38 (47.5%) where they were being paid UGX3,000= each day they worked

(approximately 0.84 USD). Other main sources of household income were selling their food ration, mentioned by 16 (20.0%), petty trading was mentioned by 16 (20.0%) and Bodaboda riding by 3 (3.8%). Income sources such as being a cobbler, hair dressing, selling livestock, and tailoring was mentioned by at least one respondent each. The fact that all the target VSLA members have income generating activities, shows that they will be able to consistently save and be able to afford school requirements or fees for their children.

Table 6: Main income source at household level.

| Main source of household income | Number | Percentage (%) |
|--|---------------|-----------------------|
| Boda boda | 3 | 3.8% |
| Casual labour | 38 | 47.5% |
| Cobbler | 1 | 1.3% |
| Formal employment | 1 | 1.3% |
| Hair dressing | 1 | 1.3% |
| Livestock | 1 | 1.3% |
| Petty trading | 16 | 20.0% |
| Selling food ration received | 16 | 20.0% |
| Small scale artisan | 2 | 2.5% |
| Tailoring | 1 | 1.3% |
| Total | 80 | 100.0 |

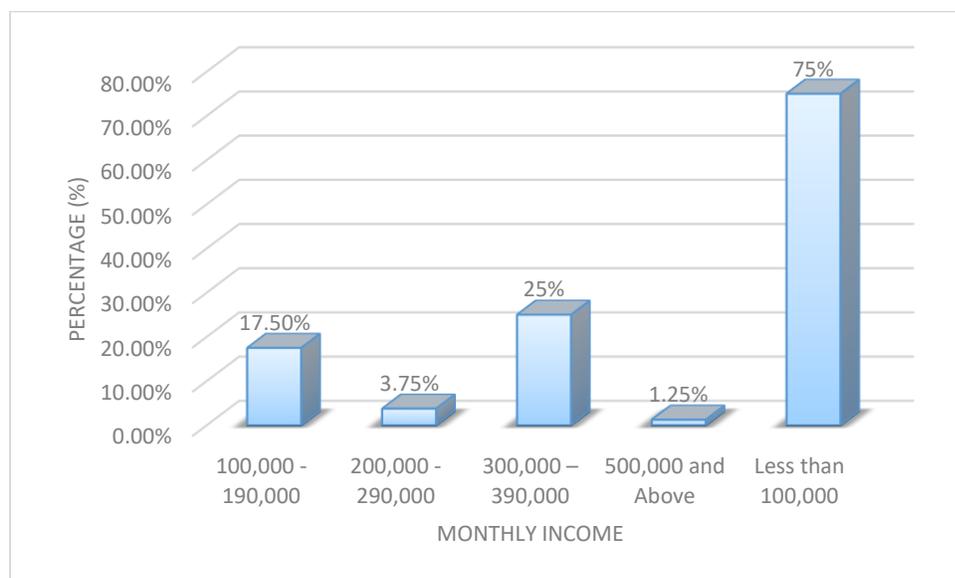
3.3.2 Monthly household Income

Household income from different sources when aggregated was estimated as shown in figure 1 below. A total of 60 (75%) were earning less than 100,000 per month. There were 14 (17.5%) who earned between 100,000-190,000, a small number 3 (3.75%) earned 200,000-290,000. Others 2 (2.5%) earned 300,000-390,000 and only 1 (1.25%) earned more than 500,000= . These findings therefore show that the households identified to benefit from VSLA are those that are vulnerable and needy.

The income earned was mainly spent on food as presented by 61(76.3%) respondents, this was followed by those who spent their income on education 11(13.8%), health services 4(5.0%) and

saving 4 (5.0%). Due to limited space of land for farming, the income earned was spent on buying food to change the diet. To support their children to attend school, the income parents spent to support their children varied from household to household. The findings revealed that households were spending averagely 10% of their income on education of their children. In average each household had 3 children who were of school going age. As set by the EQUAL project, the target of 30% is realistic and appropriate. However, the project team will need to sensitize the community on the value of education and the need to increase on the allocation of their income towards supporting their children’s education.

Figure 1: Household monthly income



3.3.3 VSLA membership and Knowledge about VSLA

All the 80 respondents were members of different VSLA groups. A total of 61 (76.3%) of the respondents were members for VSLA for over 12 months. Thirteen (16.3%) were members of VSLA for between 7-12 months and a small number 6(7.5%) have taken between 1-6months as members of VSLA. CfC and AWYAD need to take advantage of the already existing VSLA experience within the groups to strengthen and ensure active savings and loans activities within the groups. Parents who value education and are able to afford school requirements are often motivated to take their children to school. Therefore, motivating VSLA members to save more with the aim of taking their children to school will encourage them to enroll other children who do not go to school.

All the VSLA group members had knowledge about the purpose for forming VSLA groups. The respondents mentioned that the major function of VSLA was to save and lend money to members with minimal interest. They also mentioned that VSLA groups creates cohesion among the group members, enables members to access social and emergency funds without interest, members are able to save money for future financial sustainability and for investment.

All the 6 VSLA groups that participated in the baseline had constitutions. Seventy-nine (99%) of the respondents were already active savers in their respective VSLA groups. Saving was being done weekly in all the groups.

Table 7: Time vulnerable households have been members of VSLA

| Time in savings group | Number | Percentage (%) |
|------------------------------|---------------|-----------------------|
| 1-6 months | 6 | 7.5 |
| 7-12 months | 13 | 16.3 |
| More than 12 months | 61 | 76.3 |
| Total | 80 | 100.0 |

3.3.4 Weekly amounts saved

The weekly savings were as low as 200 shillings for emergency. Majority of the VSLA group members save 1,000 shillings and represented by 37 (46.3%) respondents. There was also a same number, 37 (46.3%) of VSLA members who saved 5,000= every week. Few of the respondents represented by 5 (6.3%) said their saving was less than 1000=. Exceptional respondent was saving 20,000= each week.

At the time of the baseline survey, individual saving varied with the lowest having 500 shillings and the highest 600,000=. There is a big discrepancy in the amounts saved because of the difference in income sources. CfC and AWYAD need to encourage saving among all the members so that they will all be able to meet their basic needs.

Table 8: Amount saved on weekly basis

| Amount saved weekly | Number | Percentage (%) |
|---------------------|-----------|----------------|
| 1,000 | 37 | 46.3% |
| 20,000 | 1 | 1.3% |
| 5,000 | 37 | 46.3% |
| Less than 1000 | 5 | 6.3% |
| Total | 80 | 100 |

3.3.5 VSLA groups registration

The VSLA respondents provided varying information about their registration status. Each VSLA member had a different view about their registration status. According to the leaders from the 6 VSLA groups visited in the zones, none of the VSLA groups supported by CfC/ AWYAD was registered at the time of the baseline data collection exercise. The expected registration is supposed to happen at sub county up to district level.

3.3.6 VSLA training

At least 49(61.2%) respondents had ever participated in VSLA training and 31(38.8%) had never attended any training. The trainings covered; financial literacy, group formation and records management. The trainings were received from other organisations before AWYAD took them up for support.

3.3.7 Loaning

A large number of the groups represented by 77 (96.2%) said their groups were loaning out money, 3 (3.8%) said the loaning had not yet started.

Interest charged was 10% each months. The repayment period varied depending on the amount borrowed and was between 1 to 3 months.

The amounts borrowed was mainly used for buying inputs such as seeds, buy food, pay medical bills for family members, pay fees and investing in their businesses.

3.4 Outcome 3: CYP (especially girls & CwD) feel safer and more included at school

Under this outcome, the project will look at improving a feeling of safety for the girls, CwD and CEEV when in class. The findings established that, 119 (55.3%) girls felt safe because they were having access to WASH rooms and were not bullied. The girls also reported that they were given special attention by the teachers. Further the children felt safe in class because teachers guide them. There were 96 (44.7%) girls that did not feel safe because they were often disturbed by boys and sometimes teachers could abuse them.

Regarding CwD feeling safe while in class, the baseline found that 54 (55.5%) felt safe because the entrance to the classroom had ramp, the sitting arrangement in class is good and children use chairs and desks. There were 39 (45.5%) CwD who felt they were not safe in class. They reported that teachers did not give them any special attention, children in class would laugh at them and sometimes children beat them when the teachers are not in class.

For the CEEV feeling safe in the classroom, 54 (62.8%) were feeling safe in class. They reported that they were treated like other children in the class. However, there were 32 (37.2%) CEEV who reported they were not safe in class because they did not have adequate scholastic materials and teachers harass them. They also reported that other children laugh at them because sometimes their clothes get torn because they are old.

The consultancy team suggests more effort to be put on training teaching on inclusive education and managing children with different impairments and age groups. This will help them be able to adequately manage their lessons while ensuring that all the children are considered and are comfortable while in class.

Table 9: Children feeling of safety in class

| Girls that feel safe in class | score | Percentage (%) |
|---|--------------|-----------------------|
| Yes | 119 | 55.3% |
| No | 96 | 44.7% |
| Total | 215 | 100 |
| CwD report feeling safe in the classroom | | |
| Yes | 54 | 55.5% |

| | | |
|--|----|-------|
| No | 39 | 45.5% |
| Total | 94 | 100 |
| CEEV report feeling safe in the classroom | | |
| Yes | 54 | 62.8% |
| No | 32 | 37.2% |
| Total | 86 | 100 |

3.4.1 Children feeling safe in class according to type of disability

As already stated in the above paragraphs, both girls and boys felt not safe in class. In the table 10 below, the analysis has been presented in line with the different disabilities as collected using the Washington group of questions. Important to note is that, the children in some cases had multiple disabilities.

Table 10: Children disaggregated according to disability

| Type of disability | Girls | | Boys | | Total | |
|---------------------------|-----------|----------------|-----------|----------------|------------|----------------|
| | Number | Percentage (%) | Number | Percentage (%) | Number | Percentage (%) |
| Difficulty seeing | | | | | | |
| No, no difficulty | 67 | 69.8% | 27 | 71.1% | 94 | 70.1% |
| Yes, a lot of difficulty | 5 | 5.2% | 2 | 5.3% | 7 | 5.2% |
| Yes, some difficulty | 24 | 25.0% | 9 | 23.7% | 33 | 24.6% |
| Total | 96 | 100 | 38 | 100 | 134 | 100 |
| Difficulty hearing | | | | | | |
| Cannot do it at all | 1 | 1.0% | 3 | 7.9% | 4 | 3.0% |
| No, no difficulty | 68 | 70.8% | 21 | 55.3% | 89 | 66.4% |
| Yes, a lot of difficulty | 10 | 10.4% | 4 | 10.5% | 14 | 10.4% |
| Yes, some difficulty | 17 | 17.7% | 10 | 26.3% | 27 | 20.1% |
| Total | 96 | 100 | 38 | 100 | 134 | 100 |
| Difficulty walking | | | | | | |
| Cannot do it at all | 1 | 1.0% | 0 | 0.0% | 1 | 0.7% |
| No, no difficulty | 60 | 62.5% | 24 | 63.2% | 84 | 62.7% |
| Yes, a lot of difficulty | 12 | 12.5% | 4 | 10.5% | 16 | 11.9% |

| | | | | | | |
|----------------------------------|----|-------|----|-------|-----|-------|
| Yes, some difficulty | 23 | 24.0% | 10 | 26.3% | 33 | 24.6% |
| Total | 96 | 100 | 38 | 100 | 134 | 100 |
| Difficulty remembering | | | | | | |
| Cannot do it at all | 5 | 5.2% | 5 | 13.2% | 10 | 7.5% |
| No, no difficulty | 50 | 52.1% | 18 | 47.4% | 68 | 50.7% |
| Yes, a lot of difficulty | 18 | 18.8% | 8 | 21.1% | 26 | 19.4% |
| Yes, some difficulty | 23 | 24.0% | 7 | 18.4% | 30 | 22.4% |
| Total | 96 | 100 | 38 | 100 | 134 | 100 |
| Difficulty with self-care | | | | | | |
| Cannot do it at all | 3 | 3.1% | 1 | 2.6% | 4 | 3.0% |
| No, no difficulty | 58 | 60.4% | 14 | 36.8% | 72 | 53.7% |
| Yes, a lot of difficulty | 18 | 18.8% | 10 | 26.3% | 28 | 20.9% |
| Yes, some difficulty | 17 | 17.7% | 13 | 34.2% | 30 | 22.4% |
| Total | 96 | 100 | 38 | 100 | 134 | 100 |
| Difficulty communicating | | | | | | |
| Cannot do it at all | 5 | 5.2% | 2 | 5.3% | 7 | 5.2% |
| No, no difficulty | 69 | 71.9% | 19 | 50.0% | 88 | 65.7% |
| Yes, a lot of difficulty | 10 | 10.4% | 10 | 26.3% | 20 | 14.9% |
| Yes, some difficulty | 12 | 12.5% | 7 | 18.4% | 19 | 14.2% |
| Total | 96 | 100 | 38 | 100 | 134 | 100 |

3.4.2 Children's knowledge of referral pathways

The baseline survey found that there were no clear referral pathways in the schools. This assertion was confirmed by the 8 teachers who participated in the teachers' assessment. Although when ever need for referral arose, the class teacher and the head teacher played an important role. The referrals were made to either FCA who is focal organisation for Education, Police or other organisations like Save the children, ALIGHT, HI among others. This baseline therefore, implores CfC and AWYAD to work with other organisations within Kyaka II so as to develop referral pathways. These pathways need to be communicated to the teachers and the children for easy use.

3.4.3 Menstrual Hygiene Management

Majority of the girls represented by 125 (58.1%) said they had washrooms and 90 (41.8%) from 215 girls interviewed said they did not and were using neighbours' washrooms wait till night for them to bathe. At the time of the baseline, the girls were at home because the schools were closed for first term holidays.

While at school, 107 (49.7%) said they had access to emergency nickers when at school. At least 39 (18.1%) had ever received menstrual hygiene materials before equal project was implemented. The support was received from FCA and Save the Children.

3.4.4 Access to scholastic materials

There was a small number of 22 (7.5%) girls and 6 (2.0%) boys who reported they received scholastic materials from other organisations like FCA before the EQUAL project was implemented.

Table 11: Access to scholastic materials before EQUAL project

| Did you have adequate scholastic materials before EQAUL project started to support you? | Girls | | Boys | | Total | |
|---|--------|----------------|--------|----------------|--------|----------------|
| | Number | Percentage (%) | Number | Percentage (%) | Number | Percentage (%) |
| No | 193 | 72.8 | 72 | 27.2 | 265 | 100.0 |
| Yes | 22 | 78.6 | 6 | 21.4 | 28 | 100.0 |

3.4.5 Output 3. Teachers, TAs and SMC members trained and supported to support OOSC in inclusion and special needs education

Interactions with the teachers, Assistant teachers and SMC revealed that the knowledge level of these groups of people was low. Specifically, the Assistant teachers and SMC had limited understanding on inclusion of children with special needs during lessons. Teachers also had varied understanding and this depended on the training background. Diploma holders had a fair understanding of inclusive teaching compared to grade III teachers. The project will need to provide practical training to Assistant teachers, teachers and the SMC as a way of improving inclusivity for children when in class.

The 11 teachers (8 teachers and 3 Assistant teachers) interviewed presented varying knowledge levels on how to support OOSC in inclusion and special needs education as shown in table 12 below.

Table 12: Knowledge level of teachers and Assistant Teachers about teaching OOSC and children with special needs

| SN | Knowledge level | Number of Teachers | Percentage (%) |
|----|-----------------|--------------------|----------------|
| 1 | Excellent | 0 | 0% |
| 2 | Very good | 0 | 0% |
| 3 | Good | 0 | 0% |
| 4 | Fair | 7 | 63.6% |
| 5 | Weak | 4 | 36.4% |
| | Total | 11 | 100 |

3.4.5.1 Confidence level of Teachers and Teaching Assistants in teaching OOSC in inclusion and CwDs

Generally, the level of confidence of teachers and Assistant teachers to ensure inclusive teaching for OOSC and children with special needs was low as presented in table 13 below. The limited confidence was due to the fact that they teachers reported to have not received any specialised training that could boost their confidence on how to support OOSC and children with special needs especially the blind, deaf and those with mental disorder. The teachers require having Assistant teachers who can either interpreted or use sign language for those children who need to use sign language interpretation.

Table 13: Confidence level of Teachers and Teaching Assistants in teaching OOSC in inclusion and CwDs

| SN | Level of Confidence | Number of Teachers | Percentage (%) |
|----|---------------------|--------------------|----------------|
| 1 | High | 0 | 0% |
| 2 | Moderate | 1 | 9.1% |
| 3 | Low | 10 | 90.9% |
| | Total | 11 | 100 |

3.4.5.2 **SMC members trained and supported to support OOSC in inclusion and special needs education.**

FGDs were held with SMCs in four schools that included: Good Hope Junior School, Kabweza P/S, Kakoni-Wisdom P/S and Byabakora ECD and Primary School, attended by 25 members revealed that **they had not received any specific training** on OOSC inclusion and special needs. Therefore, they were not able to provide any support to the teachers.

3.5 **Outcome 4: Improved inclusive practices in the community**

3.5.1 **Community members, officials who demonstrate inclusive practices**

At community level, the baseline findings indicate that 239 (61.8%) reported that they involve the children with impairments in different daily activities. There were 148 (38.2%) who reported that they do not involve the children with disabilities in their daily work because some they cannot do work like other normal children.

2 RWCs and 2 CPCs interviewed as Key Informants indicated that they had limited knowledge about inclusivity of children disabilities in community programmes or even at their individual households. The baseline also interviewed the Senior Assistant Secretary, Secretary education under Local Council III. Where the former sounded knowledgeable, the later had limited understanding about practices on inclusivity.

3.5.2 **Community leaders & policy makers report tangible examples of more inclusive practices than before awareness was raised.**

The KII interviews with the community leaders and policy leaders like the Local Council three and the RWCs showed that they did not have a clear understanding of inclusion in community and school settings. The leaders and the policy makers (local leaders) had limited understanding of existing policies and laws that promote inclusion in the community activities as well as in school.

“I’m the secretary of Education in Kyegewa sub county and I was elect as a parish councilor in 2021 before the chairman LC III appointed me as secretary Education. I have not yet received any training in with inclusive practices and I do not know which

laws support inclusive practices in the community. I feel as a secretary education; I need to various training on inclusive education so that I can mobilise the communities appropriately". Said Oribakiriho Ronald, Parish councilor and Secretary education

Given the limited understanding, the leaders did not provide any tangible examples on what they are doing to promote inclusive practices. Proposed awareness creation of community leaders and policy makers needs to be detailed and should cover existing policies, laws and regulations that promote inclusivity in the community and in schools.

3.5.3 Community leaders commit to implementation of action plans towards inclusivity

Findings from KIs with the Senior Assistant Secretary Kyegegwa sub county, LCIII secretary for education, CPCs and RWCs real that **no action plans** existed in the sub county or lower levels of local government that supported children inclusivity at community and in schools. vigorous sensitisations need to be done to ensure that the community leaders understand their role of ensuring inclusion of children with disabilities in all the spheres of life including education. There is need to guide the community leaders to develop and implement action plans that will compel them to promote inclusion in community and in education. A follow up mechanism of the action needs to be developed so as to continuously keep the leaders on track and to hold them accountable.

3.5.4 Girls, CwD and children from households experiencing economic vulnerabilities report feeling safer and more included in daily life (household, peers, school, community events etc.)

Girls reported to be included in the daily life of the households, peers, school and community events. According to Jenaviv (not her real name) aged 16 years old, she had this to say:

"I stay in Kakoni Zone in Kyaka II. I have hearing difficulty so in our home my parents prefer to speak to my siblings who can hear and I'm often left out. I observe them talk but when I ask what they have been talking about sometimes they tell me they were not talking. When it comes to physical work, that does not involve talking I'm included".

This was not the case with the CwDs who reported discrimination depending on the activity or event for example children with physical impairments like those who cannot walk were not

involved in activities such as going to collect water for the water source. Their households, peers and the community only engage them depending on the severity of the disability.

3.6 **Output 4: Communities create an enabling environment for OOSC to return and remain in school**

3.6.1 **Community members, officials with knowledge of inclusion & inclusive attitudes**

The findings presented high knowledge level among the community regarding need to support boys, girls and CwD to go to school. This was mentioned by 372 (96.1%) respondents agreeing and only 15 (3.9%) disagreeing that boys, girls and CwDs should not be given equal opportunities.

Regarding support to the children, 369 (95.3%) of the community members said they support their children equally. However, 18 (4.7%) said they do not support their children equally. EQUAL project needs to investigate whether this is true since it was just reported by the household heads that participated in the interview. Actual practice needs investigative study where by the daily schedules of the households are followed to establish the actual behavior patterns and the children are treated in the household.

Equality of the children rights was assessed among the parents/ guardians. 140 (36.2%) strongly agreed that all the children rights are equal, 196 (50.6%) of the respondents agreed, 48(12.4%) disagreed and 3(0.8%) strongly disagreed. Overall, the is basic knowledge about children rights was high however the respect of those rights was not established by this baseline.

Table 14: Equality of rights

| Do you think all rights are equal | Number | Percentage (%) |
|--|---------------|-----------------------|
| Agree | 196 | 50.6% |
| Disagree | 48 | 12.4% |
| Strongly Agree | 140 | 36.2% |
| Strongly disagree | 3 | 0.8% |
| Total | 387 | 100.0 |

4.0 Emerging issues and recommendations

4.1 Emerging Issues

Assessment of indicators for outcome I and its out puts was done. However, since planned activities are new the baseline team did not have any basis for benchmarking hence the score stayed at zero since their achievement can only be assessed after the project interventions have been implemented.

Looking at the savings levels of the VSLA group members, the baseline team agrees with the category of the households that were identified as extremely vulnerable households. Actually there were those households who were saving as low as 500 shillings. This shows that there is a will to save but the capacity is limited.

Community leaders, local leaders and government officials have low knowledge about the policies and laws that promote equality in education for children. These categories of people play a bigger role especially of mobilizing the communities. Therefore, they need to be equipped with the knowledge on inclusive education.

Self-reported information collected from households, they mentioned that they treat children equally regardless of sex and disability. The consultants could not verify this information since it required more in-depth understanding and spending a with the respondents as their behaviors and attitude towards inclusion is monitored. Therefore, data self-reported assessment was considered.

4.2 Recommendations

- i. The VSLA groups need to be supported and guided on the registration process since none of them was registered at the time of baseline survey.
- ii. Training of VSLA members in different aspects is key for the success of the groups. Training should not only target the executive members but rather should target all the members. Key aspects to be covered by the trainings should include but not limited to financial literacy, group formation, group management, financial management among others.

- iii. There is need to engage the district local government and ministry of Education and sports on the recruitment of the Special Needs Education personnel to support the children with disabilities this should cater for both primary and Secondary Education. CFC is recommended to consider this as an advocacy issue to pursue.
- iv. There need to engage stakeholders especially the NGOs and Local authorities to involved in supporting children with disabilities by holding regular meetings through the forum to discuss issues affecting children with disabilities, what has been done and what can be done. This will enhance more effective way of supporting them.
- v. Community sensitization meetings that caters for the parents, local leaders and community resource persons on the rights of children with disabilities should be held. This should be done on regular basis and there is need to empower the local structures to encourage parents to take children to schools.
- vi. There is need to strengthen the case management of children with disabilities as well as psycho social support for the parents who are greatly affected by conditions of their children.
- vii. Training of the in service teachers in the basics of special needs Education and the rights of children with disabilities and referral mechanisms.
- viii. There in need to engage the Ministry of Education and sports department of Teacher Instructor Education and training (TIET) to integrate the Special Needs Education in the teacher training curriculum at all level (Certificate, Diploma and Bachelor). This should take care of the public and private teacher training institutions.
- ix. The key partners in supporting the Children with disabilities should support the district local government to integrate the Special Needs Education in their district development plan this will enable the district to support children with disabilities in more sustainable approach.

Annexes

Annex I Indicator summary table

| Description | Indicator | Indicator target | Indicator Baseline value |
|---|---|--|--|
| Outcome 1: OOSC benefit from an education | QT: #/% complete/graduate the school year: a) OOSG b) OOSCwD c) OOSCEE | 550/100% OOSG 250/100% OOSCwD 300/100% OOSCEEV | 0 0 0 |
| Output 1.1: OOSC are identified by willing parents. | QT: # of CwD followed up ³ from EK screening tool by AWYAD | 250 | 0 |
| Output 1.2: Parents are sensitized on the importance of education and rights to education of OOSG, OOCwD & OOCEEV | QL: AWYAD Staff report parents having a greater awareness of early signs of development delays/ disabilities QL: Parents report an improved attitude towards the right to education of Girls, CwD and CEEV | | 0 |
| Output 1.3: OOSG, OOCwD & OOCEEV are enrolled and supported to stay in school | QT: #/% enrolled at school: a) OOSG b) OOSCwD c) OOSCEEV QT: % of those enrolled who drop-out | 550 OOSG 250 OOSCwD 300 OOSCEEV <20% Drop out | 0 0 0 |
| Outcome 2: Improved economic resilience of 100 disadvantaged families to ensure the long-term enrolment of an additional 300 OOSC | QT: # of parents who spend at least 30% of their savings on their children's education QT: # of additional OOSC enrolled from generated savings | 100 300 | 0 All 80 VSLA group members spent averagely 10% on education 0 |
| Output 2: Households profit from small enterprises | QT: Amount of income solely from enterprise QT: # of VSLAs established by parents QT: Amount saved through VSLAs QL: Number of families that attribute business profits to the training & support | 7 >50% | 0 68,000 (average) |
| Outcome 3: CYP (especially girls & CwD) feel safer and | QL: #/% Girls report feeling safer in the classroom | 880/80% | 119 (55.3%) 54 (55.5%) |

³ Follow up is when AWYAD workers will obtain the information of a OOSCwD from data submitted to EK's mobile screening tool, then sensitize the parent on CwD's right to education.

| | | | |
|---|--|---|--|
| more included at school | <p>QL: CwD report feeling safer in the classroom</p> <p>QL: CEEV report feeling safer in the classroom</p> | | 54 (62.8%) |
| Output 3. Teachers, TAs and SMC members trained and supported to support OOSC in inclusion and special needs education, | QT: # of teachers reporting improved confidence, capacity and knowledge in inclusion and special needs education, combined with girls' education and safeguarding | 70 Teachers 30 TAs 30 SMC members | 0 0 0 |
| Outcome 4: Improved inclusive practices in the community | <p>QT: % of community members, officials who demonstrate inclusive practices, benefitting additional 8,748 children enrolled in the target schools</p> <p>QL: Community leaders & policy makers report tangible examples of more inclusive practices than before awareness raised</p> <p>QL: Community leaders commit to implementation of action plans towards inclusivity.</p> <p>QL: Girls, CwD and children from households experiencing economic vulnerabilities report feeling safer and more included in daily life (household, peers, school, community events etc.)</p> | Have estimated 80% of marginalised learners | 61.8% community members 0 0 0 |
| Output 4: Communities create an enabling environment for OOSC to return and remain in school | QT: % of community members, officials with knowledge of inclusion & inclusive attitudes | (6,363) 30% | 0% |

Annex 2: Key Informant Interview respondents

| SN | Name | sex | Tittle | Org | contact |
|-----|--------------------|-----|--|---|--|
| 1. | Benson Natuhwerera | M | Community Service Assistant | Office of Prime Minister | 0785359624 natuhweera@gmail.com |
| 2. | Niwagaba Gilbert | M | Project Manager – Include Project | Humanity and inclusion | 0752004452 g.niwagaba@hi.org |
| 3. | Aidah Kajumba | F | Protection Manager | Alight Uganda | 0773414314 kajumbaa@wearealight.org |
| 4. | Ronald Karamuzi | M | Area Manager | Finn Church Aid | 0779219132/ 0700623247 ronald.karamuzi@fca.fi |
| 5. | Ategeka Deus | M | Senior Assistant Secretary (Sub County Chief) | Kyegegwa Sub county | ategekadeus@gmail.com 0772682426 / 0776510727 |
| 6. | Oribakiriho Ronald | M | Parish Councilor (Secretary for Education) Kyegegwa Sub County | Kyegegwa Sub County | 0784721290 |
| 7. | Baseme Bikari | M | SGBV – Kaborogota B / Vice Chairperson Refugees Welfare Council Chair person | Community Based Volunteer | 0780641282 |
| 8. | Ndazikoreye Ezrous | M | Chairperson of Refugees Welfare Council for Kaborogota A | Kaborogota A-Community based Volunteer | 077701132 / 0774341460 |
| 9. | Carol Aketch | F | Assistant Protection Officer | United Nations High Commission for Refugees (UNHCR) | aketch@unhcr.org 0772915864 |
| 10. | Oyengi Fambe | M | Child Protection Committee (CPC) | Community based Volunteer | 0772681288 |
| 11. | Mugenyi Yokas | M | Refugee Welfare Council | Community based Volunteer | 0785112574 |
| 12. | Ngezigoha Annah | F | VSLA Member | Bwiriza | - |
| 13. | Neema Zabibu | F | VSLA Member | Itambabiniga | - |
| 14. | Micheline namura | F | CwD | Bugibili primary school | - |
| 15. | Bringing Janet | F | CWD | - | - |
| 16. | Maniragiza esta | F | OOSC from vulnerable HH | - | - |
| 17. | Mapenzi Mugerwa | M | OOSC from vulnerable HH | Itambabiniga primary school | - |

| | | | | | |
|-----|--------------------|---|--------------------|---|-------------------------|
| 18. | Innocent Humeleki | M | School drop out | - | - |
| 19. | Furaha boneri | F | School drop out | - | - |
| 20. | Chris Kayemba | M | Assistant Teacher | - | 0771424554 / 0705295384 |
| 21. | Clarice Muhoza | F | Teaching Assistant | - | - |
| 22. | Sepoir Cirimwami | M | Teaching Assistant | - | 0774452852 |
| 23. | Elli Muhima | M | RWCI | - | 0774334733 |
| 24. | Habyarimana Pierre | M | RWCI | | 0781976093 |

Annex 3: FGD participants

| Sn | Name | Sex | Zone |
|-----|--------------------|-----|------------|
| 1. | Kahindo Aline | F | Byabakora |
| 2. | Sifa Furaha | F | Byabakora |
| 3. | Jackie Eliza | F | Byabakora |
| 4. | Claudine Kubwimana | F | Byabakora |
| 5. | Sifa Tumaine | F | Byabakora |
| 6. | Le ya Nyirarukundo | F | Byabakora |
| 7. | Saverina Uwimana | F | Kaborogota |
| 8. | Miriam Ngoyi | F | Kaborogota |
| 9. | Neema Zida | F | Kaborogota |
| 10. | Aime muhindo | F | Kaborogota |
| 11. | Kambale ngolu | M | Kaborogota |
| 12. | Maombi Bahati | M | Kaborogota |
| 13. | Aziza anuarite | F | Kaborogota |
| 14. | Fuaraha Mwamini | F | Kaborogota |
| 15. | Laine Enugu | F | Kaborogota |
| 16. | Ali katembezi | M | Kaborogota |
| 17. | Bernadette muinga | F | Buliti |
| 18. | Mariam Kahambu | F | Buliti |
| 19. | Elizabeth wabiwa | F | Buliti |
| 20. | Elizabeth Zania | F | Buliti |

| | | | |
|-----|---------------------------------|---|--------|
| 21. | Elizabeth Ndamukunzi | F | Buliti |
| 22. | Jacqueline nyiraba | F | Buliti |
| 23. | Nyirasuba ndibakudiy | M | Buliti |
| 24. | Elizabeth Baseme | F | Buliti |
| 25. | Yaka furaha | M | Buliti |
| 26. | Simon mashkiro | M | Buliti |
| 27. | Innocent kamanzi | M | Kakoni |
| 28. | JUSTINE MUKABALEBA | M | Kakoni |
| 29. | BOASIE MVUYEKURE NDAGIRIYEHE | M | Kakoni |
| 30. | Frederick nsengiyunva | M | Kakoni |
| 31. | DENISE JUSTINE | M | Kakoni |
| 32. | Jackson munyaneza | M | Kakoni |
| 33. | YOSHUWA NTIBISANGNWA | M | Kakoni |
| 34. | Betty muntuyimana | F | Kakoni |
| 35. | ALPHONSE BAHATU | M | Kakoni |
| 36. | Mukiar Rosalie | F | Kakoni |
| 37. | BILOLO NGALULA | M | Kakoni |
| 38. | Noela Nyirahabimana | M | Kakoni |
| 39. | KANYAMBO BEATRICE | F | Kakoni |

Annex 4: Report dissemination and validation

This report was disseminated on 9th June 2022 at Sweswe Youth Centre, Kyaka II

The adoption of the report with changes discussed during the dissemination was proposed by Mr Ategeka Deuson Ammy, the Senior Assistant Secretary Kyegegwa.

The proposal to adopt the report was seconded by Mr. Polepole Kigombo, Child Protection Committee Member.

Confirmation of the proposal and secondment of approval of the report was done by Mr. Pierre Habyarimana, Refugee Welfare Council I, Itambabaniga, Rwehinga.

Dissemination meeting attendance

| No | Name of the participant | Sex | Title | Telephone contact |
|-----|-----------------------------|-----|--|-------------------|
| 1. | Oyengi Fambe | M | CPC | 0772681288 |
| 2. | Ronald Oribakiriho | M | Secretary for Education, Kyegegwa S/c | 0784721290 |
| 3. | Yokasi Mugenyi | M | RWCI | 0785112574 |
| 4. | Aggrey Tumuhimbise | M | D.O.S (Teacher), Good Hope P/S | 0788764012 |
| 5. | Sadiki Munyai | M | CPC | 0780742194 |
| 6. | Polepole Kigombo | M | CPC | 0772949562 |
| 7. | Niyonsaba Bayavuge | F | CPC | 0785217909 |
| 8. | Habyarimana Pierre | M | RWCI | 0781976093 |
| 9. | Nabesa Patience Kakonge | F | Teacher –St John’s Junior P/S | 0789872078 |
| 10. | Violeta Nyirahabwa | F | CPC | 0786953911 |
| 11. | Nravuga Edmond | M | CPC | 0783316917 |
| 12. | Ategeka Deuson Ammy | M | Senior Assistant Secretary Kyegegwa S/C | 0776510727 |
| 13. | Moise Karimbi | F | RWCI | 0780945926 |
| 14. | Uwase Devine | F | CPC | 0761473701 |
| 15. | Kyomya Valentine Tibeziinda | F | Community Development Officer - Kyegegwa S/C | 0781751021 |
| 16. | Ochan Marino | M | AWYAD | 0786068638 |
| 17. | Lillian Kababboopi | F | AWYAD | 0783096551 |
| 18. | Ali Muktar | M | CPC | 0780103878 |
| 19. | Elli Muhima | M | RWC I | 0774334733 |
| 20. | Katukunda Lucky | F | CPC | 0781983801 |
| 21. | Ainembabazi Juliet | F | Teacher - Good Hope | 0788764012 |
| 22. | Wingabire Enyo | F | CPC | 0788323769 |
| 23. | Miriam Ademun | F | PM CfC | 0782779763 |
| 24. | Nabyamu Roger | M | AYWAD | 0775273684 |
| 25. | Tumushabe Lovinah | F | Teacher – Kabweza P/S | 0776541178 |
| 26. | Stephen Oupal | M | Lead Consultant | 0772997928 |

| | | | | |
|-----|-------------------|---|----------------------|------------|
| 27. | Roland Biryahwaho | M | Associate Consultant | 0787883733 |
|-----|-------------------|---|----------------------|------------|