

Evaluating with an Inclusion lens: a case of livelihoods and education programmes implemented by Cheshire Services Uganda

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About Cheshire Services Uganda

- View the short video

Diversity and Inclusion

- **Diversity** is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.
- **Inclusion** is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removal of barriers). It affects all aspects of public life.

Who is excluded from Evaluations?

Why?

- Brain storming exercise

Why disability?

- Globally, One billion people, or 15% of the world's population, experience some form of disability (world bank, 2019).
- In Uganda, 12.4 percent of the population people have some form of disability aged 2 years and above (National Population and Housing Census 2014)
- The [2030 Agenda for Sustainable Development](#) clearly states that disability cannot be a reason or criteria for lack of access to development programming and the realization of human rights.
- The SDGs framework includes seven targets (4.a, 4.5, 8.5, 10.2, 11.2, 11.2, 11.7) which explicitly refer to persons with disabilities, and six further targets on persons in vulnerable situations, which include persons with disabilities.
- Goal 4 on inclusive and equitable quality education and promotion of life-long learning opportunities for all focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities. In addition, the proposal calls for building and upgrading education facilities that are child, disability and gender sensitive and also provide safe, non-violent, inclusive and effective learning environments for all.
- In Goal 8: to promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all, the international community aims to achieve full and productive employment and decent work for all women and men, including for persons with disabilities, and equal pay for work of equal value.
- Closely linked is Goal 10, which strives to reduce inequality within and among countries by empowering and promoting the social, economic and political inclusion of all, including persons with disabilities.

Disability in the SDGs

- Goal 11 would work to make cities and human settlements inclusive, safe and sustainable. To realize this goal, Member States are called upon to provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, such as persons with disabilities. In addition, the proposal calls for providing universal access to safe, inclusive and accessible, green and public spaces, particularly for persons with disabilities.
- Goal 17 stresses that in order to strengthen the means of implementation and revitalize the global partnership for sustainable development, the collection of data and monitoring and accountability of the SDGs are crucial. Member States are called upon to enhance capacity-building support to developing countries, including least developed countries (LDCs) and small island developing states (SIDS), which would significantly increase the availability of high-quality, timely and reliable data that is also disaggregated by disability.

Washington Group Short Set of Questions on Disability

Questions

1. Do you have difficulty seeing, even if wearing glasses?
2. Do you have difficulty hearing, even if using a hearing aid?
3. Do you have difficulty walking or climbing steps?
4. Do you have difficulty remembering or concentrating?
5. Do you have difficulty (with self-care such as) washing all over or dressing?
6. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?

Options

- a. No – no difficulty
- b. Yes – some difficulty
- c. Yes – a lot of difficulty
- d. Cannot do at all

Reasonable Accommodation

Disability	Adaptation	
Seeing disability	Braille Large prints	Tactile interpretation
Hearing disability	Sign language interpretation Captioner	
Walking disability	Physical accessibility of interview /FGD venues	
Remembering or concentrating disability	Extra time	
Self care disability	Extra time	
Communicating disability	Allow a family member to interpret or mediate the conversation	

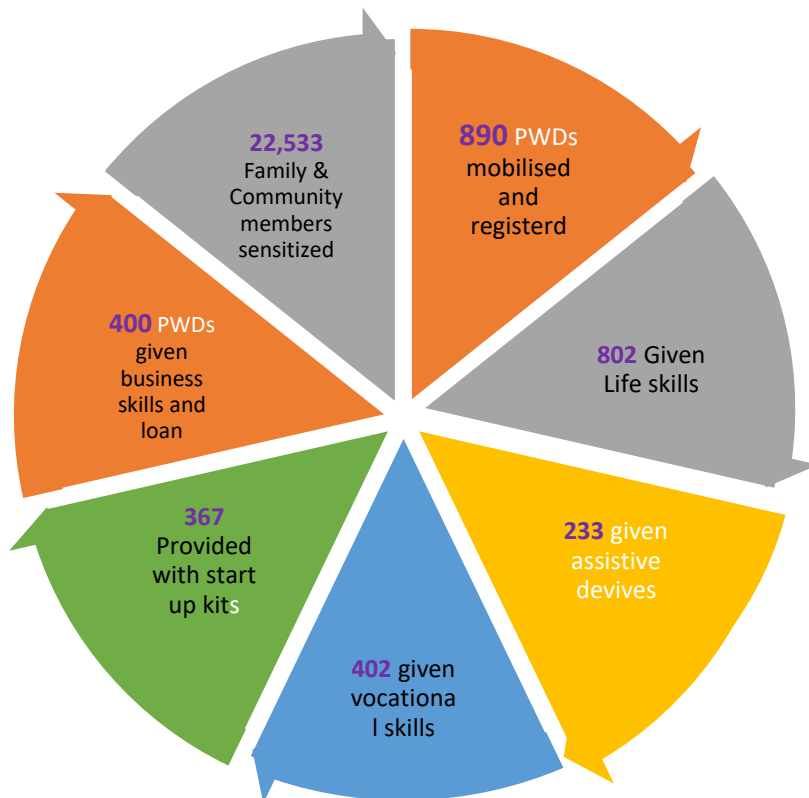
CSU Livelihood programme

- The 2016/2017 Uganda National Household Survey (UNHS) indicated a significant reduction in the number of people living in poverty in northern Uganda from 43.7%% in 2012/13 to 32.5%% in 2016/17, the economic situation of persons with disability remains appalling.
- The Uganda Poverty Status Report 2014 reported that severe and partial disability is strongly correlated with poverty. The report further indicates that in 2009/10, 92.3%% of households with a severely disabled member were poor or insecure non poor compared with the national average of 67.4 %%.
- In addition, individuals with disabilities are likely to have more expensive consumption needs to attain a given standard of living due to additional expenditures related to healthcare, assistive devices, transportation and assistance workers. *Uganda Poverty Status Report 2014*

CSU Livelihood programme

- Cheshire Services Uganda (CSU) implements livelihood programme to improve Life Chances and Household Incomes of persons with disabilities by supporting them to establish individual enterprises or enter waged employment. Activities include;
- Assessment and rehabilitation
- Provision of foundational training (life skills, career guidance and counseling)
- Vocational and entrepreneurial training
- Provision of start-up kits/loans

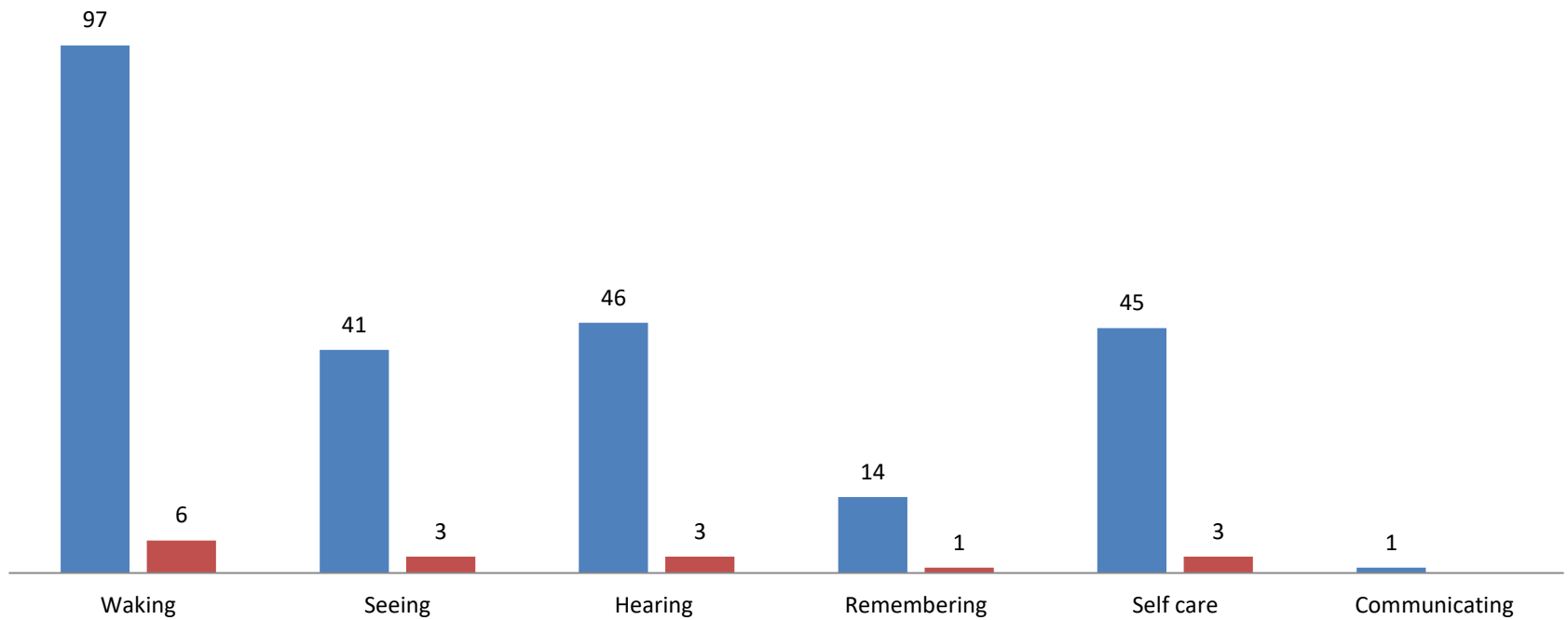
Some results from the endline of a livelihoods project in Moyo district



- A sample of 260 was selected (127 male and 133 female) from a population of 802 supported by the programme

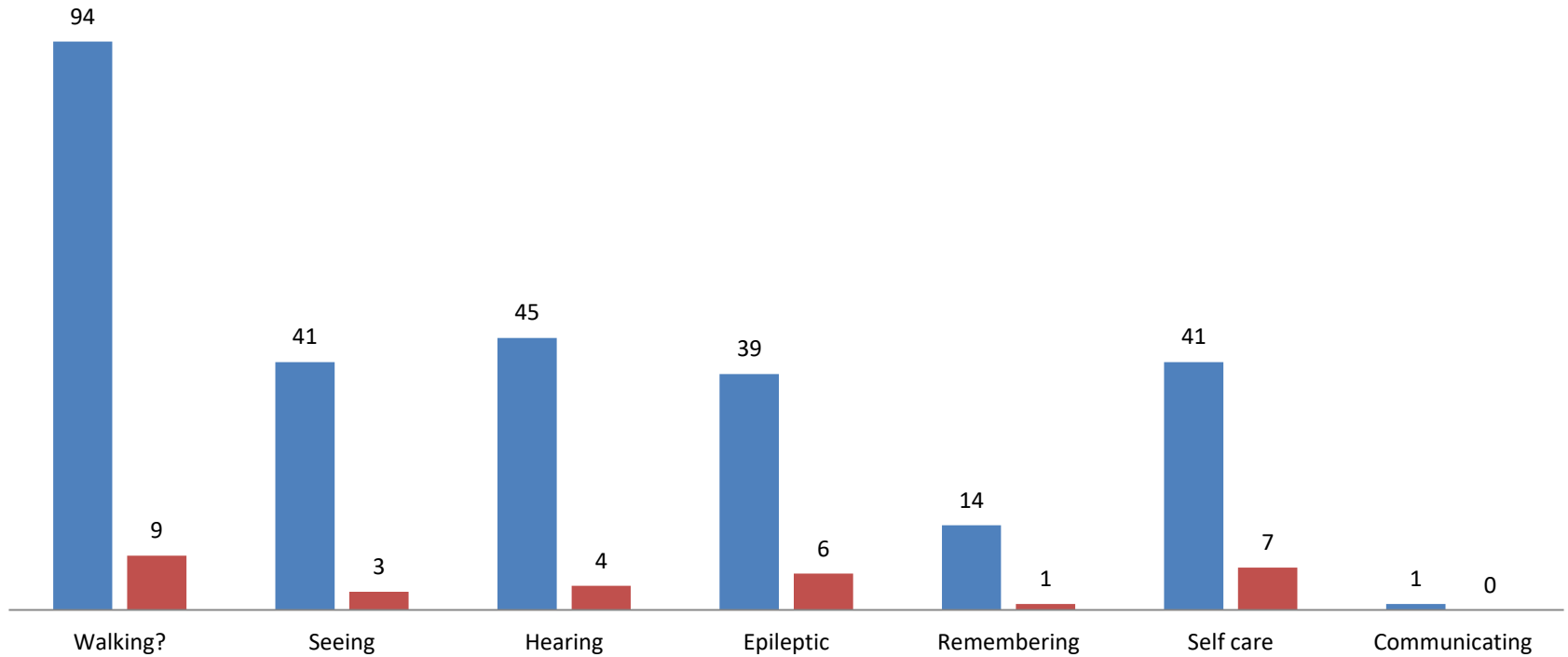
Did the training equip you with the necessary skills to start working?

■ Yes ■ No



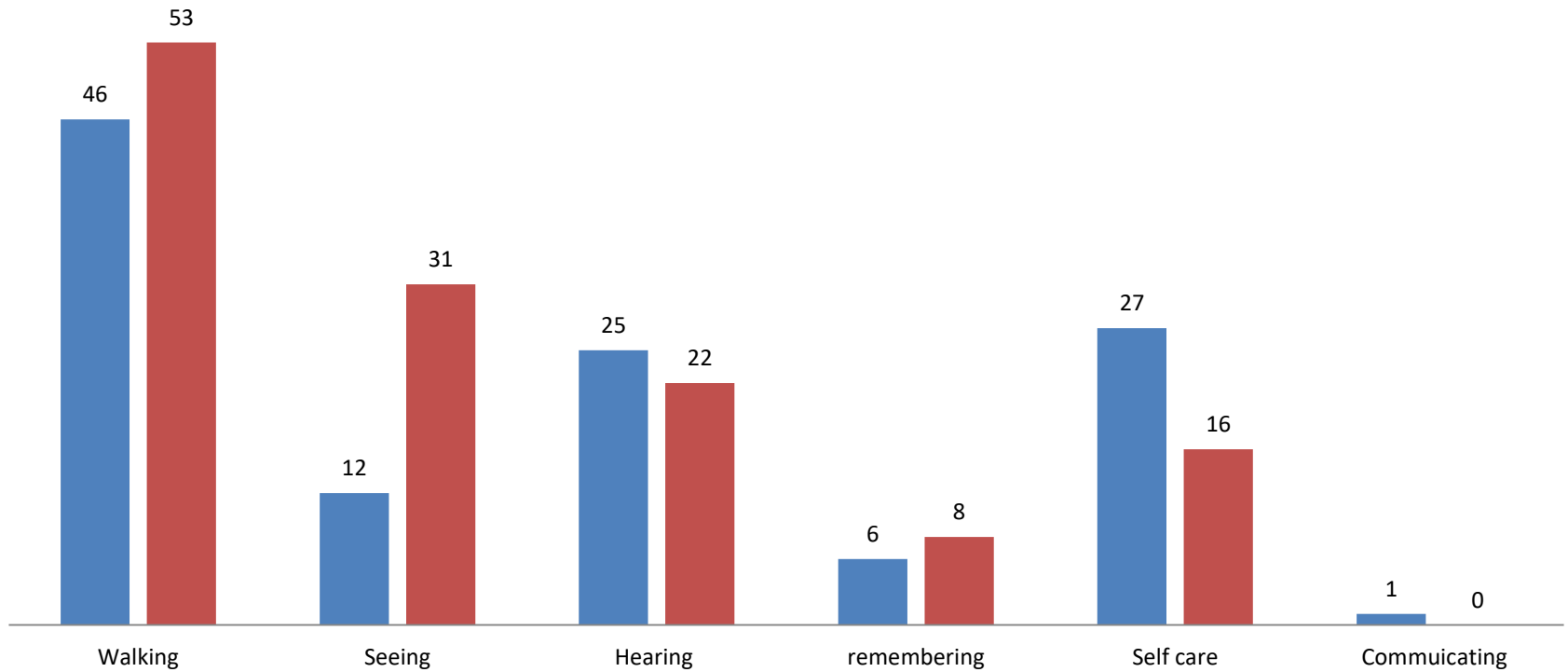
After the training, did you access any employment or start your own business?

■ Yes ■ No



Is your current income adequate to provide for your basic needs?

■ Yes ■ No



On incomes

Do you earn an income?

Is your current income adequate to provide for your basic needs?

Disability Type	Male		Female	
	Yes	No	Yes	No
Walking	50	3	47	3
Seeing	19	1	23	1
Hearing	25	1	22	1
Remembering and Concentrating	4	0	10	1
Self care	18	5	25	0
Communicating	1	0	0	0
Total	117	10	127	6

Disability Type	Male		Female	
	Yes	No	Yes	No
Walking	29	22	17	31
Seeing	5	14	7	17
Hearing	11	14	14	8
Remembering and Concentrating	2	2	4	6
Self care	11	7	16	9
Communicating	1	0	0	0
Total	59	59	58	71

About the Education programme

- Based on the baseline evaluation study carried by Cheshire Services Uganda for the Girl Education Challenge Transition

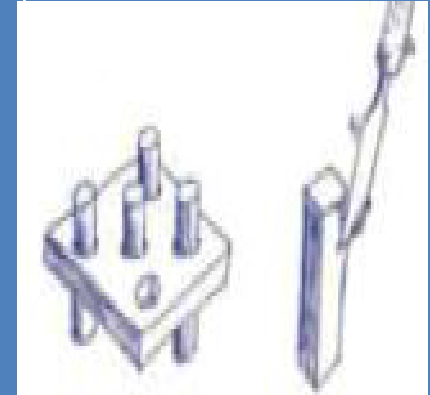
Key concepts



Inclusive education:
Changing the holes
(system) to fit the pegs
(children).



Special education:
Round pegs (non-disabled
children) in round holes
(mainstream schools) and
square pegs (disabled
children) in square holes
(special schools).



Integrated education:
Changing the pegs
(children) to fit the holes
(system).

The gap

- Education remains a privilege in Uganda to children with disabilities (UNICEF, 2014).
- Poor provision of appropriately adapted learning materials, teachers who are not trained in inclusive education and infrastructural challenges of school facilities such as toilets and classrooms which are difficult to access for children with disabilities and high levels of poverty.
- These barriers lead to lower education outcomes.

Gap

- 13% of girls complete secondary school education in Uganda (UNICEF, 2013).
- 9% of CWDs who are of school going age are enrolled in primary school, compared with a national average of 92% of children (MoES, 2009, 2010),
- 94% of these CWDs drop out during the basic education phase, leaving only 0.54 of the CWDs studying at secondary school level compared with a national average of 25% (UNICEF, 2014).

Questions

- How do the learning outcomes of girls with disability compare with those of the non-disabled girls in Kampala?
- How do the transition outcomes of girls with disability compare with those of the non-disabled girls in Kampala?
- What factors significantly explain the learning of girls with disability in Kampala?

Accronyms

EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
SeGRA	Secondary Grade Reading Assessment
SeGMA	Grade Mathematics Assessment

Methodology

- 543 girls (276 with disability and 267 not having disability) spread across primary classes 3-7 as well as secondary school classes 1-3 took part in the learning assessment.
- The sample size calculated using G*Power analysis based on a statistical power of 0.8, a 0.05 level of significance and a minimal detectable effect size of 0.25 SD

Tools

- Learning assessed using adapted Early Grade Mathematics Assessment, EGRA, SeGMA and SeGRA.
- Learning assessment tools adapted for reasonable accommodation
- Tools piloted on 90 girls were assessed as part of this pilot study (50% with disabilities) to ensure they are calibrated correctly
- Transition assessed using household/pupil context interviews.

Results

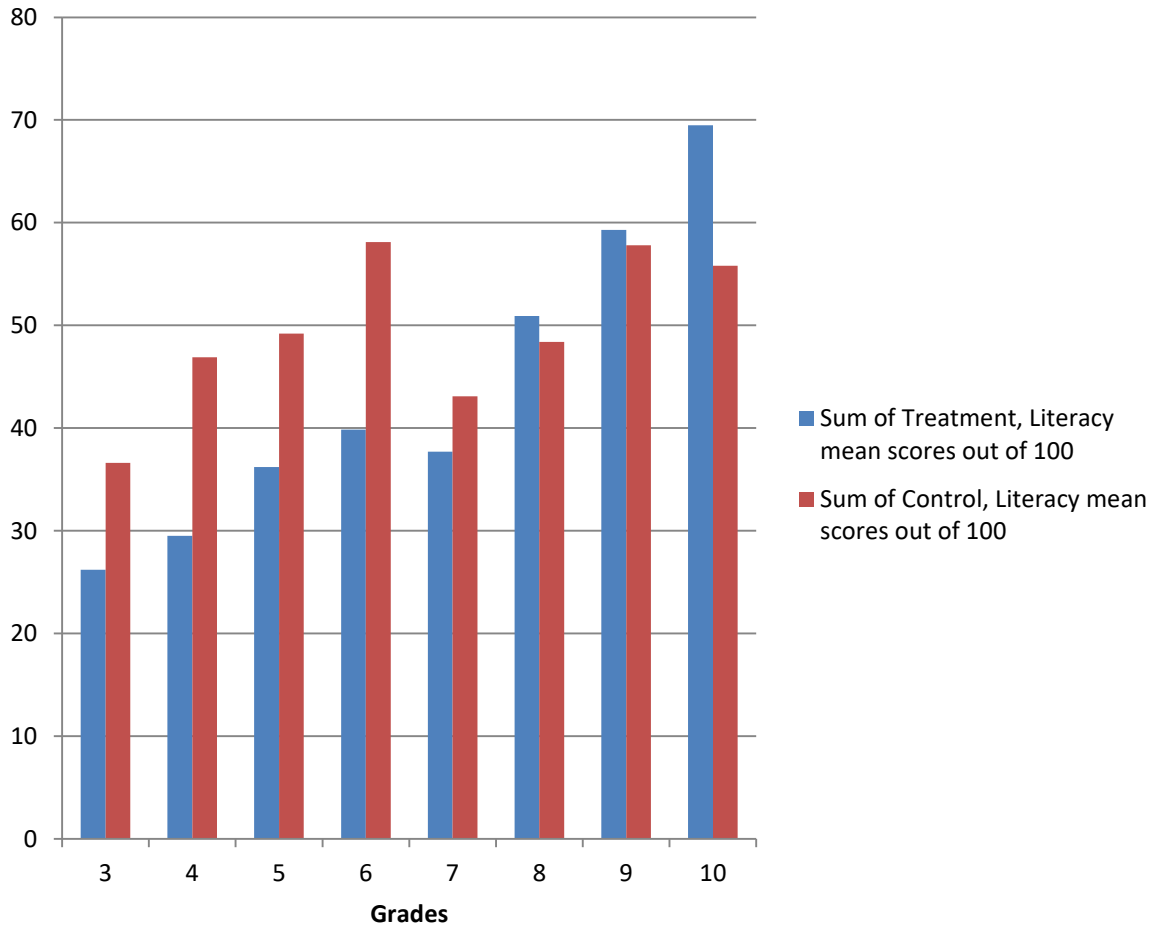
- DISTRIBUTION OF RESPONDENTS BY SAMPLE CATEGORY**

Grade	Treatment sample	Control Sample
Primary 3	27	27
Primary 4	37	38
Primary 5	67	69
Primary 6	58	56
Primary 7	55	53
Senior 1	9	7
Senior 2	21	16
Senior 3	2	1
Total	276	267

Literacy outcomes of girls in Kampala by disability type

Grade	Mean scores		
	EGRA/SEGRA Intervention group mean scores by disability type		
	P3-P4	P5-P6	P7-S3
Difficulty hearing	33.8	47.2	50.3
Difficulty seeing	43.3	40.3	45.2
Physical difficulty	18.5	41.2	43.8
Intellectual difficulty	21.3	23.1	46.7
Difficulty communicating	26.2	47.1	0
Difficulty with self-care	11.6	33.4	20
Multiple difficulties	0	21.1	32.8

Literacy mean scores by grade



Girls with no disability in almost in all grades (3-8) demonstrated better literacy outcomes except in grades 9 and 10 where girls with disability had higher literacy scores. On the whole, girls with disability have an average of 43.6 mean scores out of 100, and girls with no disability have 49.5 mean scores out of 100.

NUMERACY SCORES BY DISABILITY

Grade	Mean scores EGMA/SeGMA Intervention group mean scores by disability type		
	P3-P4	P5-P6	P7-S3
Difficulty hearing	58.5	57.5	42
Difficulty seeing	61.3	64.9	42.3
Physical difficulty	39.7	52.9	47.5
Intellectual difficulty	40.4	57.8	39.6
Difficulty communicating	47.3	76.9	18.8
Difficulty with self-care	16	44.4	44.9
Multiple difficulties	0	43.2	47.1

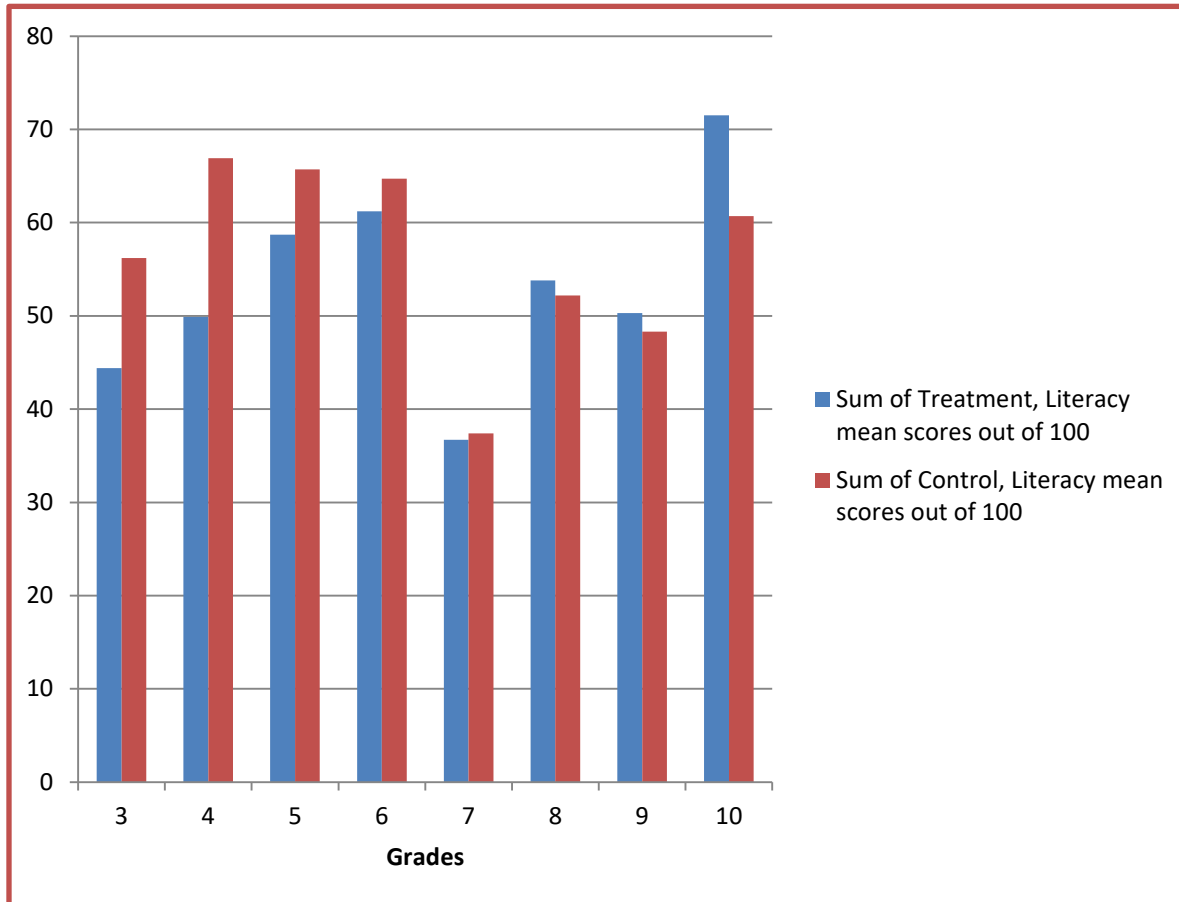
Girls with difficulties in self-care performed the worse on average in the P3-P4 & P5-P6 clusters.

Girls with difficulties communicating in the P7-S3 cluster performed the worst on average in numeracy.

Girls with hearing and visual disabilities performed the best on average in the P3-P4 cluster while

Girls with difficulties communicating performed the best on average in the P5-P6 cluster in numeracy.

Numeracy Mean scores by grades



Girls with no disability in grades 3-7 had better results compared to the peers with disability whose better results were only in grades 8-10. Overall, while girls with disability had an average mean score of 53.3, While those with no disability had a mean score of 56.5.

Transition outcomes of girls in Kampala

Age	Transition rate for Treatment	Transition rate for Treatment
7	67%	100%
8	80%	90%
9	84%	91%
10	86%	91%
11	91%	90%
12	92%	96%
13	85%	94%
14	97%	94%
15	100%	93%
16	100%	100%
17	60%	100%
18	100%	75%
19	100%	100%

Girls with disability of ages; 11, 14, 15, 16, 18, and 19 had better transition rates compared to their peers with no disability. whose better rates are across ages; 7, 8, 9, 10, 12, 13, 17 Overall, girls with no disability having better rates 93% on average compared to the disabled girls who had 88%.

What explains the literacy outcomes of girls with disability in Kampala

Weighted literacy scores by grade	Attendance	Girl's self-esteem score	Girl's life skills score	Teacher quality	Governance, and environment score	Economic empowerment score	Treatment group
P3	-5.53(7.00), P=0.429	-.09(3.71), P=0.769	5.31(2.74), P=0.053	-7.15(8.14), P=0.380	-1.67(2.47), P=0.499	-2.91(3.12), P=0.351	4.80(7.00), P=0.493
P4	-10.25(5.21), P=0.049*	6.50(2.11), P=0.002*	-2.19(1.75), P=0.212	-15.97(5.02), P=0.001*	-0.19(2.01), P=0.924	-1.94(1.86), P=0.297	9.64(5.66), P=0.089
P5	-1.04(3.56), P=0.771	5.19(1.67), P=0.002*	-0.99(1.37), P=0.469	-3.61(5.01), P=0.471	0.87(1.31), P=0.508	-0.19(1.31), P=0.882	6.35(3.57), P=0.075
P6	-9.16(3.68), P=0.013*	5.52(1.88), P=0.003*	0.71(1.42), P=0.615	-2.45(3.98), P=0.538	2.42(1.44), P=0.092	-0.005(1.72), P=0.998	18.55(3.62), P=0.000*
P7	-4.75(3.11), P=0.127	0.81(1.83), 0.658	-0.11(0.93), 0.909	4.52(3.69), P=0.221	1.18(0.85), P=0.164	-0.78(1.03), P=0.450	4.89(2.56), P=0.056
S1-S3	-7.51(5.10), P=0.141	-.27(3.42), P=0.710	-3.35(2.08), P=0.107	-1.22(6.35), P=0.848	-0.87(1.86), P=0.637	-3.26(4.15), P=0.432	-1.49(4.30), P=0.729

* Implies significant at 5% level of significance

3 points to note

- The results suggested that school attendance was positively related to better literacy learning outcomes for girls in P4 and P6. For instance, girls who reported that they had missed attending school for at least one day in the week preceding the survey, scored on average 10.25 (SE=, P=0.049) and 9.16 (SE=, P=0.013) less than those who attended all the school days for P4 and P6 respectively.
- High self-esteem was also significantly related to higher literacy scores for girls in grades P4, P5, and P6. The results indicated that a unit increase in the self-esteem score for girls in P4 resulted into an increase of 6.50 points (SE=2.11, P=0.002) in the aggregate literacy scores while a unit increase in self-esteem score for girls in P5 resulted into an increase of 5.19 points (SE=1.67, P=0.002) in the aggregate literacy scores.
- The results demonstrated that teacher quality was surprisingly negatively related to aggregate literacy scores for girls in grade P4 only (-15.97, SE=5.02, P=0.001) and insignificant for girls in other grades.

What explains the numeracy outcomes of girls with disability in Kampala

Weighted scores by grade	Attendance [Ref=Not missed a class]	Girl's self-esteem score	Girl's life skills score	Teacher quality	Governance, and environment score	Economic empowerment score	Treatment group
P.3	-6.65(5.64), P=0.238	5.60 (2.97), P=0.059	1.79(2.19), P=0.415	-3.03(5.99), P=0.613	-0.05(1.97), P=0.978	-1.03(2.50), P=0.680	4.71(5.88), P=0.424
P.4	-20.14(4.53), P=0.000*	9.12 (1.83), P=0.000*	-3.03(1.52), P=0.046*	-10.25(4.36), P=0.019*	0.51(1.75), P=0.771	-1.29(1.62), P=0.424	2.69(4.92), P=0.585
P.5	3.40(2.70), P=0.207	2.10(1.31), P=0.108	-0.25(1.04), P=0.810	-3.19(2.89), P=0.270	-0.63(0.99), P=0.524	-1.91(1.02), P=0.062	2.21(2.84), P=0.437
P.6	-7.45(3.25), P=0.022*	3.34(1.65), P=0.043*	0.09(1.27), P=0.943	-0.19 (3.80), P=0.959	-3.18(1.27), P=0.012*	1.77(1.53), P=0.245	7.77(3.12), P=0.013*
P.7	-2.53(2.50), P=0.311	-1.23 (1.47), P=0.402	1.78(0.74), P=0.016*	-0.41(2.99), P=0.892	0.50(0.68), P=0.460	-1.06(0.82), P=0.200	0.33(2.05), P=0.870
S.1-S.3	-0.81(7.22), P=0.911	-6.43(4.74), P=0.176	-0.72(2.94), P=0.807	1.34(10.29), P=0.896	-0.71(2.59), P=0.783	0.44(5.82), P=0.940	-4.56(5.60), P=0.447

* Implies significant at 5% level of significance

Points to note

- School attendance was positively related to better numeracy learning outcomes for girls in P4 and P6. Girls who missed attending school for at least one day in the week preceding the survey scored on average 20.14 (SE=4.53, P=0.000) and 7.45 (SE=3.25, P=0.022) points less than those who attended all the school days for grades P4 and P6 respectively.
- High self-esteem was also significantly related to higher numeracy scores for pupils in P4 and P6. The results indicated that a unit increase in self-esteem score for girls in grade P4 resulted into an increase of 9.12 (SE=1.83, P=0.000) in the aggregate numeracy learning scores while a unit increase in self-esteem score for girls in P6 resulted into an increase of 3.34 (SE=1.65, P=0.043) in the aggregate numeracy learning scores.
- The findings also revealed that girl's life skills scores and teacher quality were surprisingly negatively related to the numeracy learning scores for girls in P4. For example, a unit increase in life skills score led to a reduction in aggregate numeracy learning scores by 3.03 points (SE=1.52, P=0.046) points.

Conclusions & Discussions

Cluster	Best subtask	Comment
P3-P4	Letter sounds, Number identification and discrimination	These subtasks are key skills that learners in P1 or P2 should be able to perform
P5-P6	Oral reading Fluency and reading comprehension Number identification and discrimination subtasks	<10% in either grade ranked at proficient levels in subtasks. Of incremental difficulty
P7-S3	oral reading fluency & reading comprehension	Tasks were from the EGRA tests and so targeted at a P3-level learner.

Conclusions

- Both the intervention and control girls were not able to perform up to expectation in any of the designed subtasks or performance standards for their grade levels in either literacy or numeracy.
- There is overall poor learning quality and limited achievement outcomes in most schools in Uganda, majority of learners around the country perform poorly on similar assessments at all levels of the primary and secondary education system.
- For example, a study conducted in Uganda by RTI found that the majority (48.9%) of P3 learners had a WPM rate of between 1-20 words with an average of 16.3 WPM.
- That said, control girls performed better than treatment girls with a 46.8% total mean difference in literacy and 25.6% total mean difference in numeracy across grades.

Challenges with disability evaluations

- Intersectionality or Vulnerability (some girls do not have permanent homes) causes drop out from the sample makes longitudinal tracking difficult.
- Knowledge about disability issues among evaluators
- Additional cost associated with disability related evaluations would require inclusive planning and budgeting
- Attitude towards disability in many spaces

Lessons learnt

- Mathew 7:7 Ask, and you will receive; seek, and you will find; knock, and the door will be opened to you. Evaluators need to integrate disability related questions.
- Persons with disability can participate in evaluations beyond being respondents.

Thank you

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