

# Gender and Disability in Practice (GADIP) 2020-2023



**Lesotho and Uganda** Short version of the  
GADIP Gender Analyses 2020

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# Introduction

Disability and gender are two socially constructed concepts that have been dealt with independently yet in effect, the two are inseparable. Not only in the disability sector, the rights of men and women with disabilities have to be promoted considering gender but also in the advocacy for gender equality disability should be addressed. The differences, relationships as well as experiences and needs of men and women with disabilities have been undertheorized in many contexts and all over the world. Also in the African context, there is a strong need for enhancing capacities to address intersecting discrimination on the basis of gender and disability.

The by the Austrian Development Agency (ADA) financially supported Gender and Disability in Practice (GADIP) project seeks to address this situation through promoting gender mainstreaming within the disabled people's organizations (DPOs) and disability inclusion within the gender and women's rights institutions. This goes hand in hand with the responsibility to enhance gender equality at the organizational level within the overall structure of the DPOs through a gender-responsive legal framework as well as support its general implementation to promote equality between men and women in these organizations.

The general objective of these gender analyses in the project regions was to identify key gender issues, inequalities, constraints, and opportunities, as well as offer specific recommendations on how Lesotho National Federation of Organizations of the Disabled (LNFOD) and National Union of Disabled Persons of Uganda (NUDIPU) including their partners can achieve greater gender integration in their programming and activities. This short version highlights the situation of men and women with disabilities in relation to the three study themes; gender-based violence (GBV), education and livelihoods. It also entails information on the organizational capacities of LNFOD and NUDIPU and its affiliate DPOs to mainstream gender alongside disability as well as the gender and women's rights institutions to mainstream disability alongside gender.

First, the key findings and recommendations will be presented and secondly, some insights are given. For an analysis in depth, please read the respective reports. A short description of the methodology and the sampling as well as a list of abbreviations is attached to this document.



# Key findings and recommendations NUDIPU



### 01 Gender-based violence (GBV) and disability

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#### Finding

Women and girls with disabilities are more affected by GBV due to the increased vulnerability on the basis of gender and disability.

#### Recommendation

The Ministry of Gender Labour and Social Development (MGLSD) should raise awareness on GBV against women and girls with disabilities to promote GBV prevention, reporting as well as speedy and effective prosecution of cases involving women and girls with disabilities in the judicial system.

### 02 Access to education

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#### Finding

Girls and boys with disabilities drop out of school usually due to gender-related challenges, long distance to school and shortage of disability-inclusive learning materials. Boys drop out in lower numbers in earlier primary to look after animals while girls drop out just any time due to shortage of sanitary facilities and gender stereotypes.

#### Recommendation

The Ministry of Education and Sports (MoES) should develop adequate learning materials that are gender and disability inclusive and sensitize parents, teachers and pupils on gender-responsive and disability-inclusive learning.

### 03 Livelihoods

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#### Finding

The participation of persons with disabilities in income-generating activities is generally low. Comparatively, women and girls with disabilities have less access to economic resources and opportunities than their male counterparts.

#### Recommendation

The Ministry of Education and Sports (MoES) should develop adequate learning materials that are gender and disability inclusive and sensitize parents, teachers and pupils on gender-responsive and disability-inclusive learning.

### 04 Capacities of Disabled Persons Organizations (DPOs)

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#### Finding

DPOs generally do not have the capacities to mainstream gender in their programs and their organizations but only promote disability mainstreaming hence issues concerning gender equality and women empowerment have not been adequately addressed.

#### Recommendation

NUDIPU to lobby and ensure that DPOs institutionalize gender within their organization and to engage a gender focal person of NUDIPU to capacitate and support them in order to mainstream gender alongside disability within the organization.



## 01 Gender-based violence (GBV) against persons with disabilities in Karamoja, Uganda

As shown in figure 5, the majority of the respondents strongly agreed that persons with disabilities are more vulnerable to GBV than persons without disabilities which is represented by 80%, 19% agreed while 1% is uncertain. This was due to several reasons such as culture, poverty, negative social norms and weak legal and policy frameworks to protect them. As one of the respondents said: *'Here persons with disabilities are always threatened and they just easily keep quite even when their rights have been abused including gender-based violence and their cases are always just neglected (...).'*

Man 45, focus group discussion, Moroto

As shown in figure 6, most of the respondents agreed that sexual violence is the most common form of GBV experienced by persons with disabilities. This is represented by 40%, economic violence by 30%, physical violence by 20% and psychological violence by 10%. This was due to the fact that in the rural communities raping a persons with disabilities is not taken seriously and is not even seen as serious crime and therefore the vice is still continuing. One of the respondents said: *'Persons with disabilities especially girls are vulnerable to GBV since they drop out of school early and normally they are abused sexually by men and it is always not even taken as a crime in our community since they are even threatened by perpetrators never to report it anywhere. Even local chiefs are now no longer effective, they just ask for a bribe like a bull or local brew from the man and they just drink and the woman is not help but just told to go back home (...).'*

Woman 50, focus group discussion, Moroto

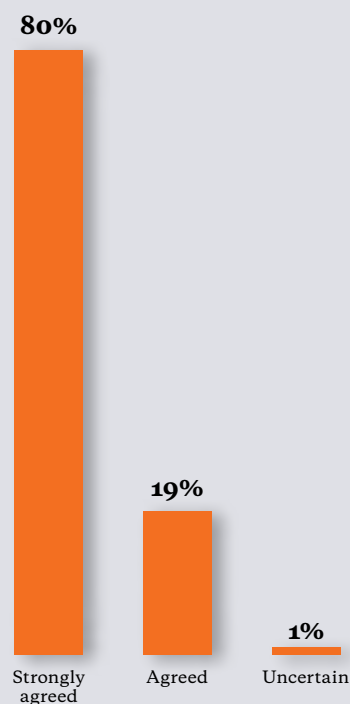


FIGURE 5  
Vulnerability of persons with disabilities to GBV

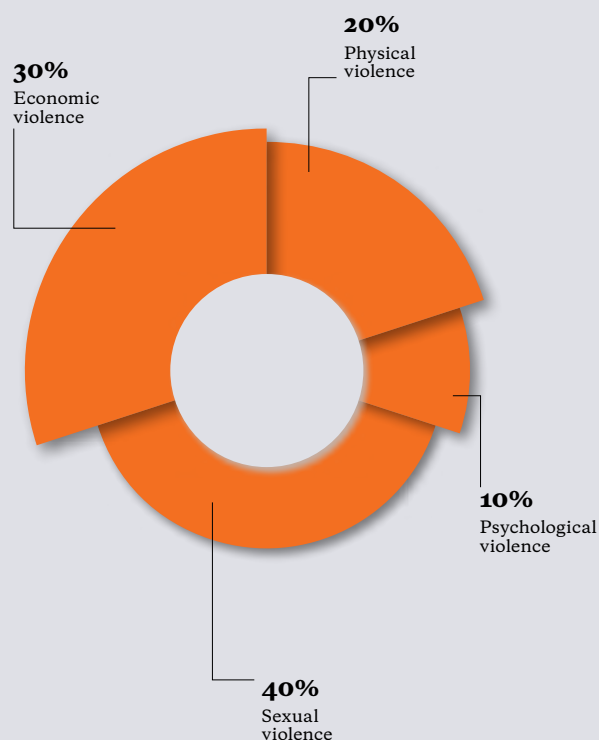


FIGURE 6  
Forms of violence experienced by persons with disabilities

The majority of the respondents as shown in figure 7, agreed that GBV occurred mainly on persons with disabilities from home which was represented by 65%, in schools 22%, in hospitals 9% and in the bush 4% and the rest 0%. This was due to a number of factors such as mobility challenges of persons with disabilities hence they are always at home with nowhere to go. Even at home, they are always mistreated. One of the respondents said: *'Here most violence against persons with disabilities occurs at home and women with disabilities are the main victims since men who drink alcohol turn against them always when they are drunk as a defensive mechanism when they fail to meet their responsibility of providing for the family. Thus, since most persons with disabilities cannot defend themselves they face it hard. I think these men need sensitization to accept persons with disabilities in their communities and homes despite of their disabilities ... and here we register roughly at least seven cases a week.'*

Man 43, key informant, Kotido

## 02 Access to education

Access to education in Karamoja is high among boys with disabilities compared to girls with disabilities as shown in figure 12 on the left. It shows that 96% of boys have access to education compared to only 4% of girls. This was attributed to a number of factors such as gender discrimination in favor of boys, sexual violence against girls, and cultural rigidity against the girl child among others. One of the respondents said that *'boys perform better than girls, here we even have a boy who has already finished university and one is still in university and is doing medicine which is really encouraging ... here, they believe that sending a girl to school makes her become a prostitute that is why most of them drop out of school and we have many and others who are already even married now having like two children, four children. I think parents of children with disabilities need to be sensitized.'*

Woman 52, key informant, Kotido

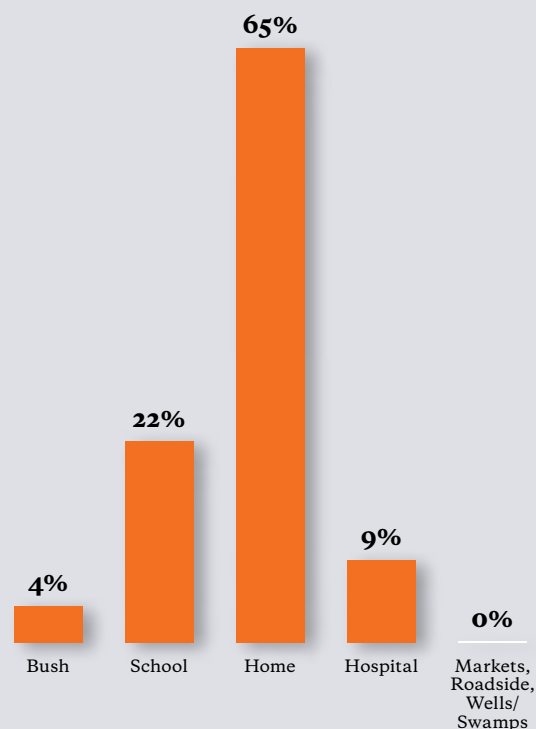


FIGURE 7  
Where violence against persons with disabilities occurs

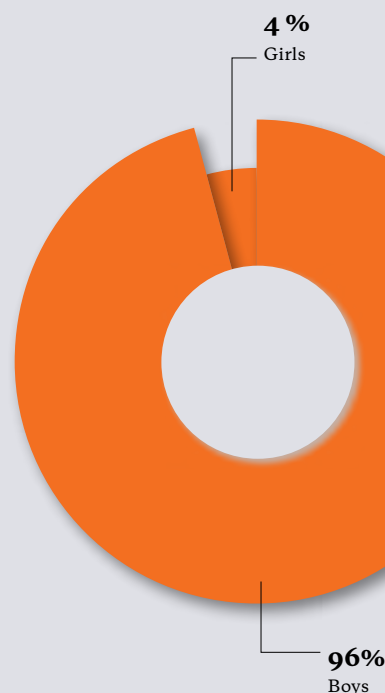


FIGURE 12  
Disparities in access to education

Most of the respondents agreed that the most common measure in place to ensure equal access to education by boys and girls with disabilities was training of teachers on inclusive education as shown in figure 13 which was represented by 53%, others 23%, setting up of parents support groups of children with disabilities 17%, inclusive school infrastructure 7% and inclusive classroom arrangement 0%. One of the respondents said that *‘there is no clear support given to children with disabilities apart from teachers who are just basically trained on inclusive teaching but professional special needs education teachers are not there even in my school yet they have many challenges like inaccessible classroom, mobility challenges and shortage of learning materials like braille papers especially for children with visual impairment. With girls especially, those with physical disability when they fall maybe one two times on their way to school, they drop out of school since education in our community here is not even taken seriously even for abled children because parents believe children with disability cannot do anything and its worse for girls with disabilities and I know about ten of them who have already dropped out of school in our town here.’*

Man 50, focus group discussion, Moroto

### 03 Livelihoods

The majority of the respondents as shown in figure 14 agreed that persons with disabilities especially women and girls are mainly engaged in subsistence agriculture. This was represented by 75%, unskilled wage labor 15%, petty trade 8% and skilled wage labor 2%. This was due to a number of unfavorable conditions within their local communities which bar them accessing employment services which can make them skilled employees which is even well paid. As one of the respondents said: *‘The problem they normally face here first of all for a girl with disability they deny them the job. It’s not because of qualification ... the panelists are given money and that is what I see and they take those who are able, who bribed them. But where can our people with disability get money from to bribe them?’*

Woman 44, key informant, Kotido

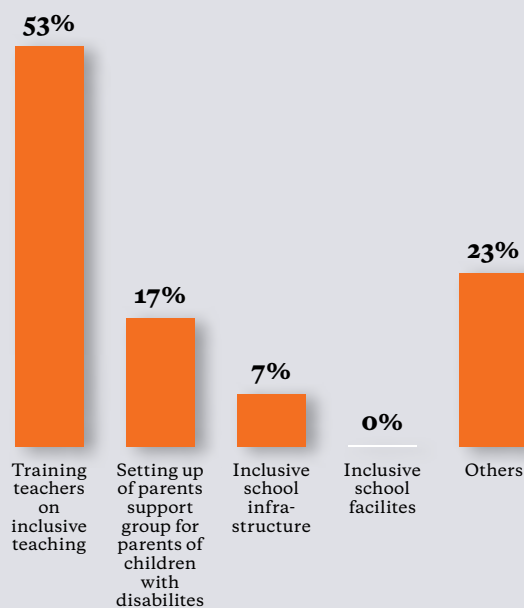


FIGURE 13

**Measures to ensure equal access to education by children with disabilities**

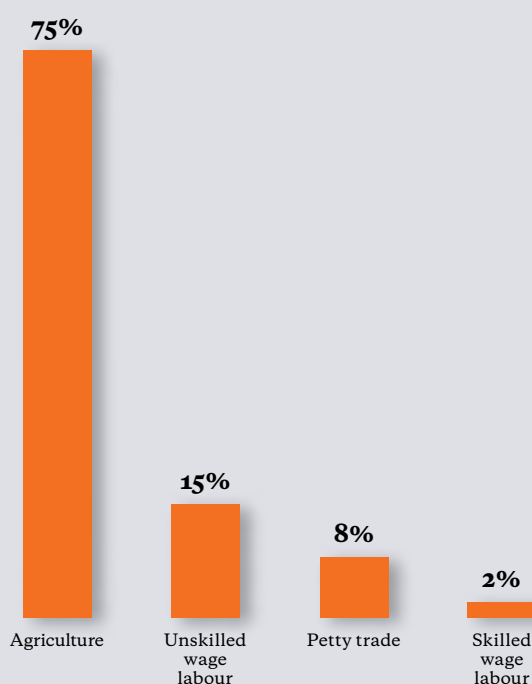


FIGURE 14

**Economic opportunities among persons with disabilities**

## 04 Capacities of Disabled Persons Organizations (DPOs)

81% of the respondents as shown in figure 15, agreed that District Unions and DPOs in Karamoja had very limited capacities to implement gender-inclusive programs and only 19% agreed otherwise. This was attributed to issues such as low level of education among the DPOs management, weak lobbying and advocacy skills to generate resources for capacity building and lack of adequate training in gender and disability rights in addition to leadership and project management among others. A respondent asserted that: *“There is no capacity because first of all they take even long to call meetings because of shortage of funds. Now do you think they can implement gender and disability inclusive programs under such situations?”*

Woman 48, key informant, Kotido

As illustrated in figure 23, 45% of the respondents agreed that their capacity could be built through partnership and engagement with likeminded organization, 35 % agreed said through training to develop their skills and knowledge, 15% agreed mentioned through supporting them in terms of infrastructure like office block and 5% said in terms of financial support. A respondent agreed to this when she said that: *‘It is mostly NUDIPU which engages and partners with us but other likeminded organizations always don’t ... maybe they think we are not knowledgeable and skillful enough to partner with them. I think it’s the right time, we should be trained in leadership and resource mobilization skills to make us self-reliant.’*

Man 52, key informant, Moroto

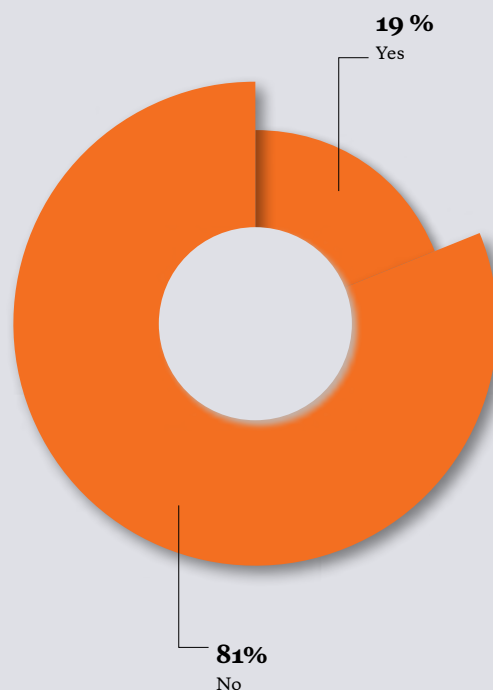


FIGURE 15

**Perception on the capacities of DPOs to implement disability and gender inclusive programmes**

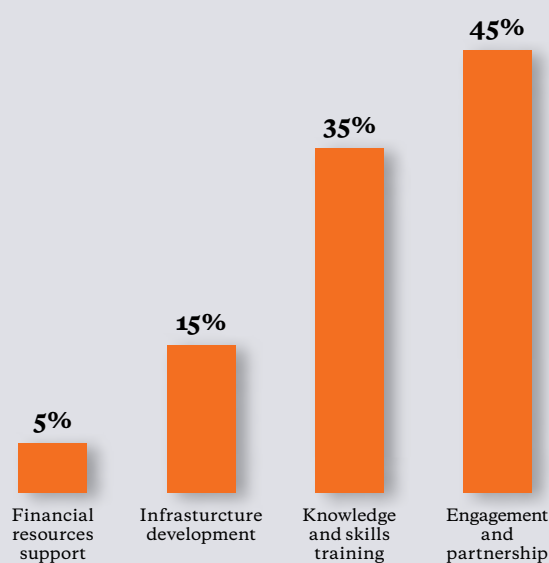


FIGURE 23

**Tools For Capacity Building of DPOs**

# Key findings and recommendations

## LNFOOD



### 01 Gender-based violence (GBV) and disability

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#### Finding

Women and girls with disabilities are disproportionately affected by GBV due to the increased vulnerability on the basis of gender and disability which makes them an easy target.

#### Recommendation

The Ministry of Gender, Social Development and Police in collaboration with DPOs and women's rights organizations to raise awareness on GBV against women and girls with disabilities to promote GBV prevention, reporting as well as prosecution of cases involving women and girls with disabilities in the justice system.

### 02 Access to education

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#### Finding

Teachers have not received adequate gender related training nor any supportive learning materials on gender yet data indicates that boys and girls with disabilities drop out of school at some point due to gender related challenges and this is worsened by the fact that disability is not included in comprehensive sexuality education curricular.

#### Recommendation

LNFOOD to lobby and partner with National Curriculum Development Centre to develop materials that are gender and disability inclusive and sensitize parents, teachers and learners on gender responsive and disability inclusive Life Skills to promote continuity in learning for both learners.

### 03 Livelihoods

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#### Finding

The participation of persons with disabilities in income generating activities is generally low but comparatively women and girls with disabilities tend to have limited access to economic resources than their male counterparts.

#### Recommendation

LNFOOD to facilitate the participation of women and girls with disabilities under the project area by supporting them with resources to start and manage their own businesses to bridge the economic inequality gap.

### 04 Capacities of Disabled Persons Organizations (DPOs)

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#### Finding

LNFOOD and DPOs generally do not have skills to mainstream gender in their programs and their organizations hence issues concerning gender equality and women empowerment have not been adequately addressed.

#### Recommendation

LNFOOD to institutionalize gender within LNFOOD through engaging a gender focal person whose duty is to capacitate and support LNFOOD and DPOs staff on gender to promote the mainstreaming of gender alongside disability in all their programs as well as within their organizational structures to promote gender equality and equal participation between men and women with disabilities.



## 05 Gender and Women's Rights Capacities

### Finding

These institutions hardly systematically address the intersection of gender and disability in their overall mandate, policies and or strategies and as a result, women and girls with disabilities are left behind in their programming.

### Recommendation

LNFOOD to capacitate the Gender and women's rights institutions on the intersection between gender and disability and how to mainstream disability alongside gender to promote the inclusion of women and girls with disabilities in their overall programming.

## 01 Gender-based violence (GBV) and disability

Figure 1 shows the sex and disability type with most abuse cases in accordance with the individual interviews. It reveals that comparatively, women with intellectual disabilities are the most abused. There is a general view in the program area of 73% that most cases of abuse target persons with intellectual disabilities, followed by speech disabilities at 12%. Results further reveal that women with disabilities (77%) compared to their male counterparts (23%) suffer the most abuse. Usually the perpetrators of abuse target victims who are the most vulnerable and, in this case, women and girls with mental disabilities are the most vulnerable due communication barriers and the fact that no one is likely to believe them because of their mental state. Perpetrators are aware that these characteristics make it difficult for these survivors of abuse to report.

As figure 2 shows, 91% of the respondents give a general view that a woman with disability has a right to learn about GBV since it amounts to legal empowerment. In some way, they will know about their inherent right to dignity as guaranteed by the Constitution which entails among others the right to be free from any form of abuse. According to 6% of the respondents it is a waste of time, 2% say this will make the woman more vulnerable to GBV and 1% stated that this makes her sexually active.

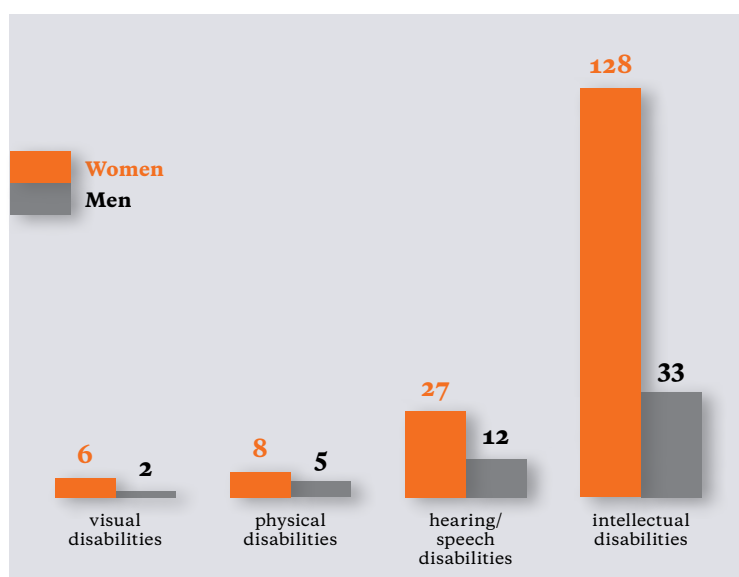


FIGURE 1  
Sex and disability type with most abuse cases

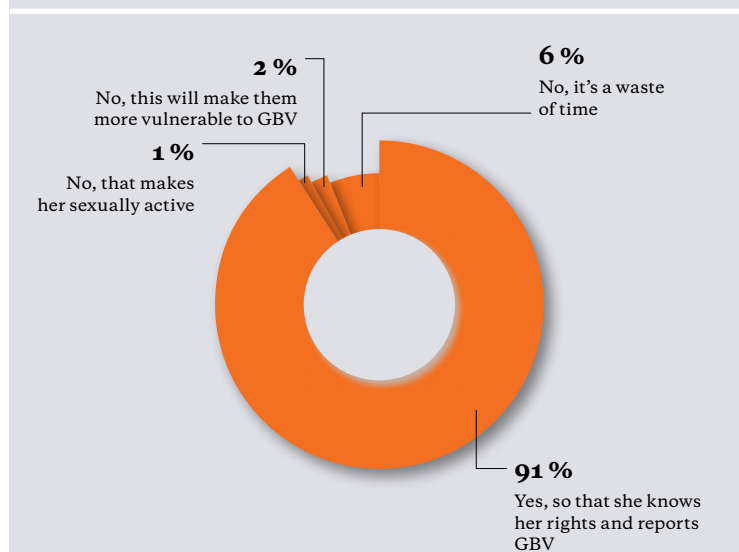
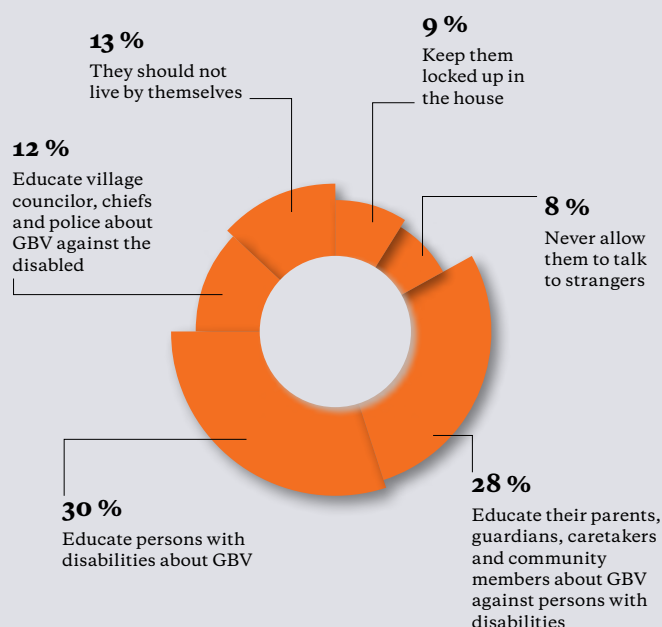


FIGURE 2  
Right of disabled woman to learn about GBV

The figure to the right further illustrates that 30% of the respondents are of the opinion that the most effective way to protect women with disabilities is by educating them on GBV while 28% believe that empowering the caregivers and the community would be the best option. Only 12% were of the opinion that educating the community leaders and the police was the best option. 13% said that they should not live by themselves, 9% were of the opinion that they should be kept locked up in the house and according to 8% they should never be allowed to talk to strangers. Therefore, empowerment through education is regarded as the best advocacy strategy as it makes the people aware of the issue that leads them to take active steps against GBV.



**FIGURE 3**  
**Most effective protection against GBV for women with disabilities**

## 02 Access to education

There are generally no assistive devices to facilitate learning for learners with disabilities, such as sign language, interpreters and teachers with specialized training on disability. This is over and above the fact that negative attitude towards disability is deeply entrenched in our society hence in some communities, parents or caregivers hide children with disabilities and do not take them to school whereas for those who are in school, other learners without disabilities usually discriminate against them rendering the learning environment unbearable.

The exception is seen in Hlotse Urban Council where there is a special school for the deaf, St. Paul School for the Deaf and two mainstream primary and secondary schools known as Mount Royal Primary and Mount Royal High Schools that are regarded to be inclusive. These schools are only inclusive to the extent that they include learners with hearing and speech disability by having sign language interpreters to accommodate these learners. However, these schools are not necessarily inclusive of learners with other forms of disabilities. The fact that there is a special education school in this area has led to the fact that many learners with hearing disabilities in school progress beyond primary school.

Furthermore, persons with disabilities in the other four councils without special education schools feel

that they have no other alternative but to take their children to mainstream schools which they do not otherwise prefer due to the fact that they are not inclusive. They insist that their children are better suited in special education schools because they are conducive for their learning. There, teachers are trained and are unlikely to be discriminating.

The dropout rate among boys with disabilities is generally reported to be higher than that of girls with disabilities (35% girls; 65% boys). Respondents indicated that this was because boys usually herd animals in line with their traditional gender role and somehow education is regarded as feminine. One woman in the FDGs indicated that boys are usually under the strict supervision of their fathers who significantly value livestock perhaps because it signifies family wealth which usually revolves around the male line of inheritance. In other instances, boys drop out of school in order to enter the labor market to acclimatize to the male gender role of a bread winner. However, it appears that a girl child with disability remains vulnerable to sexual abuse, since she is neither safe at home nor at school. While special protection by family members all day may be impossible since they may be at work, the girl child is also exposed to violence and abuse on her long-distance travel to school.

### 03 Livelihoods

The participation of people with disabilities in economic activities at community level and beyond in the five councils under the study is generally outstandingly low. The main community development projects with the help of the village chiefs and the councilors include activities such as road construction, planting trees and controlling the valleys. These are usually funded by the Ministry of Forestry. However, there is no mandatory disaggregation of data for those engaged in the activities but where disaggregation is done, it is usually done by gender and hardly by disability.

38.9% of the individual interviewees were of the opinion that men with disabilities were more involved in economic activities as compared to 13.8% who believed that it was women. Generally, persons with disabilities, whether male or female are mostly involved in non-formal jobs or domestic work. In addition to the general view that disabled employees are generally weak, this is because most of them did not attend school and have no academic, technical and vocational qualification. An exception was seen in Hlotse Urban council where a woman with hearing and speech disability is employed as a deputy principal in one primary school. She stated vehemently that this was possible because she had a college qualification.

There is always that believe in the villages that persons with disabilities should provide their services without pay. Therefore, it was a fitting test to assess what the respondents on individual interviews believed to be the ideal form of payment for persons with disabilities (PWD) after offering some services. The outcome revealed that 42% of the respondents believe PWD are paid with food. 31% are paid wages, 12% are given salaries which adds up to 43% who acknowledge PWDs should be paid in monetary terms in return for the services they provide. 9% think PWD should be volunteering the services they provide meaning they are not given anything in return. 4% of the respondents are of the opinion that services from PWDs should be appreciated by giving them clothes and some 2% think they should be provided with shelter in exchange for the service rendered. Overall, 57% prove that people in their communities continue to exploit PWD as they still do not pay them for the services they provide. This is discriminatory and dehumanizing since PWD are denied dignity and integrity in that they are treated as like inferior beings who are not worthy of monetary payment like other workers or employees.

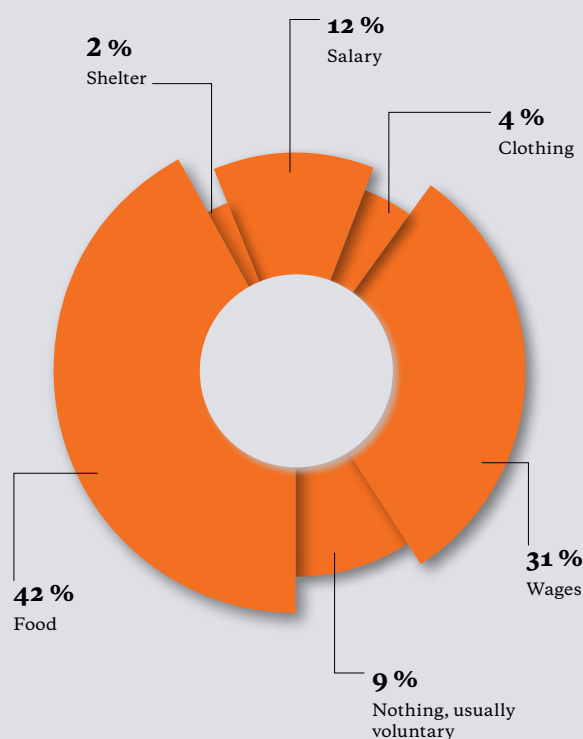


FIGURE 4  
**Forms of Payment for persons with disabilities Services**



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## 04 Capacities of DPOs as well as Gender and Women's Rights Capacities

The organizational capacity assessment analyzed the extent to which the DPOs as well as gender and women's rights organizations adopt a disability and gender approach in their work. This was done through looking at these entities' reflection on disability within gender and vice versa. According to the respondents, both DPOs and the women's rights organizations agree that inclusion of DPOs is not deliberate but merely happens by default in the activities since both sides indicated that they only work with each other upon invitation only during the implementation stages of the activities and nothing more.

The gender and women's rights institutions respondents indicated that they have never attended any training on disability rights which means they do not have a deeper understanding of disability within the scope of the Convention on Rights of Persons with Disabilities. As a result, they have never implemented any activity that seeks to address gender and disability. They have never thought it was necessary to specifically single out disability. It is worth mentioning that through these interviews, the participants became aware of inclusion gaps that were laid bare by the questions. Furthermore, the lack of gender mainstreaming in DPOs has led to limited collaborations with other gender and women's rights institutions. The only time LNFOD and its affiliates partnered with these institutions was when they invited them to make a presentation on their activities dedicated to the empowerment of women with disabilities, gender equality or where DPOs were invited by these institutions to make presentations in relation to disability.

In effect, persons with disabilities remain the exclusive mandate to the DPOs while gender is dedicated to a whole faculty in the other institutions. To date, the link between the two has not been addressed. The respondents representing the gender and women's rights institutions also noted that despite the double discrimination women and girls with disabilities are confronted with, they have not been able to adopt inclusive programming and interventions. This is also often due to lack of expertise or adequate resources. A common similarity in all these institutions is that they target women as primary beneficiaries in their programs and data is disaggregated only by gender and age. Other

intersecting grounds such as disability are not considered, neither at the planning and design nor the implementation, monitoring or evaluation. There is a lack of adequate networking and partnerships which would ensure sufficient integration of gender issues within the mandate of the DPOs. The concerted efforts would facilitate the smooth integration or mainstreaming of gender within the DPOs not only within the organizational structure but also beyond. The fact that gender equality and gender mainstreaming have not been prioritized within LNFOD as the umbrella organization of the aforementioned DPOs has not set a very good example for its affiliate DPOs. Although women with disabilities are generally very active within the DPOs they serve, almost all of them lack training on gender, even though most of them hold leadership positions. It appears that it is mostly because there are generally more women with disabilities within these organizations than men.



## Conclusion

Both gender analyses show that there are many gaps between theory and practice when it comes to gender equality and women empowerment in the context of disability. Whereas in both countries, Lesotho and Uganda, there is a strong foundation set by the international and regional human rights system, domestication remains the greatest challenge. Evidence from available literature and fieldwork indicates that these regions in terms of gender equality needs most urgent intervention from the government, civil society (especially DPOs and gender and women's organizations) and development organizations to support livelihoods and social transformation.

Comparing some outcomes of the gender analyses, similar issues have been identified. The studies showed that concerning GBV, the most common violation experienced by persons with disabilities in Uganda and Lesotho is sexual violence. The most affected are women and girls with mental disabilities. Concerning the participation of persons with disabilities in economic activities, the area of activity that is mentioned the most is agriculture, planting trees and other activities organized by the Ministry of Forestry. Due to social barriers within the communities, persons with disabilities face multiple challenges trying to enter the labor market. Both studies also showed that there is a strong need for partnerships between DPOs and gender and women's rights organizations that could lead to a fruitful exchange strengthening organizational capacities concerning gender and disability. One difference between the outcomes that is remarkable is the area of education. Even though persons with disabilities are facing discriminatory norms concerning the access to education in both countries, girls and boys are affected differently. While in Lesotho, the dropout rate of boys is higher than girls, in Uganda it is the opposite. In Lesotho, social gender norms force boys out of school while in Uganda social gender stereotypes are the reason for the high dropout rates of girls.

However, data that has been collected and analyzed indicates that a lot of ground work has been done on disability rights as well as on the promotion of gender equality. What appears to be consistently missing is the consolidated efforts within and between the disability movement and the women's rights movement. Yet the data clearly suggests that women and girls with disabilities are the most affected by intersecting discriminations. In fact, for women and girls with disabilities, this situation presents a dilemma because their rights are neither effectively addressed within the disability agenda nor within the women's rights agenda.



Improving livelihoods of women, men, boys, girls, and the vulnerable youth with special emphasis on person with disabilities will greatly contribute to their civic engagement and holding government accountable for service delivery. For a meaningful inclusion, there is a need to adopt a more sustainable approach to bridge the inequalities that exist in the societies in such a way that we leave no one behind. Embracing a gender-sensitive and disability-inclusive approach in areas such as GBV, education and livelihoods will go a long way.

This will not only lead towards eradicating the culture of violence that has become characterized by impunity as far as persons with disabilities are concerned, but also towards achieving equal opportunities between women and men, girls and boys in development areas such education and livelihoods.



# Annex

## Annex 1

### Methodology

The qualitative and quantitative analyses were based on a multi-pronged approach combining secondary sources obtained through a literature review with primary data gathered through in-depth interviews with key informants and focus group discussions as well as generated questionnaires. In Lesotho, observations during the data collection stage enriched the collected information by adding uncommunicated issues.

Unfortunately, in Uganda restrictions due COVID-19 did not enable the analyst to collect data through observation since most respondents and offices were not easily accessible. The study was conducted and analyzed using the human rights-based approach as the guideline by ensuring that the rights and the views of the most affected are taken into consideration.

## Annex 2

### Sampling

#### LNFOD, Lesotho

Interview Method	Females	Males	Total
<b>In Depth Interviews with Key stakeholders</b>			
Educational Institutions	12	3	15
Chiefs and Councilors	3	6	9
Police (CGPU)	2	4	6
Ministry of Small Business (BEDCO)	1	-	1
DPOs	5	1	6
Gender and Women's Rights Organizations	5	1	6
<b>Individual Interviews</b>			
Persons with Disabilities	53	98	151
Persons without Disabilities	67	90	157
<b>Focus Group Discussions (FGDs)</b>			
Females Only (5 FGDs)	50	-	50
Females and Males (5 FGDs)	26	27	53
<b>Total Respondents</b>			<b>454</b>

## NUDIPU, Uganda

Interview Method	Females	Males	Total
<b>Semi structured questionnaires</b>			
Councilors	12	12	24
District Officials	10	10	20
Organizations working on Gender Issues	15	10	25
Persons with disabilities	30	21	51
<b>Key Informant Interviews</b>			
Police	4	2	6
Teachers	5	5	10
<b>Focus Group Discussions (FGDs) with DPOs</b>			
Females Only (4 FGDs)	48	-	48
Females and Males (4 FGDs)	36	12	48
<b>Total Respondents</b>			<b>232</b>

## Annex 3

### List of abbreviations

<b>ADA</b>	Austrian Development Agency
<b>DPOs</b>	Disabled Persons Organizations
<b>FGDs</b>	Focus group discussions
<b>GADIP</b>	Gender and Disability in Practice
<b>GBV</b>	Gender-based violence
<b>LNFOOD</b>	Lesotho National Federation of Organizations of the Disabled
<b>MGLSD</b>	Ministry of Gender Labour and Social Development
<b>MoES</b>	Ministry of Education and Sports
<b>NUDIPU</b>	National Union of Disabled Persons of Uganda
<b>PWDs</b>	Persons with disabilities
<b>VSLA</b>	Village Saving and Loan Association

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