



BRIDGE CRPD - SDGs UGANDA NARRATIVE REPORT – MODULE 2

15 - 21 November 2018



@Tchaurea Fleury

WITH FINANCIAL SUPPORT FROM:



Executive Summary

From 15 - 21 November 2018, the second Module of the Bridge CRPD-SDGs training initiative was held in Uganda. This was organised by the African Disability Forum (ADF), the National Union of Disabled Persons of Uganda (NUDIPU) and the International Disability Alliance (IDA), with the support of the International Disability and Development Consortium (IDDC) and their members; and financed by the Big Lottery Fund, UK Department for International Development (DFID), and CBM.

This report is divided into two parts: The **First Part - Bridge CRPD-SDGs Uganda Module 2**, details the training process which aimed to reinforce learning and experiences of participants with disabilities following on from Bridge Module 1. It also provided an important opportunity to consolidate participant's exposure to an inclusive and comprehensive CRPD perspective on development, with the aim of reinforcing their advocacy for "all human rights to all people with disabilities". The **Second Part – Learnings and Evaluation**, presents a number of learnings and feedback from participants of the Bridge CRPD-SDGs Uganda cycle (Modules 1 and 2 as well as in between both modules); which demonstrates an overall increase in their confidence to engage in regional, national and local advocacy for CRPD and SDGs implementation. This section also presents key elements regarding the inclusive facilitation methodology, the preparation of a diverse team of co-facilitators as well as the ADF strategy to reinforce its sub-regional team with a Learning Coordinator.

The report concludes with a reflection on how the Bridge CRPD-SDGs Training Initiative is supporting the reinforcement of the disability movement in Uganda.

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First Section - Bridge CRPD-SDGs Uganda Module 2

"I learned with Bridge Module 2 the beautiful art of working together."

Faridah Nabulya

The Module 2 of Bridge CRPD-SDGs Uganda built on participants understanding and analysis of public policies to further develop knowledge and capacities to promote the full and effective participation of persons with disabilities. During Module 2, participants learnt or reinforced knowledge on key elements of public policies, including consistency in the law, the complexity of budget allocation, strategic development plans and programs, data collection as well as the use of international monitoring mechanisms on development and human rights.

The Module 2 also provided practical application of advocacy skills through analysis of factual documentation, interaction with government representatives and simulation of advocacy campaigns.

Module 2 further emphasized the importance of implementing Agenda 2030 and ensuring alignment between the SDGs and CRPD. Participants continued to enrich their understanding of these linkages through theory, and were encouraged during their assignments, presentations and discussions to always endeavour to see how to link the SDGs and the CRPD. Participants also became more familiar with laws in Uganda, not only disability specific, but related to the general population.

During module 2, participants also analysed common blockages to the inclusive implementation of public policies and explored solutions how to address these, primarily by using accurate monitoring mechanisms and influencing key actors. The module also addressed issues related to cultural beliefs and power imbalance considering gender issues.

In addition, the group were also given a re-orientation on the CRPD principles and their application in daily advocacy agendas. The CRPD perspective on development, including the post-2015 agenda and Sustainable Development Goals (SDGs) was also emphasized in relation to the rights of persons with disabilities.

“It was important to understand the CRPD from the perspective of the paradigm shift, looking at disability development approach not from the charity and medical models, but from the human rights model.”

Rose Obol Achayo

Workshop Summary

First Day – 15 November 2018



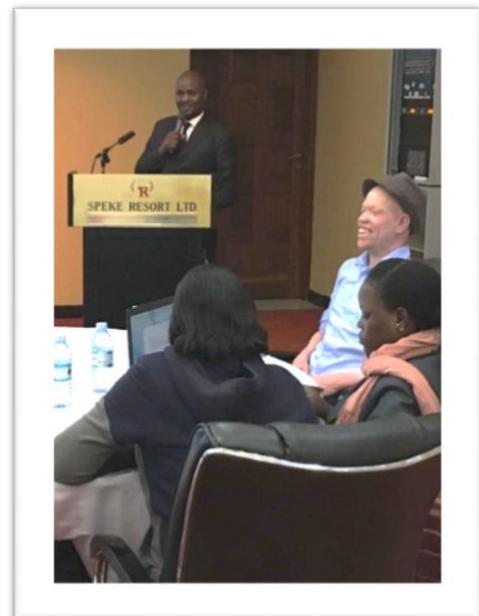
#Uganda
Bridge CRPD-SDGs Uganda Mod. 2 - Summary of day 1

À suivre LECTURE AUTOMATIQUE

Video message about the first day @Federica Settimi

Representatives of NUDIPU, ADF and IDA graced the opening of the Bridge Module 2 with brief remarks. Edson Ngirabakunzi, NUDIPU’s Executive Director quoted that *“with Bridge Training, the lives of persons with disabilities will never be the same”* adding that no one is an expert on the issues of persons with disabilities other than themselves.

An opening prayer to seek wisdom and blessings was done followed by self-introductions, a re-cap on the philosophy of [Bridge CRPD-SDGs training](#) and all feedback mechanisms, namely, Moodometer, traffic light cards, daily journal, daily evaluation team, the parking lot, as well as information regarding the rest area and logistics.



@Tchaurea Fleury

Tools for inclusion and feedback:



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Traffic cards are meta-cards that have different colours that are used by participants during sessions to ensure that participants do not miss out aspects of the training delivered by the facilitator.

The daily **Moodometer** is a poster by the exit door that everyone is requested to write or draw on to share their feelings at the end of each day, allowing the facilitation team to know individual reflections and feedback and make adjustments if necessary.

Daily review teams: Each participant volunteers to join one of the daily review teams. This is the chance for each participant to be an active observer of the way the training is organised and delivered.

Reflection wall/Parking lot: If participants would like to share anything from their individual journal or thoughts, there is space allocated on a sticky wall that is available to share at any time.

Sensory breaks: These are three-minute breaks between sessions which allow participants a few minutes to reflect on the discussions or to even relax.

Daily time keepers: Participants identify themselves as daily time keepers to ensure that time is managed well.

Rest space: A quiet place at the back of the training room where participants can take a break during ongoing discussions. The idea is that the participant rests, but does not miss out on discussions.

*"I was so happy with the **visual material**."*

Mark Kato Nabimanya

In addition, the group refreshed on the CRPD principles and application of the same in their daily advocacy agendas. The CRPD perspective on development, including the post-2015 agenda and Sustainable Development Goals (SDGs) was also emphasized in relation to the rights of persons with disabilities.

Agenda of the week & Day 1



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The week's agenda was sent beforehand to participants in an accessible format. Additionally, it had been creatively drawn in coloured papers and pasted on the sticky wall at the training venue to support the most visual participants and facilitators as well as a reminder of upcoming sessions. As such during the first session, participants gathered next to the agenda and together with facilitators, went through it. The importance of active and equal participation was stressed.

The first day was concluded by a very positive evaluation from the participants and facilitators which focussed on the methodologies and training ground rules. Participants suggested that rules be made clear to all. Facilitators team reviewed the methodologies and approaches for the day.

*“Inclusive facilitation in Bridge means getting people in the training to **participate equally or giving each participant time to express their views** and also, attending to each and every one’s need.”*

Hassan Mulondo

Day Two – 16 November 2018



Video message about the second day @Federica Settimi

In the morning, there was a recap of the first day with further discussions on the policy paper assignment experience and on the inclusive facilitation development, as well as a list of tips to improve inclusiveness in the participants' group.

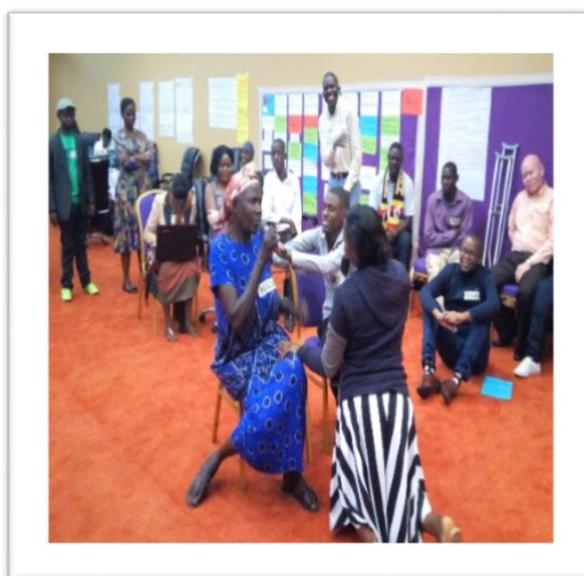
5 Minutes 1 article



1 Article

The day's programme started with the session "**5 Minutes 1 article**". The first article was Art. 5 of the CRPD on Equality and non-discrimination. The presentation from the first group showed how a person with disability could be exposed to discrimination and not seen as a person entitled to the right to property on an equal

basis with others, which the group very well linked to several principles of the CRPD. The second group presented a role play, focused on CRPD Art. 31 on Statistics and data collection, with the group presenting a case of a group of persons with disabilities who wanted to get data from a government's office so as to be involved in a project on economic empowerment programs.



@Betty Najjemba

Public Policies

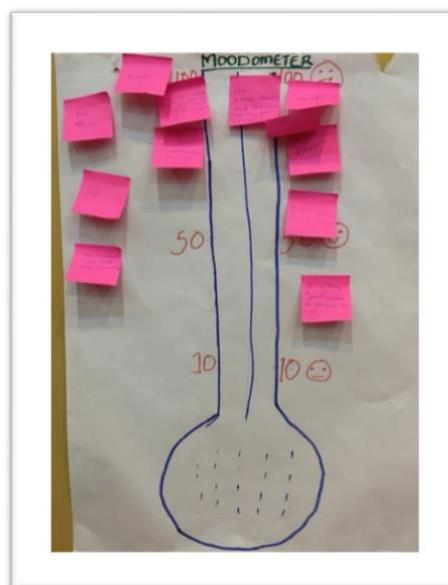


Participants were taken through an introduction to public policy including systematic approaches to formulating effective, inclusive and implementable public policies on different issues affecting and concerning persons with disabilities. Challenges, consequences and burdens of excluding persons with disabilities were also discussed at length. These discussions were followed by an exchange on experiences of participants on involvement in the design of policies of programs or regulations in the national framework. During this session, participants explained and analysed the level of involvement, challenges and possible solutions for future opportunities.

The group discussed the importance of legal harmonization, budget, and disaggregated data on persons with disabilities. Another component of the discussions referred to training: some governments might not have the knowledge required to implement a public policy inclusive of persons with disabilities, thus the need for the meaningful participation and close consultation with Organisations of Persons with Disabilities (DPOs) and Civil Society Organisations (CSOs) in the design, implementation, and monitoring of inclusive public policies.

The substantive session was closed by a quiz, per group, on key elements to measure public policies, namely the 4As & 1Q: Availability, Accessibility, Affordability, Acceptability, Quality.

The day was very well evaluated by participants with emphasis on the general well-being and equal participation.



@Tchaurea Fleury

*"I learnt it is important to know about our **country national development plans**. I will try to identify existing gaps that limit inclusion of person with disabilities, for instance, in the social protection programmes, education, communication and employment, and to **advocate for inclusiveness and favourable policies both disability-specific and mainstream policies or programs.**"*

Moses Serwadda

Third Day – 17 November 2018



Video message about the third day @Federica Settimi

The third day of the Bridge CRPD-SDGs training Uganda started with a recap of what participants had learnt on the second day and followed by the refreshment on the ground rules to ensure effective participation.

5 Minutes 1 article



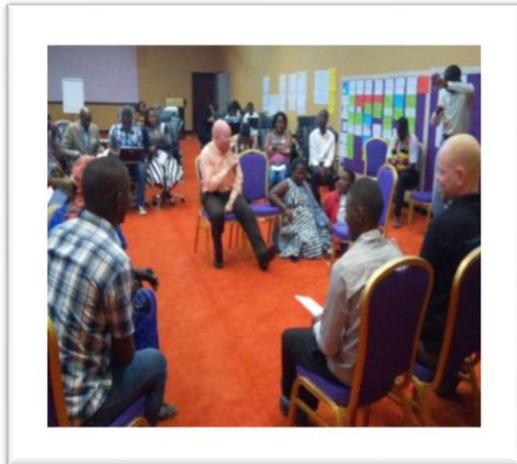
The first presentation was on the Art 19 of the CRPD on Living independently and being included in the community, followed by the Art 23 on the Respect for homes and families.

1 Article

Both different groups focused their role play on a family context and its importance for inclusion in society. The second group showed a family which initially rejected a person with disability marrying their daughter, but through strategic advocacy, based on the principles of the CRPD, the family allowed the marriage to take place. This showed that advocacy usually changes the society's mindset and enables persons with disabilities to live independently and make their own decisions and choices.

During the discussions, the groups linked to the Art 7 of the CRPD on Children with disabilities, stressing that children with disabilities have rights to make decisions correspondent to their age and maturity, benefiting from adequate support to take

decisions, including with alternative modes of communication. They have the right to be consulted, so that they enjoy Article 19 and 23 on an equal basis with others.

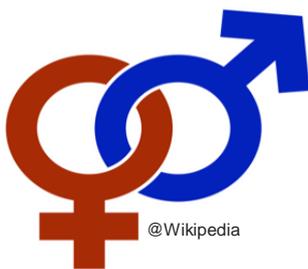


@Betty Najjemba



@Tchaurea Fleury

Gender equality



@Wikipedia

Gender

During the gender equality session, participants discussed the intersection between gender and disability, as well as on equality and elimination of gender roles. The session was very interactive and participatory with Questions & Answers on society's gender beliefs; some of which are barriers to persons with disabilities. It was also highlighted that with the CRPD and SDGs, the need to ensure by 2030, all barriers removed to reach the same path unlike the era of MDGs.

Assignments



@udswacampusicclass

Between Bridge Module 1 and Module 2, it was compulsory for all participants – with mentorship by the facilitators – to undertake an assignment on a specific policy issue related to the CRPD and or the SDGs. During the Module 2, participants had the opportunity to present on their own assignments and key findings, sharing challenges and seeking for support and further guidance from the team of facilitators and peer-review of their fellow colleagues. Even if some facilitators faced challenges on timing to feedback to their correspondent participants and some delays happened, all participants received an adequate

response on their individual assignments. The ADF Learning Coordinator played a key role in coordinating with participants and respective facilitators on the coaching of the assignments.

During this session, several participants presented their assignments on Articles 5, 24, 13, 19 and 25. Reasonable accommodation on time was requested and approved. Facilitators gave out general comments on how to improve the policy papers including understanding of current policies from village, sub counties and national levels as well as on how to increase cross-disability analyses.

The feedback session was very productive and praised by all participants and facilitators as it was an enriching experience with everyone sharing.



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*“The **Assignments** helped in using the knowledge that I acquired in Bridge 1 but also to look for data and other information in the specific area of the policy paper. In whatever I do, I need to do a lot of research to get facts to back up whatever problem has been identified. The **CRPD has foundational articles that cut across and one cannot do without them.**”*

Rose Obol Achayo

Making the right real: Understanding Public Policies



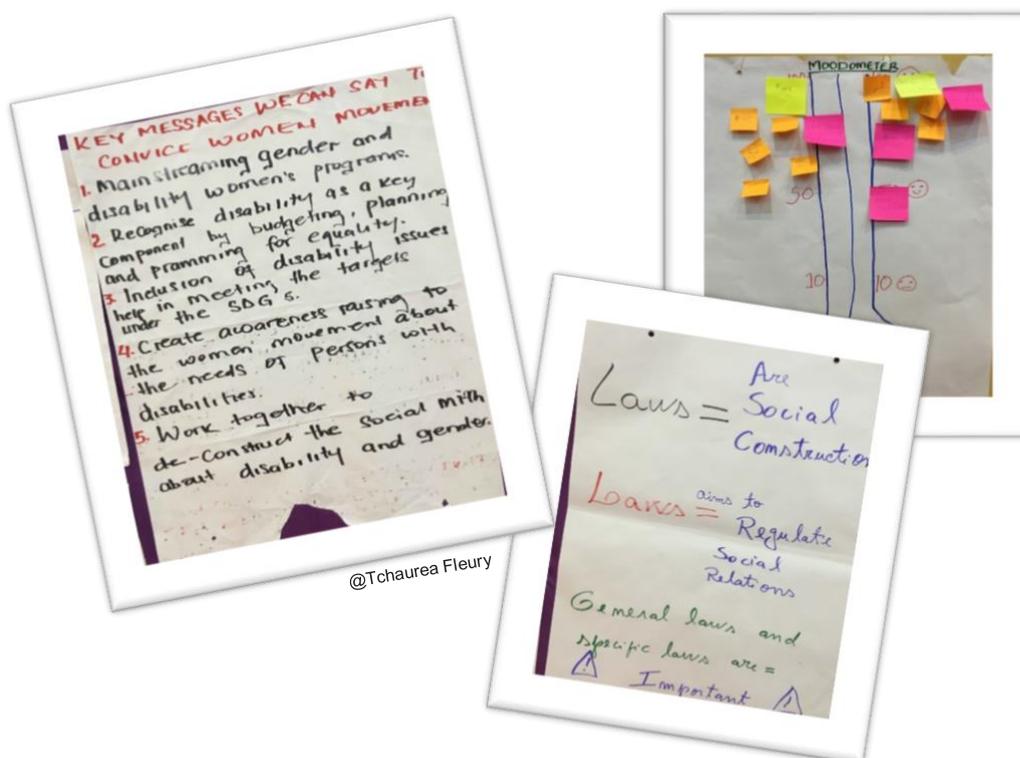
In the afternoon, the session focused on the participation of Disabled People's Organisations (DPOs) in policy design processes. Participants discussed the current situation in the context of Uganda, in reference to the design of budget and policies, including with the support from the international cooperation.

Facilitators also explained the concept of the "Twin-track approach", which means that disability-inclusion (in line with the UN CRPD standards) must be applied both to disability-specific and mainstream policies and programs. The group concluded the exercise by a long reflection on key elements and the importance of inclusive program design for persons with disabilities.

The day ended with a rich discussion and a successful daily evaluation. Participants requested even more time for more sensitive sessions such as "Gender equality", despite being a lot of time dedicated to the session. The participants were encouraged to make use of the parking lot on the wall for in-depth questions and reflections.

"I was able to get great new insights and ideas of policy making process which will practically help my advocacy campaign."

Ronald Kasule



@Tchaurea Fleury

Fourth Day – 18 November 2018



Video message about the fourth day @Federica Settimi

At the beginning of the fourth day, participants revised the general recommendations regarding the day before, with a short recap and further reflected on the substantive session on gender equality that was held on the third day.

5 Minutes 1 article



1 Article

The first presentation was on the Art. 27 of the CRPD on Work and employment, in a role play using a radio simulation, that called for job applicants and selection. The participants showed how a job selection should be inclusive and how persons with disabilities should not be subject to discrimination.



@Federica Settimi

The second group shared about the Art 13 of the CRPD on Access to Justice, with a presentation recalling the key elements of the article, including age and sex-sensitive accommodations.

Legal harmonisation



Legal

Harmonisation

The session on legal harmonisation and domestication process of the CRPD was very rich with intense discussions based on participant's experiences of interacting with law makers. Following the plenary discussion, participants were divided into groups to analyse specific Ugandan laws. Each group were allocated a specific law, namely:

- Employment Act,
- Domestic Violence Act,
- Mental Health Bill (two groups received different parts of this Bill considering its complexity and CRPD-incompliance).

Participants had in depth discussions in their groups, and presented their analysis to the plenary, including comparison with the SDGs to ensure persons with disabilities enjoy legal rights on an equal basis with others. The need for explicit inclusion of all groups of persons with disabilities was emphasised by all groups, to achieve the '*leave no one behind*' principle. It was also noted that in all legislation, disability cannot be a reason for persons to be treated unfairly, as this constitutes discrimination.

*"I got to know more about legal harmonisation in relation to **article 12 of the CRPD** which calls for equal recognition before the law."*

Brendah Wanyana

*"We need more advocacy on legal harmonization to ensure persons with disabilities are protected by the legal framework. I will do this with **more interaction with senior fellow activists from different DPOs/civil society and development partners.**"*

Moses Serwadda

*"I learnt that **we don't only need to focus on disabilities but general laws** governing a particular country to make sure they are inclusive of persons with disabilities."*

Faridah Nabulya

The day ended with a very positive evaluation. The afternoon was reserved for the participants' break to rest and be rejuvenated for the rest of the week.

Fifth Day – 19 November 2018



Video message about the fifth day @Federica Settimi

5 Minutes 1 article



1 Article

The day started with the “5 minutes 1 article” activity, with the first group presenting on Art. 24 of the CRPD on Education. The group presented the situation of children with disabilities in schools in Uganda; which was followed by a discussion on how the Ugandan DPOs can advocate for inclusive education. The second group was focused on the Art 6 of the CRPD on Women with Disabilities. The group presented situations of violence against women with disabilities in Uganda. The group also listed useful recommendations for the participants to take into account in their daily work as advocates.

Data



Data

The session on Data was introduced with a plenary discussion on: [What do you count in your daily life and why?](#) Participants actively engaged in the discussion. Consequently, the discussion was brought to the issue of what data is, how it is collected and why. Participants informed that, currently, every 10 years there is a census in Uganda. Still in plenary, participants discussed how to advocate for better data through disability

disaggregation in the census and increasing the frequency of census' to bridge the gap in data. Identification of key actors involved in the collection of data and who missed in data collection processes were also reflected upon. The debate was linked to current discussions on the SDGs-data collection momentum and the Short set of questions from the Washington Group.

*"My new area of advocacy is data, but not just data, but **disaggregated data on gender and disability**, so as to influence budget advocacy."*

Rose Obol Achayo

*"I really appreciated in the Module 2 the **usefulness of statistical data to deduce evidence-based arguments/demands.**"*

Ronald Kasule

Budget



Budget

The budget advocacy session was initiated with a roundtable discussion on how the government assigns priorities to activities and programs and how the government spends its funds. Particular attention was also given to the project spending cycle and CRPD compliant funding.

The plenary discussion was followed by a practical exercise on the budget cycle planning. Participants had to divide in groups. Each group was further divided into two groups: one representing a Ministry and the other representing the DPOs advocating for funding allocated to CRPD compliant activities. The Ministries were of Education, Health, and Social Protection. Each Ministry had to set their priorities to be reflected in the subsequent yearly budget.

Participants and facilitators evaluated this exercise as being very useful to understand how to ensure that budgets in their countries are CRPD compliant, as they explored together ways to be more specific and effective, for example, while speaking with the



@Tchaures Fleury

Ministry of Education, it is very important to underline and make a case on the cost of exclusion (evidence-based advocacy).

Preparation for informal meeting with stakeholders



© Can Stock Photo

The final session of the day was the preparation of the session with the stakeholders who would join the training on the subsequent day. Five key stakeholders confirmed their presence. The groups were divided accordingly and a mentoring discussion was made by different facilitators to each group.

Preparation meeting

The day was evaluated very positively by participants and facilitators.



@Tchaurea Fleury

*“Domestication of the CRPD is key to realization of our rights. The SDGs have a strong focus on marginalized groups and seek to influence inclusive development to ensure “No one is left behind” (Agenda 2030). **The CRPD works hand in hand with the SDGs and we are using the Convention as the framework to implement the SDGs.**”*

Moses Serwadda

Sixth Day – 20 November 2018



Video message about the sixth day @Federica Settimi

Recap



Recap

The day started with a recap of the previous day's activities. Facilitators began with an informal session of questions and answers, stimulating participants to share key learning they had during the Module 2.

Informal meeting with key stakeholders



Meeting stakeholders

From the five key stakeholders that confirmed their presence, two joined the participants including a representative from the Ministry of Gender Labour and Social Development, and the Deputy Director of the Community Liaison Police. For that reason, the Facilitation Team had to adapt and decided to not shift in groups, but to have an informal plenary discussion. In addition, a second group of participants worked with the ADF Learning Coordinator and the Bridge CRPD-SDGs Coordinator on reviewing and inputting the report of the Ugandan Inclusion Works workshop, with its related documents circulated to participants beforehand.

The group meeting relevant stakeholders appreciated their exchange as it was an opportunity to share about their key issues with these stakeholders, in particular, on the rights of persons with disabilities with the representative of the Ministry of Gender Labour and Social Development; and on the rights of persons with psychosocial disabilities to liberty and security with the Deputy Director of the Community Liaison Police. The second group was able to list down a number of recommendations to the UK Aid Connect on their Inclusion Works program, which was transferred to IDA, thus to relevant partners.

Assignments



The 3minutes 1 article public policy paper assignment feedback session followed with a constructive sharing of experiences between participants and facilitators. During this session, the remaining participants presented their assignments on the Articles 5, 7, 9, 12 and 27. Reasonable accommodation was also requested and approved. Again, facilitators gave out general comments on how to improve the policy papers which was followed by ideas from participants as well.

UN Monitoring Mechanism



UN Monitoring Mechanisms

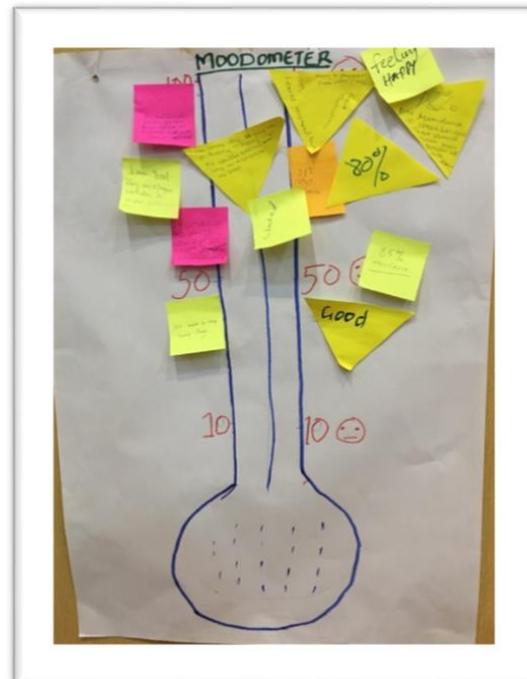
The final substantive session of the day was an interactive exchange with participants on the UN monitoring mechanisms, and their experience in engaging with those mechanisms. During the session, facilitators briefly introduced the High-level Political Forum (HLPF), the Universal Periodic Review (UPR), the Human Rights Council Special Procedures, and the CRPD Committee, including on their mandates, compositions, specificities, and their strategical use depending on the advocacy, and desired international visibility DPOs may wish to achieve.

The day was closed by a very positive group evaluation. Participants were encouraged to pay particular attention to the DFID's Inclusion Works Project as it will be a core for increased access to waged employment of persons with disabilities in Uganda.



@Tchaurea Fleury

The day's agenda was positively evaluated by all participants and facilitators either through the daily meeting evaluation, the *moodometer* or by informal conversations. Despite the intense day, participants evaluated it as very practical, with relevant and inclusive activities.



@Tchaurea Fleury

"With this module, I want to work closely with Human Rights bodies, for example the Ugandan Human Rights and Equal opportunities Commission."

Rose Obol Achayo

"I was very happy and learnt quite a lot during this Bridge Module 2 from how persons with disabilities of different types of impairments were contributing during session discussions. This was majorly a result of the 'safe spaces' created through inclusive facilitation techniques. This was a very great lesson and it should be the way to go to enhance self-representation".

Ronald Kasule

Seventh Day – 21 November 2018



Video message about the seventh day @Federica Settimi

UN Monitoring Mechanism



UN Monitoring Mechanisms

The day started with a simulation of the Uganda State review before the CRPD Committee. The main group was divided into three, which would simulate representatives from the State, from civil society organizations and from the CRPD Committee. The simulation aimed to reflect on the dynamics within the CRPD Committee reviews sessions.

Considering the large number of materials to read in preparation of the simulation, the activity concentrated on Art. 24 of the CRPD on Education. The simulation started with the group of DPOs privately briefing the “members of the CRPD Committee” on the real situation of education settings in Uganda, where the DPOS challenged the State report.



@Federica Settimi

Thus, the “representatives of the Government” were invited to the official constructive dialogue, responding to two rounds of questions from the “Committee members”. Following the reality, DPO representatives were not allowed to take the floor during the “constructive dialogue”.



@Federica Settimi

The facilitators provided feedback on key issues and information regarding the real process that takes place in Geneva and commended the participants for their commitment and engagement in the activity as well as for their knowledge on the process, even for those who have never witnessed a session of the CRPD Committee in Geneva. Facilitators urged participants to follow up on the CRPD Committee developments, including to keep up to date on the General Comments of the Committee and its recommendations to Uganda on the rights of persons with disabilities.

*“The most important learning I got from my fellow participants in Bridge Module 2 is that **It is always great to work as a team since no one is an island.** When we work as a team, everyone can come up with an idea which can be for the good of the team, and teamwork also ease what seems to be hard for others.*

The good example came out well on the last session where the civil society organisations and the state parties were to meet the CRPD Committee - all what was presented was the result of team work”.

Brendah Wanyana

“It was the most useful session!”

Hassan Mulondo

“I learnt to use the CRPD Committee Concluding Observations to support the assignment.”

Ronald Kasule

Recap



Recap

The simulation of the CRPD Committee session was followed by the recap of the previous day’s activities with a Quiz to participants.

Inclusive disability movement



Disability movement

Participants identified relevant opportunities to strengthen the disability movement in Uganda and made commitments on individual, organization and community levels through their advocacy work stressing the importance of the CRPD to make their commitments and rights real.



@Federica Settimi

The day ended with closing remarks and very constructive and inspiring feedback from the participants, as well as from the co-facilitators. The participants demonstrated new energy and knowledge, which will be used to make their advocacy more effective and ease the coordination and collaboration with national, regional and international stakeholders.

“As a commitment, I will follow up on the petition presented to the parliament and will keep my facilitator updated for reinforcement/support especially when the parliamentary committee on Education invites me to face them”
Joseph Mbulamwan

“I will make project proposals targeting conversion of the CRPD in local languages to help amplify content awareness of the Convention to those who are illiterate.”
Moses Serwadda

“I will use the CRPD article 24 and SDG goal 4 to advocate for inclusive education.”

Christine Kirungi

“I will meet a child with disability, and talking to his /her parents about the right of the child to get educated.”

Mark Kato Nabimanya

“As a result of the Bridge training, I will make sure that I adopt the principle of inclusiveness and also of effective participation. I will make sure that I have inclusive participation in terms of accessibility such as sign language interpreters, captioning and large prints for visually impaired participates and also cater for other impairments which are present.”

Hassan Mulondo

Second Section – Monitoring and Evaluation Bridge Uganda

Component 1: - Recruitment of ADF Training and Learning Coordinator

- ADF re-advertised the Training and Learning Coordinator position in June 2018. A panel interview with ADF representative, IDA representative and special advisor for ADF was held for those who were available with a final desk review held to decide on the final applicant. This process was successful in selecting a suitable candidate. The chosen applicant took up the learning and training coordinator post officially in August 2018 and she is still coordinating different activities including the Bridge CRPD-SGDs training as a core activity.

Component 2: - Pre - Bridge CRPD-SGDs Training

Component 2.1: - Bridge CRPD-SGDs participants

- As Bridge CRPD-SGDs training is comprised of two modules, no selection was done in the second Module, thus, the same participants who committed to the Bridge Module 1 were retained in the same number for the Module 2, which means:

23 participants – 13 Male and 10 Female

Age	Quantity
To 30 (youth)	8
From 31 to 40	10
From 41 to 50	3
Over 51	2

Region	Quantity
Central Uganda	9
Eastern Uganda	10
Northern Uganda	1
Western Uganda	3

Constituency	Quantity	Constituency	Quantity	Constituency	Quantity
Person with Albinism	2	Person with cerebral palsy	2	People with deafblindness	1
Blind people	1	People with Leprosy	2	Hard of Hearing people	3
Deaf people	2	Person with vitiligo	1	Person with physical impairment	6
Persons with psychosocial disabilities	2	Persons with Intellectual disabilities	1		

- Bridge Uganda made possible the participation of a number of trainees from out-side the capital, including participants from remote and rural areas, and participants with different levels of literacy,
- In addition, Bridge Uganda reached out an important number of persons with disabilities from underrepresented groups (69.5%), which would not be possible without a real effort to respect the Bridge Quality Criteria in the selection process,
- The communication and coordination with all participants were mainly articulated through the ADF Learning Coordinator, with support from NUDIPU, IDA (and its members), and some IDDC members in Uganda.

Component 2.2: - Bridge CRPD-SDGs facilitators

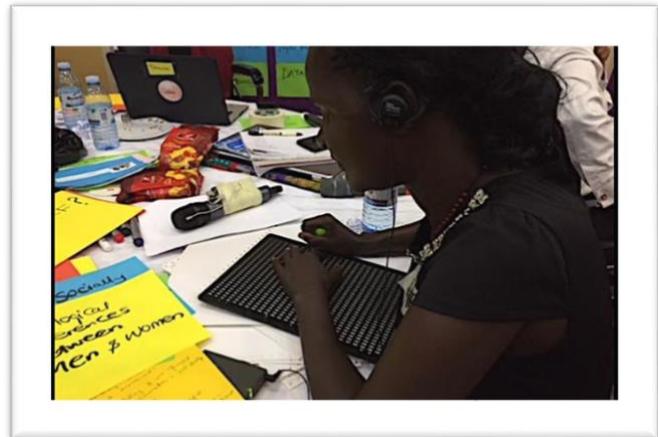
18 facilitators – 11 Female and 7 Male

Age	Quantity	Region	Quantity	Involvement in other Bridges	Quantity
To 30 (youth)	5	Uganda	7	Only Uganda	5
From 31 to 40	8	Kenya	4	Tanzania	5
From 41 to 55	5	Niger	2	MENA	1
		Sudan	1	French speaking	2
		Brazil	2	Art 11	1
		UK	1	Portuguese speaking	1
		Ireland	1	Several	3

Constituency	Quantity	Constituency	Quantity	Constituency	Quantity
Person with physical impairment	1	Persons with Intellectual disabilities	2	People with deafblindness	1
Blind people	4	People with Spina Bifida	1	Hard of Hearing people	1
Deaf people	1	Autistic person	1	None	1
Persons with psychosocial disabilities	3	Family members	2		

- Lead trainers were persons with disabilities themselves from the region, with proven experience on Bridge curricula.

- The team of co-facilitators, both in the Module 1 and Module 2, was very diverse, with 83% of facilitators being persons with disabilities themselves, from which, 53% were women with disabilities. All of them with technical and lived experiences,



A deafblind facilitator preparing her notes.

- Facilitators were mainly from Uganda (39%), with 78% of facilitators from Africa and 22% from outside Africa,
- Bridge CRPD-SDGs Uganda was very important for future Bridge trainings, including Bridge MENA, Bridge Tanzania, Bridge French and Portuguese African-speaking countries, and Bridge Module 3 on the Art 11 of the CRPD.

Component 2.3: - Bridge CRPD-SDGs support personnel

- The support team met the principles and philosophy of the Bridge CRPD-SDGs Initiative. All participants and facilitators from underrepresented groups received the required support,
- During Module 1, Bridge Uganda had a team of 16 personal assistants, 6 interpreters, including Sign Language interpreters and guide interpreters, 3 captioners and 2 illustrators, in a total of 27 support people,
- During Module 2, there was a team of 9 personal assistants, 6 Sign language interpreters and guide interpreters, 3 captioners and 2 illustrators, a total of 20 support people. The reduction in the number of personal assistants can be explained by the success of the safe and accessible environment experienced

by participants and facilitators. For instance, both the participant and the facilitator with intellectual disabilities were comfortable and requested not to have their assistants this time with them.

Some examples of evaluation made by participants on the adequacy of the support received:

“Inclusive facilitation in Bridge means getting people in the training to participate equally or giving each participant time to express his or her views and also attending to each and every one’s need, for example, sign language interpreters for deaf community or captioners for hard of hearing”
Hassan Mulondo

“Everything was really clear. Illustrations even made it clearer. Many methods were used. Thanks to our facilitators and Sign Language Interpreters.”
Faridah Nabulya

“I was equally able to participate during the workshop because I was given equal opportunity to express my opinion with others in the workshop. I was also accommodated which was convenient for me, my baby and babysitter.”
Christine Kirungi

“I was personally able to understand more of the facilitation due to the availability of captioners, who captioned for me what was being taught since am a hard of hearing person.”
Brenda Wanyana

Component 3: - Preparations BRIDGE

- IDA logistic team, in collaboration with ADF and NUDIPU teams - contacted each participant and facilitator to make sure any eventual requirement or reasonable accommodation would be indicated and then arranged,
- A pre-training package was shared with all participants for preparation of both Modules (these include CRPD-SDGs RECAP document - both in plain English and Easy to read versions) as well as General Comments of the CRPD Committee and reports of the Special Rapporteur on the Rights of Persons with disabilities, the word bank, among other documents,
- In both Modules 1 and 2, the facilitation team ensured a facilitation team preparatory meeting, to review the program, consolidate the sharing of sessions and close any final details, but they also ensured a preparatory meeting with the representatives of underrepresented groups (including people with intellectual disabilities, deafblind people, people with leprosy, among others) to ensure a smooth kick-off the training using different inclusive facilitation techniques and tools,
- In addition, support personnel, such as captioners, illustrators and Sign language and guide interpreters also benefited from a briefing on how to be more inclusive and prepared to the Bridge methodology. The illustrators that were less familiar with the Bridge methodology were very motivated with the opportunity, which for them was a unique learning process,
- Considering the low level of some captioners, the lead-captioner from Uganda was invited in between Module 1 and 2 to participate in the Bridge Training of Trainers Module B, in Dubai, both as a captioner of a trainee but also to learn with a high qualified captioner on how to improve his skills and better support the Ugandan team of captioners. Participants reported the improvement of the captioners team in the second Module of Bridge Uganda.

Component 4: - Monitoring, Evaluation and Follow up

Several different evaluation tools were used to ensure an effective triangulation of data to capture the post-Bridge impact, as follows:

- Each day was individually evaluated by the (i) “Moodometer” tool - to track the ‘mood’ of the group at the end of each day; and (ii) the daily debriefing, which is a small group of participants and facilitators that evaluate both the inclusion and the methodology applied during the day,
- Also, the overall modules were evaluated by (i) the closing evaluation session (the plenary evaluation at the end of each module) and (ii) the questionnaire (an individual evaluation filled by each participant),
- In addition, the lead trainers and co-facilitators were constantly informally discussing with participants to make sure everyone and the entire group, including participants, but also facilitators, assistants and support people, were feeling included and part of the process.

All these tools are recorded at the coordination level and will be compiled at the final report.

Component 4.1: - Questionnaire – ranking and testimonies

The written questionnaire is divided in parts, namely:

- First section - **Self-Reflection Questions**, open responses capturing the key messages learned during the training,
- Second section - **Post Bridge understanding** – Also open responses on understanding from participants,
- Third section - **Bridge CRPD SDGs Evaluation Questions**, with quantitative responses ranking from 1 to 5, 5 being the highest, and
- The final section - **Feedback on the hotel and logistics**.

Overall, the evaluations were highly positive. Participants commended the inclusiveness of Bridge, the safe space to engage and the high level of facilitators.

Substantive feedback on improvements to the training focused on a need for longer training, with more time for key sessions, in particular “Gender equality”, as well as to have further support on the assignment.

Bridge CRPD-SDGs Module 2 was evaluated at a ranking of 4 points of 5, in the quantitative session. Participants evaluated overall the content was relevant (4.9 points), clearly presented (4 points), with a high level of individual participation and contribution (4 points). However, participants identified that more time is needed for networking and exchanges (3.4 points) and that a closer support to the assignments would be needed (3.8 points of 5).

Regarding the open questions, a compilation of some responses shows a real impact of the Bridge CRPD-SDGs Initiative on their confidence to advocate for all human rights and development for all persons with disabilities in Uganda, as follows:

Overall learning

“The SDGs are closely related to the CRPD where effective implementation of the former results into actualisation of the latter”. Ronald Kasule

“I learnt that when doing advocacy work, it should be evidence-based. I should have different CRPD articles on my fingertips.” Christine Kirungi

“My main taking is the issue of working with other disability groups and how to address other peoples’ needs and challenges. Receiving facilitation from co-facilitators who have impairment was also good.” Hassan Mulondo

Being more inclusive

“As a result of Bridge training, I will advocate for equal rights for all persons irrespective of a disability. I will also call for respect for all and acceptance of persons with disabilities as part of human diversity and humanity as per article 3 clause (d). As a result of bridge training I will also fight for justice of persons with disabilities during my cross-disability work.” Brendah Wanyana

“As we do our advocacy work and trainings we need to be inclusive as possible, that is to say: putting into consideration other persons with disabilities like deaf, blind, psychosocial, women with disabilities, children and other marginalised categories of persons with disabilities.” Moses Amooti

“Supporting the invisible disabilities to be visible by allowing self-advocacy. Identifying priorities in whatever I want to do.” Rose Obol Achayo

“I will try to build confidence of other stigmatized colleagues with disabilities and make them aware of the Convention on the Rights of People with Disabilities.” Moses Serwadda

“I will use facilitation tools we learned here: I will take note of timing - at least provide for two to three minutes break between sessions - for people to relax, sitting arrangements, ensure that facilitators have clear eye contact with all participants, know them by names, use group work to encourage all members participation.” Joseph Mbulamwana

“I learnt that it is very important to understand the needs of different persons with disabilities so that I can be able to prepare for activity to ensure inclusiveness during the implementation. I also learnt that the facilitator has to be patient, assertive and flexible for one to be an inclusive facilitator. I will use more participatory approaches during my facilitations where I will engage more participants to share knowledge and experiences for better learning.” Christine Kirungi

“I will use the reflection wall (parking wall) to help me get further information that was rather not discussed or needed attention as a technique to manage time and ideas.” Moses Serwadda

Safe space

“Confidence is another aspect I should teach myself, thus, I will be a good facilitator or presenter in any meeting. This is as a result of Bridge because everyone was always given a chance to speak out. I also learnt that it is always great to ask if you don’t know because if you don’t ask, still, you will remain ignorant of the subject matter”. Brendah Wanyana

“What I learnt was that, during group discussion, every person was free to give his/her input during the group work. Participants were free to interact with each other and the facilitators and share ideas and contact.” Moses Amooti

“It’s important to value every learner because each of us have abilities to do whatever it takes as long as we appreciate one another with no wrong answers in a learning environment. It is good because the participants come from different disabilities but also with different understanding which makes it rich of diversities.” Rose Obol Achayo

“It is until we allow the different disabilities to be on board then we can talk of inclusiveness or equality. We need to work as a team in the disability movement.” Rose Obol Achayo

Networking opportunities

“I want to mentor the young women to take up leadership positions by believing in themselves. Ensuring that as a disabled people’s organisations, we work together with both the DPOs and Civil Societies Organisations more especially women rights movements for mainstreaming women and girls with disabilities in Uganda. We shall be meeting with DPOs like Uganda National Association of the Deaf(UNAD) National Union of women with disabilities (NUWUDO), Uganda National

Association of the Cerebral Palsy(UNAC) and NUDIPU to discuss possible areas of cooperation as we strengthen our bridge mentorship so that the unity keeps on after bridge training. The opportunity to network is excellent.This is the module where we even shared commitments to our facilitators and fellow participants.” Moses Serwadda

“I contacted a colleague from women DPO and we have shared opportunities for girls with disabilities. Two girls with cerebral palsy have benefited from trainings and employment. The Module 2 was a platform created for sharing and contacts attained for further networking. Collaboration and teamwork as we do advocacy is a great tool for achieving a unified voice and better results.” Christine Kirungi

“NUDIPU selected me to represent my DPO to join other disability advocates in monitoring the implementation of SDGs in Uganda.” Derrick Baguma

“The networking created opportunity for me and my organisation. I shared with NOWUDU (National Union of Women with Disabilities)’s chairperson Ms ROSE Achayo to ensure that women with albinism are not left behind in all disability programmes and policies. I also shared with chairperson refugees with disability Madam Natali to make sure that children with albinism are involved in programs and policies to capture and respect their evolving capacities to achieve the best.” Hassan Mulondo

Material

“It was very good because both the facilitators and participants were able to deliver valid information thus making the teaching and learning meaningful to all of us throughout the week.”
Brendah Wanyana

“The content of the sessions was very good as it gives more meaningful learning.” Rose Obol Achayo

Women and children with disabilities and underrepresented groups

“I commit to strongly advocate for the rights of children with disabilities. “ Brendah Wanyana

“During my cross-disability work, I will make sure that person with different categories of disabilities are also involved in my advocacy in order to help to bring on board the marginalised persons with disabilities not forgetting women and girls with disabilities.” Moses Amooti

Assignment

“The presentation of a policy paper was very important. I learnt how to prepare and develop a good policy paper to be presented to high level policy decision makers including the key things to consider. I will do enough research about the issue I want to advocate for, get the necessary

existing policies to back up my advocacy work, to understand very well the target audience. Bridge 2 assignment called for in-depth analysis of international and national existing legal frameworks.”

Christine Kirungi

“I learnt that evidence-based research is very important.” Moses Serwadda

Data

“I also got to know more about statistics and data collection as per article 31 thus knowing many ways of collecting data.” Brendah Wanyana

“For me the best session was data, because I get to know how to collect data and its helping in the allocation of research to us.” Mark Kato

“I have already created linkage with the SDG focal person on disability inclusion in Uganda so that I can get actively involved.” Ronald Kasule

Suggestions for next steps

“I suggest that those who will complete the Bridge trainings successfully next time should be given an opportunity as junior facilitators supported by IDA and IDDC to facilitate trainings in other countries or communities.” Daniel Iga

“Maintain the spirit!” Derrick Baguma

“IDA, IDDC and their members should support DPOs in all their projects.” Mark Kato

“We are proud to be among the pioneers of this wonderful CRPD-SDG inclusive facilitation model. This is a very important training for all persons with disabilities to feel empowered and claim for their human rights. IDA, IDDC and their members should deliberately commit to reach out to Bridge Uganda alumni and give them further support (could be further professional development) by involving them in their work across countries so that they can continue learning and professionally grow.” Ronald Kasule

Component 4.2: - Self-assessment – analysis of received forms

Before every Bridge training, participants are required to do a self-assessment on different thematic areas related to the Bridge CRPD SDGs training. This is to guide the facilitation team in their delivery of the training sessions and also to identify how confident participants are to influence the country's political environment, before and after training modules in the following areas:

- ✓ Development and humanitarian experience
- ✓ Rights, advocacy and accountability
- ✓ DPO networks and engagement
- ✓ Inclusive practice and facilitation

Each key thematic area of the self-assessment is divided into sub-themes to gauge participants' level of understanding in the given area by indicating their 'confidence levels'.

The self-assessment is undertaken pre and post Bridge CRPD SDGs Module 1 and 2. A participant is supposed to indicate their most appropriate level of confidence choosing from the range provided below:

1. None/ not at all
2. No confidence /A little
3. Some
4. Fairly confident/A lot
5. Confident
6. Fully confident / can support external agencies

Analysis of received forms

This is an overall interpretation on the responses to the self-assessments received before Module 1 and before Module 2. The full report with individual responses is annexed at the end of this Narrative Report.

More often than not, there was positive progress when comparing participants' self-assessment confidence levels before Bridge Module 1 and Bridge Module 2. Levels of confidence tended to go higher in the lead up to Module 2 which was significant in guiding the facilitation team on key areas of focus in Module 2.

There were instances where, for example, there was a higher percentage of participants who indicated that they were 'fully confident' before Bridge Module 1, only for this percentage to decrease going onto Bridge Module 2. A plausible explanation would be that participants, before participating in the training may believe that their confidence levels are very high, but during and after participating in the training, they realise that possibly there is a lot more that they did not yet comprehend and then they now share 'real' picture as to their current confidence levels.

Participants also possibly realise that, despite a good depth of knowledge of key topics, the BRIDGE training showed there was still a lot to be learned. This is why in many BRIDGE trainings, numerous means of evaluation are used to triangulate feedback and change and to better reflect the reality of the trainings impact in the long-term.

A. Development and humanitarian experience

In this cluster, participants were to share their levels of confidence based on their **experience in supporting their community in development programmes** (could be CBR projects, livelihood programme, youth or women's group initiatives, environment, housing etc. as some examples).

Analysis showed a positive projection where the level of confidence of the participants ranging from 'some confidence' to 'fully confident/can support external agencies' was at 88%. A significant difference was the rise of confidence from 'some confidence' at 6% before Bridge 1 to 24% at before Bridge 2.

Under **Assessing their knowledge of current international and/or national development plans and frameworks**, the percentages of those who did not have confidence or whose confidence was a little (29% versus 35%) in this area did not change much which indicated a need to lay emphasis on development plans both national, regional, and international, during the Module 2 training.

Under the **Experience of designing & monitoring development programmes that are fully accessible and inclusive of all persons with disabilities**, there was a

marked difference in this area where before Bridge Module 1 the percentage of participant who indicated 'some' to 'fully confident' increased from 76% to 88%.

Looking at the section where participants were to share on their **experience in supporting their community in a humanitarian crisis situation** (could be a Tsunami, flood, drought, earthquake, displacement or due to conflict/ unstable situation such as political conflicts/ election process/ refugee crisis etc.), responses showed lower awareness from the participants, both before Module 1 and Module 2.

These responses indicated the need to focus on article 11 of the CRPD. Uganda as a country faces such situations as influx of refugees into the country from neighboring countries, internal conflicts that result in situations of internal refugee camps among others which would be crucial that organizations of persons with disabilities have knowledge on ensuring that responses to such situations are inclusive.

B. Rights, Advocacy and Accountability

From the responses, this is an area that a high percentage of participants either indicated having 'some' confidence or being fully confident, 80%, before Module 1. Before Bridge Module 2, 100% indicated that they had 'some' level of confidence to being 'fully confident and could support external agencies'.

The cluster of questions on their levels of confidence around **understanding the CRPD, familiarity in using the CRPD Committee jurisprudence and experience in engaging with shadow/parallel reporting for CRPD, or other treaty bodies** showed positive progress before Module 1 going onto Module 2. Most participants (41%) reported 'no confidence,' or a 'little' initially on their familiarity in using the CRPD jurisprudence. Going into Bridge Module 2, only 16% reported that they had 'no confidence' or 'little confidence' which shows some improvement but still indicated that there was need to put focus on this in Module 2.

There was increase in confidence when the participants reported on their **experience in advocating for change in laws and legislation or development of regulations, standards, directives or decrees** with those who reported little or no confidence

decreasing from 29% to 18% whereas those reporting 'some' level of confidence to fully confident rising from 71% to 76%.

There was also a reported improvement in confidence prior to Bridge Module 1 when participants reported on their **Experience in advocating with government for change in budget allocations at national or municipal level**, with those reporting 'some' confidence to fully confident at 53% before Bridge Module 1, whereas before Bridge Module 2, it was at 76%.

At module one, most participants (94%) reported either having 'no confidence at all' when reporting on their **experience in engaging with national statistics commission and other key stakeholders in advocating disaggregated data on disability** (such as promoting the Washington Group short set of questions in national census). Reporting before Bridge Module 2, these percentage had reduced to 56%, with 44% reporting either 'some' confidence to 'confident.' This was crucial in showing this as an area that required focus in Bridge Module 2.

There was a slight increase in confidence from 82% before Module 1, to 94% before Module 2 of participants who reported **experience in working with human rights bodies such as the National Human Rights Institution or Commission and other national or international human rights organisations**, such as women's rights, indigenous rights, human rights mainstream organisations, etc.

In terms of **experience in supporting specific empowerment programmes for women and girls with disability to access justice, legal aid, shelter and recovery, compensation, micro finance etc** - before Bridge Module 1, 24% reported having none or little confidence, while in reporting before Module 2, 18% reported having no confidence or a little which also indicated a need to focus on this area during Bridge Module 2.

C. DPO networks and engagement

In this cluster, participants showed positive progress in their levels of confidence considering their reporting before Module 1 and also before Module 2. In reporting on **how confident they were working with other impairment groups, including those**

who are less represented such as persons with psycho-social disability, deafblindness and intellectual disability, persons who have leprosy, albinism, etc., most of the participants indicated high levels of confidence before Module 1, 100%, however, in reporting before Module 2, 6% indicated a little confidence. This could be deduced to mean that while coming to Bridge Module 1 the participants realized their levels of confidence were not as high as previously thought.

Similar trends were also noted when the participants reported on **how confident they were in working with people with disability from different backgrounds such as indigenous peoples, rural / remote /isolated communities, displaced persons, communities living in inner city slums or other groups who are typically discriminated** with the levels of confidence remaining high albeit dropping slightly when they reported before Module 2. This was critical in ensuring that the focus of Module 2 would also emphasize building a strong cross disability movement.

The majority of participants reported high levels of **confidence working with a wide range of mainstream national and community development organisations working in fields such as education, livelihoods, youth rights, election committees, service delivery etc.** with marked increase in confidence when reporting for Bridge Module 2.

In reporting on **how confident they were working with international NGOs, donor agencies and UN agencies**, a slight percentage, 18% reported no confidence to a little confidence, which dropped slightly to 6%. This was also another area of focus for Bridge Module 2 on inclusive program design and how to engage with donor agencies to ensure that persons with disabilities were involved right from the design of projects, through implementation and monitoring.

D. Inclusive practice and facilitation

In their responses, this was another cluster where reporting before Module 1 participants indicated mostly higher levels of confidence, but then again, in reporting for Bridge Module 2, even though still seeing high levels of confidence, the percentages dropped. For example, 35% indicated that before Module 1, they were

'fully confident' in their **experience of creating accessible meetings, events and communications to ensure access of all different impairment groups**, e.g. access audits of buildings, ensuring appropriate media and materials and logistics have been assessed for all impairment group requirements. However, in reporting for Bridge Module 2, the percentage had slightly decreased to 24%. A similar trend was also experienced in other sub themes which was an indication as earlier deduced that participants were learning new things hence their levels of confidence seemed to be 'challenged' after Module 1 which would explain their reporting before Module 2.

A final self-assessment form will still be shared with all participants in February 2019 to track self-reported progress on all the stated areas after Bridge Module 2.

Next steps

- Co-facilitators from Uganda and lead trainers will maintain continuous engagement with trainees on their policy paper assignments and to provide mentoring/feedback until the end of January 2019. After which the participants will be awarded certificates of completion for Bridge CRPD-SDGs Modules 1 and 2,
- The ADF Learning Coordinator will engage participants with advocacy opportunities in Uganda and assist trainees where necessary to access co-facilitators and lead trainers support.
- Begin planning and organisation for the Bridge CRPD-SDGs training initiative in Tanzania in 2019. This will be co-led with SHIVYAWATA and include key advocates from Tanzania's disability sector.

Conclusion

The Bridge CRPD-SDGs initiative in Uganda has changed the way most DPOs have been operating and how they engage in wider advocacy efforts. Understanding the CRPD and the paradigm shift; which looks at disability not from the charity and medical model, but rather through a human rights lens has been an important and positive step. This has been strengthened through expanded knowledge of inclusive programming and the inclusion of significantly marginalised and underrepresented groups within different policy and advocacy areas. It is also important to mention that advocacy around Art. 27 of the CRPD in Uganda is leading to inclusive work to increase access to waged employment of persons with disabilities across the country.

Advocates and activists who are persons with disabilities are now in a position to use the CRPD and SDGs as a unifying voice and tool to influence different policy areas, lobbying for equal participation in government programs and policies, and also in provision of reasonable accommodation.

Most participants promised to apply the idea of international accountability mechanisms to follow up on the state of implementation and reporting of the CRPD and SDGs by the government.

Additionally, having disaggregated data on persons with disabilities in Uganda was considered paramount in solving different policy issues as the new strategy is considered to be evidence based advocacy approach.

Annexes:

- Annex 1 – Bridge Uganda Participant List
- Annex 2 – Bridge Uganda Training Agenda
- Annex 3 – Participants Self-Assessment matrix