Project report: TCT1341
ACT (Awareness and Communication Training) for West Nile, Uganda

Report for year 2: May 2017 - April 2018

“This is a unique project that responds to an unmet need.”
District Education Officer, Yumbe District

Angal Boys Primary Shool, Nebbi
TABLE OF CONTENTS

1.0 OVERVIEW 3
1.1 Introduction
1.2 Context
   i) Refugee situation
   ii) Local conflicts
   iii) Potential partners and opportunities

2.0 ACTIVITIES IMPLEMENTED AND APPROACH 6
   2.1 Community Awareness Training (CAT) for community leaders and duty bearers
   2.2 Working in refugee areas
   2.3 Teacher Awareness and Communication Training (TACT)
   2.4 Family Awareness and Communication Training - FACT
   2.5 Sign Language (SL) training
   2.6 Child to child activities

3.0 CHALLENGES, LESSONS AND LOOKING AHEAD 13
   3.1 Key challenges encountered
   3.2 Lessons and Recommendations
   3.3 Priorities and looking ahead to year 3

Table 1: Children with hearing impairment, by district 17
Table 2: Teachers reached
Table 3: Parents reached
Table 4: New deaf youth identified 18
Table 5: Cumulative beneficiaries reached: 2016-2018

ACRONYMS 19
PHOTO CREDITS

Teaching good ear hygiene: put nothing in your ear smaller than your elbow!
1.0 OVERVIEW
1.1 Introduction
This report provides an overview of the project area and main activities carried out during the second year of the Awareness and Communication Training (ACT) project, areas of progress, challenges, lessons learned and proposed interventions for the following year. This project aims at increasing access to education, improve retention and academic achievements for deaf and hearing impaired children and challenge negative cultural stereotypes regarding deafness and disability.

1.2 Context
All the nine districts of West Nile (Adjumani, Arua, Koboko, Maracha, Moyo, Nebbi, Pakwach, Yumbe and Zombo) as covered by the project, continue to be among the most hard to reach areas of the country with very limited access to services by both government and non-state actors. The population continues to grapple with conditions of poverty, ignorance and disease with very limited support from development partners who consider these areas too hard to reach. With the limited back up from government and other development actors, families continue to mainly focus on immediate survival needs with little awareness and attention to issues of disability and vulnerability which are, at most, viewed with stigma.

Among other issues affecting the project area during this reporting period, there have been three main issues of focus which have had additional implications on the project.

i) Refugee situation
With the recent upsurge of war and violence in South Sudan, there have been a growing number of refugees entering the country with a heavy toll on resources and priorities for the project area. Bidi Bidi refugee settlement in Yumbe district (estimated to be the biggest refugee settlement camp in the world) hosts a population of over 287,000 refugees, Moyo with a total
population of 168,000 refugees and Adjumani with 239,000 outnumbering the nationals in all the districts with vulnerable children constituting over 50% of the refugees.

Subsequent field experience indicated that the increasing number of refugees in the country could have resulted in more children flocking in for safety more than adults, and particularly prone to high incidence of trauma and hearing loss as a result of squalid living conditions, limited access to services and neglect due competing demands. Yet a refugee child with hearing impairment is more vulnerable and suffers more exclusion in the already stretched dispensation of services and opportunities in both in settlements and hosting communities.

The field teams have witnessed numerous constraints facing the education of children in refugee communities with overcrowded schools, lack of space for learning during rainy periods (as the ground becomes soggy under trees which serve as classrooms), shortage of seats or desks and no gender sensitive toilet facilities as boys and girls share the limited unsanitary toilets available. There are no trained teachers to handle the children with hearing impairment. Lacking even simple knowledge of managing a child with hearing impairment in mainstream classes, this has led to high dropout rates among the children with hearing impairment in primary schools.

The project team also listened to numerous stories of abused children in refugee areas due to institutional constraints and local exigencies as overcrowding, shortage of basics like shelter and clothing with parents more pre-occupied with quest for survival needs. As a result children with hearing impairment lack the required protection and respect for their rights.

The few operational relief agencies mainly concentrate on physical/other types of disability which are more visible and their parents (mainly mothers and grandmothers) lack an opportunity to voice their concerns. Some of the agencies encountered indicate a general lack of basic knowledge on how to support deaf people, considering their needs too unique and hard to navigate due to communication barriers.

**ii) Local conflicts**

Insecurity due to land related conflicts has become more common among the refugee hosting populations, which has significantly unsettled implementing partners who are working in these areas. During the first part of the reporting period, there was an inter-tribal conflict between the Madi of Adjumani and Acholi of Amuru over land ownership that claimed the lives of over 15 people. At other times there were unpleasant incidents, including attacking vehicles, undressing passengers and stealing their property.

A similar conflict occurred in Yumbe on 30th March 2018 following a commotion between Uganda Revenue Authority and Boda-boda cyclists over number plates. The unemployed youth joined in and took advantage of the situation to mount roadblocks all over the town attacking vehicles of partners, some of which were burnt down in their parking yards. Fortunately the project team were tipped off by local contacts and avoided getting caught up and temporarily explored other options, including basing most of the planning work at the regional office and government offices before heading to the field.

Some of the implementing partners had to relocate with vehicles to other districts for two weeks until the situation was calm. This has had some effect on the intensity, cost and quality
of services in the areas to date due to fear evoked by the tensions, with limited movements and many shops and restaurants now close as early as 1900 hrs.

**iii) Potential partners and opportunities**

Elements of greater co-ordination work within the settlements are on-going, revealing an increasing number of actors with an interest in inclusive education but lacking expertise in disability programming and catering for children with hearing impairment.

Finn Church Aid, who is the main actor with a visible support for deafness, have been taking identified deaf children to other districts including Arua and Gulu where there are some units for the deaf. Whilst providing some assistance, it also appears to limit access to many other children who are scattered across local communities. There are also the risks of transportation, low parents involvement and inadequate monitoring of the children’s performance due to the distance. The idea for at least one model school in the refugee hosting areas is currently being mooted with financial support from UNHCR and technical guidance anticipated from SU.

More actors like Save the Children and LWF are beginning to express interest in this unique True Colours Trust funded project. There is particular interest in the component of sign language training, with some beginning to invite the SU team to conduct training for their staff, teachers and other service providers in their education programmes.

![Learning to sign Good Afternoon](image)
2.0 ACTIVITIES IMPLEMENTED AND APPROACH
In delivering the planned interventions for this project during this reporting year, the team made concerted efforts to respond to the emergent challenges of on-going high refugee influx in 2016-2017 which was the main concern for key stakeholders in the region. This is as a result of a new wave of fighting in the Sudan which led to over half a million people crossing into Uganda and settling in West Nile. Among these were children with hearing impairments and other vulnerable children with little attention from stakeholders at the time.

The project team had to redefine its areas of focus to reach out to an additional three new districts (Adjumani, Maracha and Moyo) that are hosting large numbers of refugees. Concurrently, there was a re-designation of Nebbi, one of the original project districts, with the creation of a new district of Pakwach, and the team had to cover both areas. In effect, new contacts and partnerships had to be initiated with additional districts and a resumption of basic project sensitisation including awareness and orientation meetings with key community leaders and identification of new schools and communities.

This paved the way for expansion of project activities to all nine districts of West Nile.

The project was also helped with the supplementary funds from True Colours Trust, offering one-off assistance against exchange rate losses from the previous period that helped to support additional work, especially with families of children, community leaders and partners in the refugee hosting communities of Adjumani, Moyo and Yumbe.

2.1 Community Awareness Training (CAT) for community leaders and duty bearers
In an effort to increase community ownership, consultative meetings and awareness activities were scaled up especially targeting new project areas of Adjumani, Moyo, Pakwach as well as Yumbe which hosts the largest refugee settlements of Bidi Bidi. Awareness activities targeted key local government departments (education, health and community services), political leadership (chairmen and counselors), settlement commanders and zone leaders, village health teams, religious and opinion/clan leaders were brought on board to support project activities. This includes the identification of project schools, mobilisation of families and children in host communities, participation in awareness work and follow-up on issues of raised by children.

As a result, the ACT project has an on-the-ground presence in all the nine districts of West Nile (Adjumani, Arua, Koboko, Maracha, Moyo, Nebbi, Pakwach, Yumbe and Zombo). The project was able to directly interact with 566 leaders (male 340; female 226) during the reporting period.

With additional work in new districts including meetings for education working group involving other development partners in refugee hosting districts (Adjumani, Moyo and Yumbe), key agencies such as the UNHCR have increased interest in the project with key and promising steps for greater collaboration and understanding of deaf awareness.

Ongoing special bilateral consultations with UNHCR and Finn Church Aid towards establishing an inclusive school in Yumbe with SU requested to inform the planning and management of a deaf unit at Apo primary school. Other agencies such as the Windle Trust, World Vision, LWF and Save the Children have also promised to explore partnership opportunities with the
project team towards additional Deaf awareness and SL training for community workers and partner schools.

Leaders in other districts (Arua, Koboko, Maracha, Nebbi, Pakwach, and Zombo) also pledged to continue linking HICs to school. For example a Sub-county chief in Maracha pledged to lobby for a deaf unit in Galia Primary school through the District council to increase access to education. Another new district of Pakwach developed a working agreement with the project, identification of 3 new schools and tentative plan of action and the District leaders of Zombo recognized SU as one of the special/appropriate partners with tangible activities on the ground during a validation exercise for quality control and coordination.

2.2 Working in refugee areas

“My sign name is ....” Phiona (right) sharing her skills in maiden SL session to a family of a Deaf friend (2nd right) during a home visit in a refugee camp –Moyo District

As noted in last year’s report, the team had to go through the mandatory process of appropriate recommendations and accreditation to obtain the required permits from the OPM as a viable partner to work in the main refugee communities of Adjumani, Moyo and Yumbe. Initial work included consultative and orientation meetings with the district leaders, settlement commanders, zone leaders and members of Refugee Welfare Committees (RWCs) in all the target areas. These RWCs, who act as the frontline leaders linking the refugees to the implementing partners in each zone, were particularly helpful in sharing information with the project team about the particular and unique state of affairs in each of the settlements.
Unlike Adjumani and Moyo where it was more practical to reach out to all key leaders for the camps, Bidi Bidi refugee settlement being the largest, is divided into five zones. Of these, the field team zeroed in on Zones 1 and 3 with the support of the RWCs, who led the identification of more children with hearing impairment in their various clusters and villages supported by the community service officers.

There were inclusive family and community awareness activities in refugee hosting areas which captured a wide range of participants (parents, zone leaders, teachers and other community leaders) to ensure more ownership and collaboration. Besides as well reaching out to community leaders and families in Bidi Bidi (Zones 1 and 3), follow up family awareness sessions were conducted around schools for better mobilisation back up from teachers.

The Ugandan Government’s widely acclaimed scheme designed to prevent tensions in refugee hosting communities, ReHOPE (Refugee and Host Population Empowerment), offers additional supporting infrastructure and services for those communities hosting them. The ReHOPE principle is 70:30, whereby each partner working in such areas is required to invest at least 30% of their resources in supporting the hosting community during interventions. With guidance from the local government, the project team took on at least one additional mainstream school outside the camps in each district to comply.

Following the project awareness activities at district and community level and additional engagements with members of the working groups at national and local level, all key players in the refugee hosting districts including political, technical leaders and development agencies expressed goodwill for the ACT project.

“With this training it is going to be easy for us to include the deaf and it will yield good results.”
Community leader Panyimur -Pakwach

As would be expected in displaced populations however, there were several issues observed during interactions with children and families requiring the attention of other stakeholders including:

- Generally limited family awareness on deafness and available services to support their children. Many parents lacked basic knowledge on safe methods of cleaning their kids’ ears with a high incidence of otitis media, unknown herbs and residues in the ears.
- Extreme congestion and lack of appropriate facilities in refugee hosting schools. For instance there are over 3,700 pupils in one primary school and many of children have
no classrooms meaning little or no school during the rainy season. There are also hardly any recreation facilities in camps.

- Poverty means some girls (including older ones), report to school with no “underpants” which renders them susceptible to abuse and they lose interest in school.
- High cases of early marriages in Bidi Bidi and low attention to SRH issues.
- Some learners have left school because the support given by NUSAF (Government support for war affected areas) ended.
- A lack of basic and essential learning materials and teaching aids (books, charts, boards) in primary schools.
- The long distance that has to be covered while reaching out to parents and children due to the vastness of the camp.
- Dealing with extremely high expectations beyond hearing impairment and education.
- Local complaints, generally, about international agencies considering the rights and services to refugees ahead of local children.

2.3 Teacher Awareness and Communication Training (TACT)

In an effort to improve participation and problem solving, the team evolved additional modifications in teacher/school awareness with an abridged approach of bringing all the three main players (teachers, parents and children) in one location. This convergence of ideas and experiences is helping not only to bridge the gap between parents and teachers but has also increased attention on particular issues raised from children. This model which was explored in all the 38 schools reached (Adjumani-5, Koboko-6, Maracha-6, Moyo-5, Nebbi-4, Pakwach-5, Yumbe-3, and Zombo-4), has been well conceived by school heads and parents leaders with an additional impetus to form parents groups with the schools and focal teachers as points of reference.

Engaging the children at school alongside their parents and teachers has enabled immediate reflection on their issues, and joint commitments such as following up HICs with coping mechanisms and their families. Individual children have also become good ambassadors for their peers in abusive situations and reporting on those with irregular attendance. For example, there are two outstanding girls, one in Kijomoro Primary School (Maracha) and another in Cinyi Primary School (Moyo) who have taken the initiative to conduct home visits to follow up on their friends who have limited confidence and performance.

Due to these trainings, teachers were able to express clear understand about deafness, how to take care of deaf children and identify their pressing needs, with a total of 413 (M249 and F164) teachers reached during these joint TACT sessions.

The team used the recent long school holidays to improve the communication skills of teachers with special sign language training sessions held in 8 districts (Adjumani, Arua, Koboko, Moyo, Nebbi, Pakwach, Yumbe and Zombo) with over 230 teachers attending courtesy of additional budget support sourced by Signal from the Didymus CIO.

Despite the progressive awareness sessions however, some issues continue to be noted including fluctuations in school attendance as children are called in for domestic chores (digging and home care) and other events, for example the trapping of grasshoppers especially during harvest seasons and the effects of domestic violence. Child abuse and corporal punishment remain contentious with teachers apportioning more blame on parents and vice
versa. Nevertheless there is some consensus on the need to reflect on excesses of both sides towards a happy and safe child, both at school and home.

“Some of them (teachers) still beating us with no reason”
Girl at Angal Boys Primary School – Nebbi

2.4 Family Awareness and Communication Training - FACT
Awareness work and reaching out to families has been the hallmark of project interventions during this reporting period in all districts of operation, with additional mentoring towards the formation of active PSGs, leadership training, income generation and advocacy. A total of 1065 parents (481 male and 584 female) have been reached in the year with particular highlights including:

- Increased participation of parents and caregivers in addressing the needs of their children.
- Parents have responded by checking their children's ears and incidents of infection reportedly referred to available medical services. According to parent’s leaders in Adjumani and Moyo, cases of deafness had been associated with cultural fallacies such as “crossing the river at night”, a common perception among the Madi people which the project is gradually challenging.

“All these seven years I have never imagined that my daughter can even sit in a class to learn because we call her “Abobo” (stupid). Am truly happy for we have never seen this unique programme in our District.”
Commented a parent in Palorinya settlement-Moyo

- Parents have taken it upon themselves to reach out to other parents sensitising them about the need to send their deaf children to school, with more leadership inspiration in Adjumani, Maracha and Nebbi.
- With increased mobilisation and back up from focal teachers and CDOs, parents have been encouraged to form groups which are linking them for further and peer support. As a result 16 PSGs have been formed in the project area with 625 parents directly involved.

“I used to think that these children (deaf) are useless and a waste of resources but now will do everything possible to take my son to school.”
Father of deaf child, Panyimur - Pakwach, after an awareness session and exposure to a deaf role model

“This is the first organisation that has organised parents who are very active on ground, helping the hearing impaired children and I pledge my support.”
Chairperson, Alwi sub-County, Zombo
• There have been additional efforts towards increasing leadership training and supporting savings schemes and income generation. At least three groups have gone further, contributing funds towards buying materials for their group projects such as liquid soap making in Koboko and Nebbi.

2.5 Sign Language (SL) training
In a further effort to bridge the communication gap and link deaf children to friendly services, communities and opportunities, SL training efforts have targeted a wide range of community leaders and duty bearers including CDOs, health education officials, councilors and child rights enforcers such as police and probation services and other development partners. Over 560 community leaders and duty bearers have been exposed to basic awareness around deafness and simple tips on SL communication.

“Before the training, I did not know anything but now going to handle the deaf not only in my school but also the community. I want to go beyond to bring the deaf closer to me.”
Teacher from Angal Boys Primary School – Nebbi

While anticipated, based around previous projects, the enthusiasm of teachers and other community leaders in SL continues to inspire and there have been some encouraging commitments in refugee hosting including:
• Leonard Cheshire offering space for any upcoming SL training in the area;
• LWF to consider deaf awareness and SL in their future planning;
• Save the Children plan to organise a refresher training and involve SU as key resource persons.
2.6 Child to child activities
While this component is still evolving with initial efforts limited to school level including simple open discussions, “breakout sessions” and occasional follow-up on sports activities, it has developed into a successful initiative in enhancing child participation. The HICs were given the opportunity to showcase their skills at community level, taking advantage of public events like the International Day of Persons with Disabilities, Deaf Awareness Week, “Bidi Bidi got talent” and other awareness events that have excited parents, local leaders and other development partners. Children particularly relished the opportunity and excelled in reciting poems and teaching the wider community about deafness and SL tips, during major events including celebrations for International Women’s Day in Moyo and Bidi Bidi (video links to Signal’s website already shared) and which are still talked about.

A related development in reaching out children and young people was the identification of 76 out of school Deaf young people, mostly in refugee hosting areas with hardly any SL skills, illiterate and unable to participate in other youth programmes.

It was evident that this is causing additional problems, notably in numerous incidents of sexual abuse, early pregnancy, sexually transmitted infections and generally poor self-care due to exclusion in ongoing SRH and related programmes. The project could only offer a few communication tips and guidance on SRH through pictoral IEC materials. This requires urgent follow-up and new funding streams to specifically address these issues.
3.0 CHALLENGES, LESSONS AND LOOKING AHEAD

3.1 Key challenges encountered

- Coping with increased high demand for project interventions especially SL training and child and family support in these hard to reach areas of West Nile where there are no other similar projects focusing on hearing impairment and disability on the ground.
- All key technical matters relating to disability are referred to the small project team who need additional capacity and resourcing. Alongside the goodwill and interest of partners, the project team has been called upon to provide specialised technical/advisory services including the viability of establishing deaf units, general disability scoping in the project area and SL training in all locations. Whilst all very positive and a testament to the teams on the ground, this is a high call at the moment and in some instances, back up staff were pulled in from Kampala for key project interventions, including orientation meetings, SL training and high level sector meetings, particularly in refugee hosting areas.
- There are also additional contextual expectations in the refugee hosting areas where NGOs are generally more known for offering material support and capital investments rather than training. The team continues to explain the key focus of the project and its limitations, but also has a moral responsibility to explore signposting to other actors that can support such demands.
- With more HICs identified with treatable problems (ears requiring syringing and removal of foreign bodies), there is increasing demand for hearing assessment and follow-up support due to an absence of other support services.
- While eventually successful, gaining access to the refugee camps involved a long chain of command from the OPM; district leadership, sub-County/host community, camp commanders and RWCs. This essential engagement and awareness work drained a lot of resources and staff time but was boosted with the back-up funding (covering forex gains) and support from other development partners.
- Political process and electioneering around the removal of age limits (for the President) especially during the first part of the reporting period, caused some timing difficulties and occasionally affected the quality of participation with some venue facilities already booked, high cost of goods and the diversion of popular messages to those with "political vibes".
- To an extent anticipated, the long distances necessary to reach out to schools and selected communities in the nine districts of operation had a heavy toll on the project team. For example crossing from one zone to another in Bidi Bidi alone takes over three hours of non-stop driving, and the team has to cross by ferry from Moyo-Adjumani or by the difficult and slippery terrain via the alternative routes of Koboko-Yumbe. Besides areas with very poor roads, particularly around Panyimur and Wadelai in Pakwach and Yumbe, there were additional delays when one of the ferries linking Moyo and Adjumani broke down in the middle of the year.
- Local conflicts and social unrest. As shared earlier by email and phone, there was some postponement of scheduled activities due a wave of local tensions that erupted in some of the project areas in Adjumani and Yumbe. While the latter was related to land conflicts that resulted in intertribal fights and killings, the former was about sudden riots by unemployed youth that targeted any property belonging to development actors. Thanks to their local high standing, the project team received a timely warning from friendly local partners with no resultant harm to lives and property.
3.2 Lessons and Recommendations

- While using a tried and tested project approach, the team continued to learn the positive effect of the timely and active involvement of local leaders from the start. These include CDO’S, probation, police (child family and protection unit) in mobilisation work and delivering awareness messages has a very big impact in changing the attitude of the communities and building project ownership.
- SL training in any form remains as a critical component of all interventions targeting deaf people and their families. This not only improves communication but is a key motivator across all project interactions.
- Need to invest in simplified and deaf-friendly IEC materials not only to cater for scattered and illiterate groups, but also busy community actors. Handouts with colorful pictures and signs were much requested by all stakeholders including “technocrats”.
- As shared under TACT and FACT, inclusive awareness sessions that bring a convergence of teachers, parents and children in one location builds instant buy-in and boosts mutual problem-solving and follow-up of cases identified. For instance, children in their separate sessions in the vicinity were able to raise particular concerns such as corporal punishment and verbal abuse, which the adult session could then address immediately, including agreeing on reporting mechanisms.
- Need for a focal presence or operational office in refugee hosting areas – working groups and meetings require a regular presence due to the frequency and instant calls necessary to address emerging issues.
Experts also need support in taking on disability issues, for instance the project were team called upon to guide on the establishment of a deaf unit at a primary school by UNHRC as their earlier investments lacked practical sensitivity and direction. The SU team found a lot of goal balls (sound emitting footballs), braille equipment and other learning materials meant for the blind procured for a presumed annex for the deaf in Yumbe.

The project needs to address particular emerging needs of HICs and deaf young people, for example, SRH and rights protection issues due the high incidence of abuse and coping with problems which require informed guidance.

Medical follow-up of children and linkage to services especially in refugee communities is vital, as families lack the basic knowledge and the resources to help themselves.

Children are able to shine and become role models among stakeholders once provided with enabling opportunities. This was clearly evidenced during Deaf Awareness Week and International Women’s Day, where they were even able to educate community members about deafness and SL using poetry, songs and a mini-quiz.

Focus on income generation activities is still a key component of working with and motivating families and PSGs towards improving household finances and supporting their children.

### 3.3 Priorities and looking ahead to year 3

- Follow up on joint awareness sessions at community level in refugee areas not only to improve knowledge, but to build local teams to mobilise families, report and refer children requiring support.

- SL and communication training for parents and service providers under specific clusters with the help of deaf peer leaders.

- More emphasis of training parents under PSGs including additional leadership, IGA training and savings for parents.
- Exploring hearing/medical assessment of HICS in the project schools, especially in refugee areas.
- Production and distribution of more illustrated IEC and SL materials. These were designed under a SU-Signal UK Aid funded project, supplemented by a one-off additional donation for wider printing and disbursement.
- Follow-up guidance on HIV/AIDS and SRH rights information for deaf young people identified.
- Collaborative follow-up sessions with teachers at school and community level.
- Explore more child-focused activities such as talent development, drama and quiz competitions.
- Networking and follow-up meetings with other development partners (including UNHCR, Save the Children, LWF) and others that have expressed an interest in supporting particular project components, such as SL training.
- Team reflections and interim project reviews to agree on priorities for the final year of the project.
- Ensuring a sustainable exit strategy is developed and shared with all stakeholders and project beneficiaries.

Observing all cultural conventions: sharing issues by drawing in sand – kneeling in respect, looking down (no eye to eye contact with a male adult) and a small distance from parents – Geya Primary School, Yumbe
### Table 1: Children with hearing impairment, by district

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjumani</td>
<td>114</td>
<td>116</td>
<td>230</td>
</tr>
<tr>
<td>Arua</td>
<td>21</td>
<td>30</td>
<td>51</td>
</tr>
<tr>
<td>Koboko</td>
<td>61</td>
<td>77</td>
<td>138</td>
</tr>
<tr>
<td>Maracha</td>
<td>48</td>
<td>30</td>
<td>78</td>
</tr>
<tr>
<td>Moyo</td>
<td>53</td>
<td>59</td>
<td>112</td>
</tr>
<tr>
<td>Nebbi</td>
<td>74</td>
<td>73</td>
<td>147</td>
</tr>
<tr>
<td>Pakwach</td>
<td>52</td>
<td>57</td>
<td>109</td>
</tr>
<tr>
<td>Yumbe</td>
<td>20</td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td>Zombo</td>
<td>27</td>
<td>54</td>
<td>81</td>
</tr>
<tr>
<td>Total</td>
<td>470</td>
<td>544</td>
<td>1014</td>
</tr>
</tbody>
</table>

### Table 2: Teachers reached

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjumani</td>
<td>15</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>Arua</td>
<td>41</td>
<td>35</td>
<td>76</td>
</tr>
<tr>
<td>Koboko</td>
<td>40</td>
<td>23</td>
<td>63</td>
</tr>
<tr>
<td>Maracha</td>
<td>14</td>
<td>10</td>
<td>24</td>
</tr>
<tr>
<td>Moyo</td>
<td>20</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Nebbi</td>
<td>34</td>
<td>10</td>
<td>44</td>
</tr>
<tr>
<td>Pakwach</td>
<td>26</td>
<td>8</td>
<td>34</td>
</tr>
<tr>
<td>Yumbe</td>
<td>25</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>Zombo</td>
<td>34</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Total</td>
<td>249</td>
<td>164</td>
<td>413</td>
</tr>
</tbody>
</table>

### Table 3: Parents reached

<table>
<thead>
<tr>
<th>District</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moyo</td>
<td>16</td>
<td>40</td>
<td>56</td>
</tr>
<tr>
<td>Adjumani</td>
<td>21</td>
<td>37</td>
<td>58</td>
</tr>
<tr>
<td>Arua</td>
<td>59</td>
<td>75</td>
<td>134</td>
</tr>
<tr>
<td>Koboko</td>
<td>41</td>
<td>32</td>
<td>73</td>
</tr>
<tr>
<td>Maracha</td>
<td>17</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Nebbi</td>
<td>92</td>
<td>90</td>
<td>182</td>
</tr>
<tr>
<td>Pakwach</td>
<td>151</td>
<td>167</td>
<td>318</td>
</tr>
<tr>
<td>Yumbe</td>
<td>30</td>
<td>44</td>
<td>74</td>
</tr>
<tr>
<td>Zombo</td>
<td>54</td>
<td>79</td>
<td>133</td>
</tr>
<tr>
<td>Total</td>
<td>481</td>
<td>584</td>
<td>1065</td>
</tr>
</tbody>
</table>

*Total number of PSGs: 16 with 625 registered members*
**Table 4: New deaf youth identified**

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjumani</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Koboko</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Maracha</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Moyo</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Nebbi</td>
<td>11</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Pakwach</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Yumbe</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Zombo</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>34</strong></td>
<td><strong>76</strong></td>
</tr>
</tbody>
</table>

*The numbers of Deaf Young People above exclude over 200 deaf young people in Arua and Koboko that are already mobilised by peer leaders under existing peer support groups.*

**Table 5: Cumulative beneficiaries reached: 2016 – 2018**

<table>
<thead>
<tr>
<th>Beneficiary</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with hearing impairment</td>
<td>668</td>
<td>765</td>
<td>1433</td>
</tr>
<tr>
<td>Parents/care givers</td>
<td>654</td>
<td>753</td>
<td>1407</td>
</tr>
<tr>
<td>Community leaders and duty bearers</td>
<td>492</td>
<td>337</td>
<td>829</td>
</tr>
<tr>
<td>Teachers</td>
<td>417</td>
<td>257</td>
<td>674</td>
</tr>
<tr>
<td>Deaf young people</td>
<td>42</td>
<td>34</td>
<td>76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2273</strong></td>
<td><strong>2146</strong></td>
<td><strong>4419</strong></td>
</tr>
</tbody>
</table>
ACRONYMS

CDO  Community Development Officer
HIC  Hearing Impaired Child
IEC  Information, Education and Communication
LWF  Lutheran World Federation
OPM  Office of the Prime Minister
PSG  Parent Support Group
RWC  Refugee Welfare Group
SU   SignHealth Uganda
SRH  Sexual and Reproductive Health
UNHCR United Nations High Commissioner for Refugees

PHOTO CREDITS

All photographs used in this report were taken by Paul Ssenteza or Karen Goodman-Jones.