



# Country Strategy Uganda

2021 – 2025



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# A. ABOUT LIGHT FOR THE WORLD

Light for the World is a global development organisation empowering people with disabilities and enabling eye health services in low income countries. Our history – improving health systems, enabling education for all, and amplifying the voices of people with disabilities – spans three decades. Creating powerful partnerships, we work tirelessly to strengthen the entire system.

We focus on people with disabilities facing multiple barriers, including children, women, rural communities and those hit by disaster. We concentrate on selected countries where the need is greatest according to the Human Development Index and where we believe we can achieve long-term system change by strengthening the existing health, education, social and economic set-up so it reaches those who need the services the most for many years to come.

Outcome-oriented monitoring, evaluation and applied research is crucial to us. We use it to continuously learn and adapt our programmes, to ensure maximum effectiveness.

## B. METHODOLOGICAL NOTES

This country strategy was developed using the Outcome Mapping method. Outcome Mapping focuses on changes in the behaviour of the people, groups and organisations influenced by a programme. Light for the World adopted and adapted this methodology for the design and development of this and five other country strategies for the period 2021-2025 which were all prepared in the first and second quarters of 2021. A core feature of this methodology is the identification of key system actors (boundary partners) and the formulation of Outcome Challenges for each of them.

The Uganda Strategy 2021-2025 is intentionally designed to influence and systematically track and evaluate progress towards complex systems change. Alongside the country strategy, aligned global and country monitoring and evaluation (M&E) frameworks with Progress Markers were developed for each of the Outcome Challenges. This will allow Light for the World and our partners to systematically monitor, evaluate and learn from the progress we make towards systems change in eye care, inclusive education and inclusive economic empowerment.



## C. COUNTRY PROGRAMME UGANDA

### 1. EYE HEALTH

#### 1.1. Background and Context

Light for the World has supported eye health initiatives in Uganda since 1996, first as CBM Austria, with projects involving the Mulago eye unit in Kampala and the school for blind children in Soroti. The needs identified in Uganda and relationships built with local stakeholders led to the development and implementation of the flagship programme National Intervention on Uncorrected Refractive Errors (NIURE) in 2008. The scheme, which was transferred to national direction in 2019 and was concluded in December 2020, has built national capacity to address UREs, through training, the provision of equipment and advocacy. Nationally, ophthalmic clinical officers (OCOs) and refractionists can diagnose UREs and refer patients for corrective measures. A national spectacle supply chain has been established, with spectacles bought by private customers subsidising the provision of spectacles to those who cannot. To date, the programme has trained 74 OCOs, provided 48,036 pairs of spectacles to those who need them and examined 227,448 patients.

The relationships developed during NIURE at the national, district and local level and sustainable eye health structures built during the programme, provided a strong foundation on which to support a national child eye health programme. This includes the introduction of school eye health, screening of school children and planned development of child eye health modules for teachers and eye health practitioners.

In Uganda, Light for the World sees the child eye health programme as an opportunity to specifically improve clinical and optical eye services for girls and boys in the scope of a long-term programme. The broad intervention involving government stakeholders from the health and education sectors, will not only expand the reach of NIURE to other, underserved, regions of Uganda but also be complemented with a component strengthening clinical services for children, government leadership, information, and research.

## **1.2 Our Vision**

We envision women, men, girls and boys in Uganda having equitable and inclusive access to comprehensive, quality eye health services at all levels of the health system, with a focus on child eye health. Child eye health services are integrated in routine health care at all levels through an efficient referral system and mobilisation strategies.

Eye problems are identified at an early stage by sensitising communities, schools and parents and upon identification of eye problems this is well documented, and children are referred to the available services to be followed up with proper care and the appliances needed.

Eye health subjects are addressed by research and policies are informed by reliable health data for planning and budgeting purposes and hence child eye health is on the agenda across all levels of leadership. Child eye health Infrastructure, equipment, supplies and appliances are readily available across the health system to respond to eye health needs.

There is an active Human Resource development plan for child eye health; eye health workers are skilled, fully trained and equitably distributed to adequately respond to patient needs.

## **1.3 Programme Approach**

In support of the vision we will provide input to a comprehensive Eye Health Strategy that ensures that eye health budgets are part of national and district planning and budgeting processes. We will promote coordination and building synergies between different actors active in eye health to ensure optimisation of resources.

In close partnership with the Ministry of Health, we will support training of human resources (eye health teams, primary health workers, teachers and village health teams) to address the problem of congenital cataract and other common childhood eye diseases. This will include work with the Ministry of Health, Ministry of Education and Sports and the National Centre on Curriculum Development (NCDC) to Include eye health modules in training curricula.

We will promote regular engagement between policymakers at national and district levels to increase our profile on child eye health and foster integration with rehabilitation and other non-communicable diseases. We will further work with the Ministry of Health, community health teams, community development officers and teachers to create awareness on child eye health amongst communities and district stakeholders. We will support the Ministry of Health (MoH) to improve data management, Health Management Information System, eye health indicator sets, and analysis and dissemination of findings to improve programme implementation and policy development and initiate research to build a strong evidence base to feed policy making and advocacy agenda. This will include the development of pilots and concurrent action research on early intervention and other topics of interest to nurture innovation and expand on the knowledge base around child eye health. Findings and lessons learned will be disseminated in learning events and documented to serve as knowledge mobilisation products.

We will work with the MoH and local government to strengthen and raise awareness about the referral system and ensure that a functional optical workshop is in place that meets the demand for free/ affordable quality spectacles and other assistive devices. We will equip target schools with capacity and tools to identify and keep records of children with eye problems and do follow up where needed.

## **1.4 Envisaged Outcomes and Partners**

### **Ministry of Health (MoH)**

- ▶ Intentionally includes eye health among the health policies.
- ▶ Provides specific budget for eye health, including for specialised equipment and ensures tax exemption processing for equipment.
- ▶ Reviews schemes of service to incorporate all essential human resources for eye health.
- ▶ Develops standards and guidance on eye health.
- ▶ Coordinates and supports implementation of the eye health programme.

### **Schools**

- ▶ Screen pupils for eye problems using vision corridors and document the findings.
- ▶ Based on the screening findings, engage with ophthalmic clinical officers or refractionists for follow up.
- ▶ (Focal) teachers are trained and actively and regularly screen pupils and they address the topic of eye health in parent and teacher meetings.

### **Ministry of Gender, Labour & Social Development:**

- ▶ Develops and implements policies that ensure inclusion of persons with visual impairments in professional education, work and government programmes.

### **Training institutions (Medical and Teacher Training Colleges):**

- ▶ Are well equipped and with in-house capacity to use approved modules on eye health and eye health screening as part of their curriculum.

### **Local governments:**

- ▶ Intentionally include eye health among the health policies, budget for eye health, implement schemes of service to incorporate all essential human resources for eye health, data collection processing, coordinate and support implementation of the eye health programme.

### **Professional associations:**

- ▶ Offer continuous professional development to Human Resources, identify training needs and suitable candidates, and identify suitable training institutions.

### **Hospitals:**

- ▶ Treat those with eye diseases and provide interventions such as appropriate devices and surgery.

### **Ministry of Education and the Ministry of Health**

- ▶ Have a close collaboration to ensure that eye health is an integral part of school health.
- ▶ The Ministry of Education takes eye health messages to the learners across all institutions, support monitoring and follow up on quality.

### **Community health workers:**

- ▶ Conduct sensitisation & mobilisation of communities regarding eye health services and follow up eye health patients.



## 2. INCLUSIVE ECONOMIC EMPOWERMENT

### 2.1 Background and Context

The social and economic status of persons with disabilities in Uganda is particularly precarious, with there being a high correlation between the incidence of poverty and disability. A number of surveys have estimated that over 70% of over five million persons with disabilities in Uganda are living in a state of chronic poverty, with men far more likely to be poor than women. They lack means of survival like livelihood and employment. It was due to this background that Light for the World Uganda organised a co-creation workshop in 2017 where young leaders came up with three prototypes – one of them being our current flagship “Make 12.4% Work” programme. This initiative brings together persons with disabilities, NGOs and the private sector to create economic opportunities to empower persons with disabilities. Organisations and companies are encouraged to make their livelihood programmes inclusive and to ensure that persons with disabilities are not left behind. They are also encouraged and supported in employing persons with disabilities.

The initiative which was initiated by young persons with disabilities is led by them as ‘Disability Inclusion Facilitators’ (DIFs). These DIFs are selected from targeted districts in collaboration with district umbrella organisations of persons with disabilities (OPDs). They become assets for both ‘Make 12.4% Work’ and OPDs which they help in strengthening their governance structures as either facilitators or leaders. They also work closely with district local governments especially in matters concerning economic empowerment. The DIFs have played a key role in helping district local government to understand the ‘how’ of inclusion. The organisations and companies which commit to becoming inclusive are assigned a DIF to facilitate their journey in becoming inclusive like conducting disability awareness training, disability inclusive programming, mentoring and coaching among others.

### **Through ‘Make 12.4% Work’ initiative alone, we have been able to see the following results:**

- ▶ 135 organisations and companies signing up.
- ▶ 101 of 135 organisations (75%) received one or more disability awareness training sessions by Make 12.4% Work trained DIFs.
- ▶ 39 out of 135 organisations (29%) went through a Disability Inclusion Scoring Card session resulting in an action plan.
- ▶ 161 youth with disabilities have been directly supported through Make 12.4% Work interventions (Soft skilling, internship placements, job placements).
- ▶ 30 youths with disabilities have been placed for internships.
- ▶ 21 youths with disabilities have found waged employment amongst our Make 12.4% Work members.
- ▶ 14 Disability Inclusion Facilitators have been certified in Uganda.
- ▶ 6,212 persons with disabilities have been included in livelihood programmes of Make 12.4% Work members.

## **2.2 Our Vision**

We envision the most marginalised women and men with disabilities (including their families and caregivers), who are living in urban and rural areas, earning an income that enables them to provide for the basic needs for their households (food, water, shelter, education, sanitation, healthcare and clothing). Persons with different types of impairment are considered as clients by financial institutions and have equitable access to financial services, both formal i.e. banks/micro finance institutions (MFIs) and informal i.e. saving groups. Entrepreneurs with disabilities are linked to business development services and capable of developing investment ready plans. Persons with disabilities have marketable skills, are confident, go for opportunities and possess all the soft skills to thrive; they have equitable access to information on jobs, markets, entrepreneurship opportunities, land and other assets and have right of use, irrespective of impairment, gender and status.

Relevant government and civil society economic empowerment programmes are disability inclusive by design. Policies developed are inclusive and speak to the needs of persons with disabilities, and are implemented, monitored and enforced by persons with disabilities alongside other stakeholders. Institutions of higher learning and business, technical, vocational and training institutions (TVETs) cater for needs of students with disabilities and have an active transition strategy.

All employers that commit to disability inclusion have hired a person with disabilities in a senior position and where applicable also consider affirmative action towards entrepreneurs with disabilities in their procurement and/or sourcing strategies. Companies have disability friendly workplaces, inclusive recruitment processes, and offer job security, career development and growth for staff with disabilities. Internships and work placements are readily available for persons with disabilities and they are meaningfully engaged in the work environment.

Structures of persons with disabilities have the capacity to create and sustain partnerships, can effectively mobilise persons with disabilities, monitor and implement programmes and efficiently lobby and advocate for persons with disabilities. National and local OPDs are aware of the existing and growing pool of Disability Inclusion Facilitators and actively link up with them and make use of their services in their economic empowerment programmes.

## **2.3 Programme Approach**

In support of the vision, we will further consolidate the Make 12.4% Work Initiative and expand a pool of experts on disability inclusion: Disability Inclusion Facilitators (DIFs) through a systematic capacity development programme, the Disability Inclusion Academy. The DIFs are trained to support inclusive skills development, inclusive governance, inclusive employment, and entrepreneurship. We will support the establishment of a Community of Practice of DIFs not only in Uganda but also beyond and facilitate learning and exchange.

We will work together with the Federation of Uganda Employers and support them to strengthen the Uganda Business and Disability Network (UBDN) as an employer-driven professional network around disability inclusive employment. We will enhance disability readiness of employers by providing a systematic tailored approach on how to put disability inclusion into practice at the workplace. Together with committed employers, we will facilitate access to work through work experience placements as a stepping stone to sustainable employment. We will work together with the Human Resource Managers' Association and University Associations of Students with Disabilities to ensure job readiness of job seekers with disabilities. Through the Make 12.4% Work Initiative we will generate commitment of mainstream actors to disability inclusion. We will leverage value chain development, entrepreneurship, and access to finance programmes of mainstream organisations, by building their capacity on disability awareness and disability inclusive programming to ensure that persons with disabilities are meaningfully and effectively included. With technical partners, we will develop projects on entrepreneurship for women and men with disabilities to create space to develop tools, innovations, and resource packages on inclusive enterprise development with a specific focus on the inclusion of persons with different types of impairments as well as intersectionality. When engaging in partnerships on business and value chain development we will ensure that we assess the partners on adherence to ethical standards and whether they are climate sensitive.

Having a strong focus on youth with different types of impairments, we will partner with youth led and youth focused organisations to ensure effective mobilisation, innovative ways to attract and approach young people and engaging role models. We will also ensure that female and male youth with disabilities have access to information on sexual and reproductive health to support them in making healthy choices when planning their life and their careers.

With the Department of Industrial Training (DIT) as a strategic partner, and through engagement with vocational training institutes and informal skills development providers, we will increase enrolment of youth with disabilities and ensure their meaningful inclusion in formal and informal vocational training as well as their successful transition to the world of work.

Building on experience from, and in partnership with the National Union of Disabled Persons of Uganda (NUDIPU), we will expand the iSAVE programme and will link successful VSLAs to entrepreneurship training and business development service programmes implemented by Make 12.4% Work members or Light for the World. Together with the Associations of Micro Finance Institutions of Uganda, we shall advocate for access to financial services for persons with disabilities and shall provide technical support to Financial Institutions on disability inclusion through our network of Disability Inclusion Facilitators.

We will bring different system actors together in Task Forces on Inclusive Employment and Inclusive Livelihood Development to formulate well informed proposals to the national Steering Committee on Inclusive Economic Empowerment, that will lead to effective implementation of and/ or more inclusive national livelihood programmes, policies and guidelines. Together with national and local OPDs, we will initiate

research to document evidence of challenges and good practices to feed and support the development of an evidence based national and local advocacy agenda on inclusive economic empowerment.

We will work together with the Uganda Communications Commission (UCC) and media houses to have a well-developed communication strategy that shows persons with disabilities in respected positions and as successful entrepreneurs in a way that is accessible, promotes dignity and inspires mindset change around disability.

We will enable relevant stakeholders to sit together in co-creation and co-design processes to come up with solutions for persistent issues in the field of economic empowerment. We will focus on the added value of technology, ensuring that marginalised groups can be included in economic empowerment.

Based on experiences from our wide network of partners and having learning agendas as part of our programmes, we will document and share best practices and stories. We will organise and facilitate thematic learning fora where different actors can share and learn together.

## **2.4 Envisaged Outcomes and Partners**

### **Federation of Uganda Employers (FUE)**

- ▶ Actively promotes disability inclusion amongst its members as well as membership to the Uganda Business and Disability Network (UBDN).
- ▶ UBDN members embrace inclusion of persons with disabilities at all levels within their respective companies and FUE linking its members to disability inclusion technical experts.

### **Private sector actors**

- ▶ Practice disability inclusion in their recruitment processes and ensure that their work premises are accessible.
- ▶ Persons with disability are in key decision making positions and can be retained at work until the end of their contracts with possibilities for renewal.
- ▶ Career development options and professional development opportunities are available for persons with disabilities as for other staff.
- ▶ Companies perceive persons with disabilities as potential customers and as such ensure that products are disability friendly.
- ▶ Companies make efforts to source from persons with disabilities where possible.

### **Vocational training institutes and higher education institutions**

- ▶ Have inclusive policies that enable persons with disabilities to enrol.
- ▶ Have a conducive and accessible environment to complete their studies.
- ▶ Support successful transition to work.

### **Disability structures**

- ▶ Disability structures engage in regular and structured data collection processes feeding evidence based advocacy agendas.
- ▶ Organisations of persons with disabilities and persons with disabilities counsellors actively represent views, opinions and experiences of their constituency.
- ▶ Disability structures link up with the pool of disability inclusion facilitators in their area and have an increasingly close relationship with each other and other mainstream actors.

### **Mainstream NGOs/INGOs/CBOs/financial Institutions/service providers**

- ▶ Show commitment and actively take steps towards disability inclusion.
- ▶ Inclusion becomes part of their organisation structures (policies, human resource, accessibility, finance and budgeting).
- ▶ Have basic capacity in place to implement disability inclusive programmes and services.

### **Family members/caregivers/communities**

- ▶ Understand and believe in the potential of persons with disabilities and support them to achieve economic empowerment.

### **Human Resource Manager Association members**

- ▶ Are knowledgeable on how to make HR policies and procedures more inclusive of persons with disabilities.

### **Ministry of Gender Labour and Social Development**

- ▶ Ensures national, legal and regulatory framework (policies, procedures, guidelines) are disability inclusive.
- ▶ Walks the talk and has an inclusive hiring policy.
- ▶ Ensure that national programmes are inclusive of persons with disabilities.

### **Media houses**

- ▶ Are empowered to report in a way that respects dignity and promotes participation of persons with disabilities in their communities.





### **3. INCLUSIVE EDUCATION**

#### **3.1 Background and Context**

Light for the World started to become active on Inclusive Education in 2017 as technical partner to a mainstream education programme implemented by the international NGO ZOA. This programme was implemented for 24 months and targeted 10,000 primary school aged children in 26 community schools in Amudat and Nwoya districts. The role of Light for the World was to ensure that specific attention was given to inclusion of children with different types of disabilities, by training the project team, school management and teachers. We also supported the establishment of parent support groups, development of inclusive scholastic materials and the strengthening of local organisations of persons with disabilities.

#### **3.2 Our Vision**

We envision a system where girls and boys with visual impairments access early childhood education and primary education and have equal opportunities to transition to secondary education, informal or formal vocational training and the world of work, in line with their potential.

Through a well-established screening process as set up under the Child Eye Health Programme, children with eye health issues are identified at an early stage, referred to proper service providers and supported with adequate eye care services and assistive devices where needed. When progressing through the education system, attention is given to the optimisation of learning outcomes of children with visual impairments, with proper measures taken to enhance their full participation in all teaching and learning activities. Teachers and school management will have received training on early identification of eye health issues, as well as on how

to manage a classroom that is inclusive to the learning needs of children with different types of impairments with a focus on children with visual impairments.

The curriculum of teacher training colleges will not only include modules on identifying eye problems amongst pupils, e.g. by using vision corridors; it will also include sections on inclusive teaching methodologies and classroom management with a focus on accommodating children with visual impairments. In-service training opportunities are in place to build confidence and skills of teachers on inclusive education.

Uganda is leading on innovation and development of digital and other assistive technologies to support inclusion of children with visual impairments in the education system through cycles of co-creation, prototyping, testing and scaling up. Digital technologies will also be looked at to ensure access to information on location of organisations of persons with disabilities, and service providers for assistive devices, braille etc.

We envision an environment where parents of children with different types of impairments, particularly parents of children with visual impairments, are fully engaged in the learning process of their children and ambassadors for inclusion in their communities. Active parent groups will have the opportunity to access training on how to produce inclusive learning materials, which will not only enhance their understanding of how to support the learning of their children but can also provide them with an income that can be used to finance the needs that their children might have to enable the learning process.

### **3.3 Programme Approach**

The inclusive education programme in Uganda builds on and uses the structures, networks and resources under the Eye Health and Economic Empowerment programme ensuring synergies and complementarity.

In support of the vision we will work closely with the Child Eye Health Task Force that includes representation of the Ministry of Education and Sports to ensure that the work on child eye health will incorporate inclusive education for children with visual impairments. We will establish good practices in a selection of districts where the CEH programme is working, where we link the CEH interventions in selected schools and add targeted interventions with early childhood centres, communities, parent groups, and local organisations of persons with disabilities. These targeted interventions would include screening and identification protocols and follow-up inclusive education support to school-aged children treated at child-eye health centres.

We will leverage our partnerships in the economic empowerment programme and support NGO partners to include children with disabilities in their mainstream education programmes and offer them tools and technical expertise on including children with visual impairments in their inclusive education programmes. The tools, training and learning materials that especially serve the learning needs of children with visual impairment will be widely shared within and beyond Uganda.

Using our international partnership with the International Council for the Visually Impaired we will ensure that teacher training programmes are enriched with modules that focus on mathematics for the visually impaired. We will support capacity building for production of accessible publications and applications that would support the learning and inclusion of visually impaired children and youth.

In all the above interventions and programmes, we will purposefully include Disability Inclusion Facilitators with visual and other impairments as trainers on inclusive communication, how to create an inclusive learning environment and how to establish a barrier free school compound and community.

We will further work closely with the district education departments, especially the special needs education officer to ensure that schools and teachers are well supported to make this all work at the schools and in their communities.



## 4. DISABILITY INCLUSION

### 4.1. Disability Inclusion

In 2016 Light for the World was engaged as a technical support partner for an interesting programme that looked at Disability Inclusion in Vocational Training through the EmployAble programme. Soon after in 2017 we were engaged by ZOA in Uganda to provide technical support to their Skills, Employment and Entrepreneurship (SEE) Acholi programme. As part of these programmes, we were able to develop a number of training packages, tools and approaches that proved to be really effective in building capacity on disability inclusion of mainstream organisations. In the same year, 2017, the Livelihood Improvement Challenge was launched where we started with a learning expedition to look at facilitators and barriers to inclusion of youth with disabilities in economic empowerment initiatives.

Through the lessons learned and experience we were able to develop a refined approach, including locally adapted training/tools on disability inclusion that are relevant in the local context and with a focus on the 'how' of disability inclusion.

Through the Make 12.4% Work Initiative Light for the World Uganda became visible and acknowledged in its reputation to provide quality technical support on disability inclusion and we had a platform to create demand for persons with disabilities. Our growing pool of Disability Inclusion Facilitators supports us in bringing our approach to scale because some of the DIFs, grow into Disability Inclusion Officers and Disability Inclusion Advisors. We started with a small group of six DIFs, that was expanded to 15 DIFs through our first Disability Inclusion Academy (DIAC) in Northern Uganda in 2019. After that we implemented two DIAC's in Western and Eastern Uganda under the Inclusion Works programme where we are mentoring a team of 15 trainees to become DIFs. We were able to build up partners with a diverse set of organisations varying from local community based organisations to big companies and foundations like Standard Chartered Bank and Mastercard Foundation.

## **4.2. Our Vision and Programme Approach**

We envision a Disability Inclusion Advisory Unit (DIAU) that effectively expands and manages partnerships on inclusion. The partnerships are diverse and with guidance from our Disability Inclusion Advisors, a pool of Disability Inclusion Facilitators will effectively support the partners to become more disability inclusive in their workplaces, operations and programmes.

Good practices in inclusive employment and inclusive livelihood programming will be well documented and guide the way for policy makers to develop guidelines to create an enabling environment to scale these good practices.

The Disability Inclusion Facilitator model is tested, and we have rigorous evidence of its impact on the quality of life and inclusion of persons with disabilities as well as its impact on bringing about more inclusive systems. The DIAU provides expertise in and outside of Uganda, by setting up a helpdesk on disability inclusion that has a clear niche function next to other helpdesks that are already in place.

Also, within Light for the World International, the Unit is recognised as a helpdesk on disability inclusion; all country offices have a team that provides high quality disability Inclusion services and feel well guided by the Uganda Disability Inclusion Advisory Unit.

All tools and approaches used and shared by the DIAU are rooted into local context and at the same time standardised in terms of vision, quality, and rigour. Together with the Learning and Innovation team the Unit will ensure continuous innovation and co-creation processes that will contribute to its effectiveness and impact.



**D. GEOGRAPHICAL FOCUS**

This is the geographic focus our thematic programmes at the start of the strategic period in the year 2021.

- Eye Health
- Economic Empowerment
- Disability Inclusion Facilitators



Regions	Eye Health	Economic Empowerment	Disability Inclusion Facilitators
North	●	●	●
West Nile		●	●
South West	●		
West	●		●
East	●	●	●
Central	●	●	●



## **PUBLISHING INFORMATION**

**Editor & Publisher:** Light for the World

**Editors:** Anneke Maarse, Klaus Minihuber

**Photos:** Light for the World, Gregor Kuntscher

**Graphic Design:** Susanne Fröschl

All data as of July 2021

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