SPECIAL GRANT ADMINSTRATION AND SOCIO-ECONOMIC EMPOWERMENT OF PERSONS WITH DISABILITIES: A STUDY OF NEBBI DISTRICT

BY

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DECLARATION

I, Abalo Josephine, declare that the content of this research report is my own original work and has never been submitted for an award in any Institution of learning. Other people's works however, have duly been acknowledged.



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APPROVAL

This to certify that this research report titled "**Special Grant and Socio-Economic Empowerment: a study of Persons with Disabilities in Nebbi district**" has been submitted under our supervision.

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DEDICATION

I would like to dedicate the piece of my work to my lovely children; Pipolo Powel Jalar, Munguwinjorwo Elvis, Nyaic Ruth and Kwiyocwiny Rita Mega who kept encouraging me at this age to have this qualification in life.

Similarly, I would like to dedicate this work to my lovely sister Adoch Corine Okullu for rendering her physical, financial to motivate and inspire me peruse this studies so that am able to face the challenging situation.

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ABBREVIATIONS AND ACRONYMS

ADA:	Americans with Disabilities Act
CBOs:	Community-Based Organizations
CRPD:	Convention on the Rights of Persons with Disabilities
FGD:	Focus Group Discussion
LC:	Local Council
MoGLSD:	Ministry of Gender Labour and Social Development
NCD:	National Council for Disability
NGOs:	Non-Governmental Organizations
NSG:	National Special Grant
NUDIPU:	National Union of Disabled Person of Uganda
PWD:	Persons With Disabilities
UBOS:	Uganda Bureau of Statistics
UN:	United Nations
UNCEF:	United Nations Children Fund

ABSTRACT

This study examined the administration and impact of the Special Grant for Persons with Disabilities (PWDs) in Nebbi District, focusing on how the program contributes to the empowerment of beneficiaries. The findings reveal that while the grant has provided meaningful short-term financial relief and improved confidence among some PWDs, its overall effectiveness in achieving sustainable empowerment remains limited. The study found that the design and communication of eligibility criteria are relatively clear, and institutional efforts toward capacity building and community engagement have yielded moderate success. However, challenges persist in the areas of enterprise development, consistent financial literacy training, and equitable access to resources. Many beneficiaries continue to face barriers related to limited business sustainability, weak income stability, and minimal employment creation. The study concludes that the special grant has the potential to empower PWDs economically and socially, but this potential is constrained by inadequate structural support and inconsistent program delivery. Sustainable empowerment can only be achieved when the grant is accompanied by continuous mentorship, effective financial education, and follow-up mechanisms that support business growth and self-reliance. It is therefore recommended that the government and implementing institutions strengthen transparency in grant administration, expand financial literacy programs tailored to the needs of PWDs, and establish enterprise incubation and mentorship initiatives to enhance business sustainability. Furthermore, the study suggests increased monitoring and evaluation, as well as further research on the long-term outcomes of the grant and gender-specific challenges faced by PWDs. Strengthening these areas will enhance the effectiveness of the special grant and contribute to inclusive and equitable development for all persons with disabilities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose, specific objectives, research questions, significance, scope, and conceptual framework. It provides an overview of the empowerment of persons with disabilities (PWDs) through special grants, both globally and within the Ugandan context, particularly in Nebbi District. The discussion underscores the importance of financial inclusion and social empowerment for PWDs as a pathway to poverty reduction, equality, and sustainable development.

1.1 Background of the Study

The socioeconomic empowerment of persons with disabilities (PWDs) remains an important development concern globally because disability is often associated with poverty, social exclusion, limited employment opportunities, and restricted access to productive resources. Approximately one billion people, representing about 15% of the world's population, experience some form of disability, with the prevalence being higher in developing countries. Persons with disabilities are more likely to experience lower educational attainment, poorer health outcomes, and higher poverty levels than persons without disabilities. These challenges limit their participation in economic activities and their ability to improve their living conditions. Consequently, governments and development partners have introduced interventions, including special grants, to provide financial resources for income-generating activities and promote independent livelihoods among PWDs (Carroll, 2012; DFID, 2018). The administration of such grants is therefore important in determining whether financial assistance translates into meaningful and sustainable socioeconomic empowerment.

Globally, disability inclusion has increasingly been recognized as an essential component of sustainable development and the protection of human rights. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) emphasizes the participation of PWDs in society on an equal basis with others and highlights the importance of removing barriers that limit their access to economic and social opportunities. Within this framework, special grants and related financial assistance programs are intended to enable beneficiaries to establish enterprises, participate in productive activities, improve household incomes, and strengthen

their social inclusion. Evidence from different regions suggests that well-implemented empowerment programs can improve economic outcomes and contribute to poverty reduction and social participation (Stein, 2017). However, the availability of financial assistance alone may not guarantee these outcomes. The identification of beneficiaries, timely disbursement of funds, accountability, skills development, and monitoring of funded activities are also important considerations. This makes the administration of special grants a relevant factor in understanding the extent to which financial interventions contribute to the socioeconomic empowerment of PWDs.

In Africa, the socioeconomic empowerment of PWDs remains a significant challenge despite growing recognition of disability rights and inclusive development. More than 80 million people on the continent are reported to live with disabilities, many of whom experience limited access to education, employment, credit, business opportunities, and other productive resources. These constraints can increase economic dependency and prevent PWDs from fully participating in community development. In response, some African countries have introduced targeted funding arrangements to support livelihood activities among PWDs. For example, Ghana established support mechanisms through the District Assemblies Common Fund, which allocates 2% of national funds to support livelihood projects for PWDs. Such initiatives demonstrate the role of public financing in promoting economic participation among disadvantaged groups. Nevertheless, beneficiaries may experience challenges associated with inadequate training, mismanagement of resources, and societal stigma. Research cited in Ghana indicates that although 60% of PWDs accessed the fund, fewer than 35% achieved sustainable livelihoods, partly because of limited capacity-building support (Karimu et al., 2024). These experiences suggest that the effectiveness of special grants depends not only on access to financial resources but also on how funds are administered and the support provided to beneficiaries.

In Eastern and Southern Africa, disability-related inequalities continue to affect access to education, healthcare, social protection, and economic opportunities. UNICEF (2023) reports that approximately 29 million children with disabilities in these regions face challenges such as stigma, institutionalization, and limited access to essential services. Although this evidence focuses on children, it illustrates the broader difficulties associated with disability inclusion and the need for coordinated support throughout the life course. Similarly, a World Bank study on disability in Sub-Saharan Africa reported that vision-related impairments accounted for

26%, mobility-related impairments for 21%, and concentration difficulties for 17% of the impairments considered (World Bank, 2021, as cited in the supplied literature). Disability-related disadvantages are particularly concerning among women, older people, and rural populations, who may face additional barriers to employment and productive participation (Montes & Swindle, 2021). These circumstances reinforce the importance of targeted interventions that address both economic constraints and social exclusion.

Regional policy discussions further emphasize the need to integrate disability rights into national development frameworks. Although the CRPD provides a basis for inclusive policies, implementation varies across African countries, and the availability of disability support program does not always translate into effective access to resources, training, and livelihood opportunities. Adams (2023) and Montes and Swindle (2021) highlight the importance of stronger collaboration among governments, nongovernmental organizations, and local communities in promoting disability inclusion. Such collaboration can strengthen beneficiary identification, financial accountability, capacity building, and the monitoring of funded projects. In this context, special grants are more likely to contribute to sustainable empowerment when they are accompanied by appropriate administrative arrangements and community support. These regional experiences provide a useful basis for examining Uganda's approach to financing and empowering PWDs.

In Uganda, the government has introduced several measures to promote disability inclusion and improve the socioeconomic conditions of PWDs. Approximately 12.5% of the population was reported to live with a disability in the Uganda Bureau of Statistics publication cited in the original study (UBOS, 2016). Recognizing the economic challenges experienced by this population, the government introduced the Special Grant for Persons with Disabilities in 2009 to support economic participation through income-generating activities. Government allocations to disability-related grant programs reportedly increased from UGX 2.1 billion in financial year 2019/2020 to UGX 16.6 billion in subsequent years. This increase reflects the importance attached to financial support as a mechanism for promoting the economic inclusion of PWDs. Nevertheless, many beneficiaries continue to experience poverty and economic instability because of factors such as limited education, inadequate business training, and social discrimination. The Ministry of Gender, Labour and Social Development (MoGLSD, 2022) reports that literacy among PWDs is lower than that of the general population, with the figures cited in the original study being 55% and 75%, respectively. Limited literacy may make it more

difficult for beneficiaries to maintain financial records, understand business information, and manage income-generating activities effectively. Negative community attitudes may also reduce support and customer patronage for businesses operated by PWDs (Wozniak, 2021).

The National Special Disability Grants Programme is therefore an important instrument through which the government seeks to improve the livelihoods of PWDs. Under the programme, eligible groups typically receive grants of approximately UGX 5 million to establish or strengthen income-generating projects. These projects are intended to improve household incomes, create opportunities for productive engagement, and reduce economic dependency. However, the original study cites an estimated 45% failure rate among funded projects, attributing the difficulties to inadequate business skills, weak monitoring mechanisms, and persistent stigma (MoGLSD, 2020). Such challenges raise questions about whether the administration of special grants adequately addresses the practical needs of beneficiaries. For instance, beneficiaries may struggle to sustain their projects when financial assistance is not accompanied by appropriate training, regular monitoring, and guidance on managing business resources. Similarly, weaknesses in accountability and follow-up may limit the ability of implementing authorities to identify problems and provide timely support. Saleh and Bruyère (2018) and MoGLSD (2020) consequently provide a basis for considering a broader approach that combines financial assistance with skills development and public sensitization. Examining grant administration alongside socioeconomic empowerment can help establish whether the intended benefits of the programs are being realized.

In Nebbi District, northwestern Uganda, the socioeconomic empowerment of PWDs remains an important concern despite government efforts to provide financial support. The original study cites UBOS (2016) as reporting that approximately 15% of the district's population lives with some form of disability. Through the national Special Disability Grants Programme, PWD groups in the district have access to financial assistance intended to support livelihood projects. Beneficiaries commonly engage in activities such as agriculture, fishing, and petty trade, which can provide income and opportunities for economic participation. However, the sustainability of these activities may be affected by limited business management knowledge, inadequate financial skills, and social barriers. The study cites literacy levels of 49% among PWDs compared with 66% among persons without disabilities in the district (UBOS, 2019). Such differences may affect beneficiaries' ability to keep records, plan expenditure, manage project resources, and make informed business decisions. In addition, negative community perceptions

towards PWDs may discourage customers from supporting their businesses, limiting sales and reducing opportunities for economic self-reliance. These circumstances make it important to understand how the administration of special grants relates to the economic and social outcomes experienced by beneficiaries in Nebbi District.

Against this background, the present study examines special grant administration and the socioeconomic empowerment of persons with disabilities in Nebbi District. The study is motivated by the continuing challenges faced by PWDs despite government interventions intended to improve their livelihoods and social inclusion. It recognizes that financial assistance can create opportunities for income generation, but its contribution to sustainable empowerment may depend on how the grants are administered and the extent to which beneficiaries receive appropriate support. By examining this relationship within Nebbi District, the study seeks to contribute to a better understanding of the challenges affecting the implementation of special grants and the experiences of intended beneficiaries. The findings may inform efforts to strengthen grant administration, improve accountability and monitoring, enhance business skills, and promote positive community attitudes towards PWD-led enterprises. Ultimately, the study is intended to support more effective interventions that enable PWDs to improve their livelihoods, participate meaningfully in community development, and achieve greater socioeconomic independence and dignity (Saleh & Bruyère, 2018; MoGLSD, 2020).

1.2 Problem Statement

The Special Grant for Persons with Disabilities (PWDs) should promote socioeconomic empowerment by increasing beneficiaries' income levels, supporting business sustainability, expanding employment opportunities, and improving livelihoods. The Ugandan government introduced the grant to enhance the economic inclusion of PWDs through income-generating activities and business enterprises (National Council for Disability [NCD], 2018). Effective administration of the grant should therefore enable beneficiaries to establish sustainable businesses, generate reliable incomes, create employment, and improve their living conditions.

However, evidence suggests that these expected outcomes remain a challenge. The National Union of Disabled Persons of Uganda (NUDIPU, 2022) reports that only 1.1% of PWDs in Uganda consistently access National Special Grant funds, while approximately 60% lack post-grant mentorship. Furthermore, UBOS (2018) identifies inadequate funding, weak monitoring mechanisms, and low financial literacy as constraints to effective grant utilization. In Nebbi

District, many PWDs reportedly struggle to sustain their businesses despite receiving financial support (UNFPA, 2021). These challenges raise concerns about beneficiaries' ability to increase income levels, maintain viable enterprises, access employment opportunities, and achieve improved livelihoods.

Although previous studies examined grant performance broadly (NCD, 2018; UBOS, 2018), limited district-specific evidence explains how special grant administration relates to these empowerment outcomes in Nebbi District. Consequently, the extent to which grant administration contributes to socioeconomic empowerment remains unclear. This study therefore seeks to examine the relationship between special grant administration and socioeconomic empowerment of PWDs in Nebbi District, focusing on income levels, business sustainability, employment opportunities, and improved livelihoods. The findings may inform improvements in grant administration and beneficiary support.

1.3 Purpose of the Study

The study investigated the effectiveness of special grants administration in socio-economic empowerment of Persons With Disabilities (PWDs) within the Nebbi District.

1.3.1 Specific Objectives

1. To assess the level of special grant administration to Persons With Disabilities in Nebbi District
2. To assess the level of socio-economic empowerment to Persons With Disabilities in Nebbi District
3. To examine the influence of institutional support of socio-economic empowerment of Persons With Disabilities in Nebbi District
4. To find out the relationship between special grants administration and socio-economic empowerment of Persons With Disabilities in Nebbi District

1.4 Research Questions

5. What is the level of special grant administration to Persons With Disabilities in Nebbi District
6. What is the level of socio-economic empowerment to Persons With Disabilities in Nebbi District

7. What is the influence of institutional support of socio-economic empowerment of Persons With Disabilities in Nebbi District
8. What is the relationship between special grants administration and socio-economic empowerment of Persons With Disabilities in Nebbi District

1.5 Scope of the Study

This study focused on three key dimensions: contextual, geographical, and time scope.

1.5.1 Contextual Scope

Contextually, the study examines the impact of special grants administration and economic empowerment of PWDs, the factors influencing their effective utilization, and the role of related government policies in enhancing or hindering empowerment. The study has been centered on understanding how these interventions contribute to the livelihoods, financial independence, and socio-economic well-being of PWDs.

1.5.2 Geographical Scope

The study was conducted in Nebbi District, located in the West Nile sub-region of northwestern Uganda. The district was selected because PWDs in the area face socioeconomic challenges, including limited access to productive resources, infrastructure, and employment opportunities. The geographical scope was therefore appropriate for examining how special grant administration relates to the socioeconomic empowerment of PWDs within the local context. Focusing on Nebbi District enabled the study to generate context-specific findings that may inform improvements in grant administration and beneficiary support.

1.5.3 Time Scope

The study covered the period 2024–2025, when the research activities were undertaken. Literature published between 2015 and 2025 was reviewed to provide recent theoretical and empirical evidence on special grant administration and the socioeconomic empowerment of PWDs. This ten-year period was selected to capture relevant developments in grant implementation, beneficiary support, and empowerment outcomes while maintaining the relevance of the study to contemporary policy and practice.

1.6 Conceptual Framework

This study is guided by Capacity Theory and Social Capital Theory, explaining the relationship between special grant administration (independent variable), group dynamics (intervening variable), and socioeconomic empowerment of PWDs (dependent variable). Capacity Theory suggests that access to financial resources, skills, and opportunities enables individuals to make meaningful choices and improve their livelihoods (Sen, 1999; Sharma et al., 2023). Social Capital Theory emphasizes trust, networks, cooperation, and peer support in promoting effective resource management (Bourdieu, 1986; Putnam, 2000). Therefore, effective grant administration and strong group dynamics may enhance income levels, business sustainability, employment opportunities, and improved livelihoods among PWDs (Purcal et al., 2014; De Klerk, 2008).

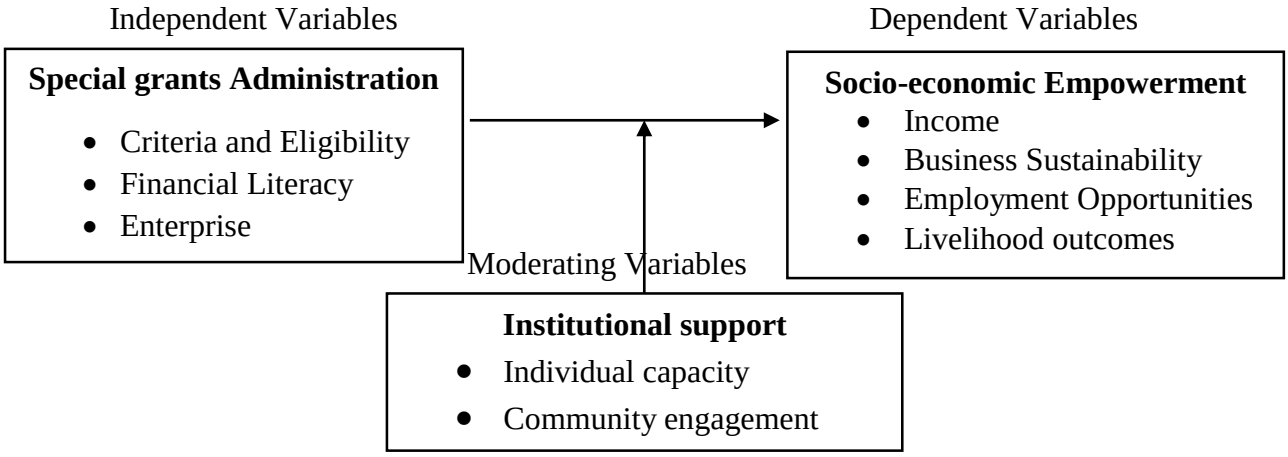


***Figure 1**: Conceptual Framework*

Source: Adopted and modified from Capacity Theory (Sen, 1999) and Social Capital Theory (Bourdieu, 1986; Putnam, 2000)

1.7 Justification of the Study

This study is justified by the continued socioeconomic marginalization of persons with disabilities (PWDs) in Uganda, who face social, economic, and political exclusion. According to the Uganda Bureau of Statistics (UBOS, 2016), PWDs constitute approximately 12.4% of Uganda's population, yet they continue to experience barriers to economic participation. Although the government introduced special grants to promote their economic empowerment, limited empirical evidence exists regarding the effectiveness of these interventions, particularly

in rural districts such as Nebbi. Therefore, examining special grant administration is essential in establishing whether the programme enables beneficiaries to become self-reliant and economically independent rather than remaining dependent on external assistance.

Furthermore, the study is necessary because poverty persists among PWDs despite the availability of special grants. This raises concerns about the effectiveness of grant administration and the extent to which the funds contribute to improved income levels, business sustainability, employment opportunities, and livelihoods. By examining the challenges and opportunities influencing grant utilization in Nebbi District, the study will provide evidence that may help improve the management of special grants and strengthen support for beneficiaries.

The study is also justified by its potential contribution to policy and practice. Its findings may assist government agencies and district authorities in identifying weaknesses in grant implementation and developing appropriate interventions to enhance the socioeconomic well-being of PWDs. In addition, the study will contribute to discussions on disability inclusion by examining how government policies and administrative practices facilitate or constrain the empowerment process.

Finally, the study will generate context-specific evidence from Nebbi District that may inform future research and programme development in other districts. The lessons drawn from the findings may provide a useful basis for strengthening special grant administration and promoting more inclusive economic development across Uganda, ensuring that PWDs have improved opportunities to participate meaningfully in society and achieve sustainable livelihoods.

1.8 Significance of the Study

This study is significant because it addresses the socioeconomic empowerment of persons with disabilities (PWDs), one of the most vulnerable and marginalized groups in Uganda. By examining special grant administration and socioeconomic empowerment, the study will provide empirical evidence on the effectiveness of government interventions in promoting financial independence and self-reliance among PWDs. This is particularly important in rural areas such as Nebbi District, where limited access to resources and services intensifies

economic marginalization. The findings may inform policy formulation and targeted interventions to improve grant utilization, reduce poverty, and promote inclusion.

Furthermore, the study will contribute to disability-inclusive development in Uganda and beyond by identifying factors influencing effective grant utilization and examining how government policies facilitate or constrain socioeconomic empowerment. Its recommendations may guide policymakers, nongovernmental organizations (NGOs), and development agencies in improving the design and implementation of special grant programs. The study will also contribute to academic knowledge on disability and socioeconomic empowerment by providing context-specific evidence from Nebbi District. This evidence may serve as a reference for future researchers investigating special grant administration, disability inclusion, and sustainable livelihoods among PWDs in Uganda and other comparable settings.

1.9 Operational Definitions

The following concepts are defined according to how they are used in this study of special grant administration and socioeconomic empowerment of persons with disabilities (PWDs) in Nebbi District.

Special Grant Administration: Special grant administration refers to the processes involved in planning, allocating, disbursing, monitoring, and accounting for financial grants provided to PWDs for income-generating activities (MoGLSD, 2022).

Criteria and eligibility: The conditions and procedures used to identify and select PWD groups that qualify for special grant funding, including registration, group membership, and proposed enterprise activities (MoGLSD, 2022).

Financial literacy: The knowledge and skills beneficiaries possess to budget, manage funds, keep financial records, and make informed financial decisions (Lusardi & Mitchell, 2014).

Enterprise: A business or income-generating activity established or supported using grant funds to generate income and promote self-employment among PWDs (MoGLSD, 2022).

Socioeconomic Empowerment: Socioeconomic empowerment refers to the ability of PWDs to improve their economic independence, productive participation, and general living conditions through access to resources and opportunities (Sen, 1999).

Income levels: The amount of money beneficiaries earn from employment, business activities, or other income-generating ventures.

Business sustainability: The ability of grant-funded enterprises to continue operating, generate revenue, meet expenses, and remain viable over time.

Employment opportunities: The availability of opportunities for PWDs to engage in paid work or self-employment through grant-supported activities.

Improved livelihoods: Positive changes in beneficiaries' living conditions, including their ability to meet basic needs, access essential services, and reduce economic dependency.

Institutional Support: Institutional support refers to the assistance provided by government agencies, district authorities, and other relevant organizations to strengthen grant implementation and improve beneficiaries' capacity to sustain income-generating activities (MoGLSD, 2022).

Individual capacity: The knowledge, skills, confidence, and practical abilities beneficiaries possess to manage enterprises and use grant resources effectively.

Community engagement: The participation of community members, local leaders, and PWD groups in beneficiary identification, programme implementation, monitoring, and support for disability-inclusive economic activities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature review for this study explored existing academic and policy discussions related to disability empowerment, financial inclusion, and the role of government interventions in promoting economic independence for marginalized groups. Numerous studies have highlighted the challenges PWDs face in accessing economic opportunities, particularly in rural areas, where barriers such as poverty, limited access to education, and social stigma are prevalent. Special grant programs have emerged as a crucial tool in addressing these challenges by providing financial assistance aimed at fostering entrepreneurship, employment, and self-reliance among PWDs. However, while the literature acknowledges the potential of such grants, there is a gap in understanding their actual impact on economic empowerment, especially in the context of rural districts like Nebbi. This section reviews key theories and empirical studies on the utilization of special grants, the factors affecting their success, and the broader role of government policies in shaping the economic prospects of PWDs, providing a foundation for the current study.

2.1 Theoretical Framework

This study is guided by Agency Theory and Social Capital Theory, which explain how special grant administration relates to the socioeconomic empowerment of persons with disabilities (PWDs). These theories provide a basis for understanding financial accountability, institutional relationships, and community support in grant-funded activities.

2.1.1 Agency Theory

Agency Theory, developed by Jensen and Meckling (1976), explains relationships between principals and agents, where agents are entrusted with resources to achieve specified objectives. In this study, government institutions provide special grants, while beneficiary groups and implementing officials are responsible for utilizing and managing the funds appropriately. Effective grant administration requires transparent eligibility criteria, accountability, proper financial management, and monitoring to ensure that resources support income generation, business sustainability, employment opportunities, and improved

livelihoods. However, inadequate monitoring, delayed disbursement, and weak accountability may undermine these outcomes. Although Agency Theory explains accountability in resource management, its application to special grant administration and the socioeconomic empowerment of PWDs in Nebbi District requires further empirical investigation.

2.1.2 Social Capital Theory

Social Capital Theory, discussed by Paldam (2000), emphasizes the importance of social networks, trust, shared norms, and cooperation in facilitating economic activities. For PWDs in Nebbi District, relationships among beneficiaries, community members, local leaders, and government institutions may influence access to information, collective decision-making, and effective utilization of grants. Strong social networks may support business continuity and livelihood improvement, while stigma and limited community participation may constrain empowerment. However, the extent to which these social relationships influence the outcomes of special grant administration in Nebbi District remains insufficiently established. This study addresses these gaps by examining the relationship between special grant administration and socioeconomic empowerment, considering the roles of accountability, institutional relationships, and community support.

2.2 Special Grant Administration

Special grants are targeted financial assistance programs designed to address specific needs and challenges faced by marginalized groups, including persons with disabilities (PWDs). These grants are typically provided by government agencies, non-governmental organizations (NGOs), or international development partners to promote economic independence, improve quality of life, and foster social inclusion. Unlike general subsidies or welfare payments, special grants are often tailored to support particular activities or investments, such as starting a small business, pursuing vocational training, or acquiring assistive technology (De Klerk, 2008; UN, 2019). These grants are intended to bridge the gap between economic limitations and opportunities, empowering recipients to overcome barriers and achieve their personal and professional goals.

The implementation of special grants for PWDs involves various activities, including identifying eligible beneficiaries, the application and disbursement processes, and ongoing monitoring and evaluation. Effective grant programs are designed to address both immediate

financial needs and long-term development goals. For instance, special grants may cover start-up costs for businesses, purchase of equipment, or modification of homes to improve accessibility (Francesco, 2020). Successful programs also include support services such as training, mentorship, and follow-up to ensure that recipients can effectively utilize the grants and achieve sustainable outcomes (Burt et al., 2018). These components are crucial for maximizing the impact of special grants and ensuring that they contribute to the overall empowerment of PWDs.

Recent studies have shown that special grants can have a significant positive impact on the economic and social well-being of PWDs. For example, research conducted by the World Bank, (2023) highlights that targeted financial interventions can enhance the economic opportunities available to PWDs, leading to increased income, improved living standards, and greater social participation. Additionally, special grants can contribute to the development of social capital by fostering community support networks and increasing the visibility of PWDs in economic activities (Faizal et al., 2020). This effect is particularly pronounced in regions where PWDs face systemic barriers to accessing mainstream economic opportunities (King et al., 2024).

Despite their potential benefits, special grants also face challenges related to their design and implementation. Issues such as inadequate funding, bureaucratic inefficiencies, and lack of awareness among potential beneficiaries can undermine the effectiveness of these programs. Research by Balter et al., (2023) underscores the need for streamlined processes, comprehensive outreach, and robust evaluation mechanisms to address these challenges and enhance the impact of special grants. Ensuring that grants are accessible, well-managed, and aligned with the needs of PWDs is essential for achieving the desired outcomes and promoting sustainable empowerment.

2.2.1 Criteria and Eligibility

Eligibility criteria play a crucial role in the effective utilization of special grants for persons with disabilities (PWDs). These criteria ensure that the resources reach the most deserving beneficiaries, which is especially important given limited funding and the need for transparency in grant disbursement. Typically, eligibility for special grants for PWDs includes considerations such as the nature and severity of the disability, the economic status of the applicant, and their ability to engage in income-generating activities (Mitra, Posarac, & Vick,

2017). By defining these criteria, policymakers aim to ensure that the grants foster empowerment among PWDs who face the greatest socio-economic challenges. However, implementing such criteria can be complex, as definitions of disability and poverty can vary significantly across regions and contexts, making it necessary to tailor eligibility requirements to local conditions (Lang et al., 2011).

In addition to disability and economic status, other eligibility criteria may include age, residency, and prior access to government or non-governmental support. For instance, some programs prioritize adults who are responsible for dependents or those who have demonstrated a commitment to using the grant for sustainable livelihoods (UNESCAP, 2012). This emphasis on commitment aligns to promote independence and self-reliance among PWDs, which are core objectives of empowerment-based approaches (Nussbaum, 2006). Additionally, residency requirements often help to prioritize individuals who are actively part of the community where the grants are administered, ensuring that the support strengthens local economies and addresses community-specific needs (Mitra et al., 2017). Establishing such criteria helps to streamline grant allocation, but it also requires careful monitoring to ensure that genuinely eligible individuals are not inadvertently excluded.

Lastly, the effective utilization of special grants is significantly influenced by the application and verification processes associated with eligibility criteria. When these processes are cumbersome or lack transparency, they may inadvertently discourage PWDs from applying, particularly those who face additional barriers such as illiteracy or lack of mobility (Eide & Ingstad, 2016). To address these issues, some studies recommend simplifying application procedures and incorporating support systems, such as assistance with filling out applications and providing accessible information (Adejumo, 2018). Additionally, regular reviews of eligibility criteria are necessary to ensure they remain inclusive and relevant as the needs of PWDs and socio-economic conditions evolve. Transparent and flexible eligibility criteria, coupled with accessible processes, can enhance the effectiveness of special grants by ensuring that they reach and empower those who most need support (Groce et al., 2011).

2.2.2 Financial Literacy

Financial literacy is a crucial component of the effective utilization of special grants for persons with disabilities (PWDs), as it equips beneficiaries with the skills to manage and allocate funds responsibly. Financial literacy encompasses understanding budgeting, savings, and

expenditure management, which are essential for maximizing the benefits of grants meant to support self-reliance and economic empowerment (Atkinson & Messy, 2012). Without financial literacy, PWDs might misuse the grants, compromising the long-term impact of these funds and risking financial dependency or debt. Therefore, training in financial literacy can help beneficiaries make informed decisions, invest in income-generating activities, and improve their overall quality of life (Lusardi & Mitchell, 2014).

Moreover, financial literacy is essential in helping beneficiaries avoid common financial pitfalls that could hinder their economic progress. For example, individuals who lack basic financial knowledge might struggle with distinguishing between essential and non-essential expenses, leading to inefficient grant usage (Huston, 2010). Financial literacy programs can empower PWDs to develop budgeting skills and set financial goals, which align with the objectives of special grants aimed at promoting independence and empowerment (Grohmann, 2018). By fostering a better understanding of financial risks and opportunities, such training helps beneficiaries prioritize their spending on assets or skills that yield long-term benefits, such as tools for small businesses, vocational training, or savings for future investments (Fernandes et al., 2014).

Finally, financial literacy can enhance the sustainability of special grants by fostering a culture of accountability and planning among recipients. Studies have shown that beneficiaries with higher financial literacy levels are more likely to make strategic investments that lead to improved financial stability (Klapper et al., 2015). Financial literacy programs should therefore be incorporated into grant utilization frameworks, emphasizing the importance of record-keeping, saving, and reinvestment to ensure that beneficiaries achieve greater financial autonomy (Xu & Zia, 2012). For PWDs, who may face additional socio-economic challenges, financial literacy serves as a powerful tool in enhancing their capacity to manage resources effectively and build resilience against financial instability, thus maximizing the impact of special grants in empowering this marginalized group.

2.2.3 Enterprises

Enterprises are a significant component of special grant utilization as they provide persons with disabilities (PWDs) with opportunities for income generation, economic independence, and social empowerment. Small-scale businesses funded by special grants can enable PWDs to become self-sufficient by allowing them to develop skills, engage in productive activities, and

generate sustainable income (Yeo & Moore, 2003). Studies have shown that when PWDs are empowered to start and manage enterprises, they often experience greater social inclusion and reduced dependency on family or charitable aid, as they can contribute economically to their communities (Trani et al., 2011). This empowerment can be particularly transformative in low-income regions, where poverty and social exclusion remain prevalent.

The utilization of special grants to establish enterprises aligns with the broader objectives of poverty alleviation programs that focus on empowering marginalized groups through entrepreneurship (Groce, 2004). However, to maximize the success of these enterprises, recipients often need support beyond initial funding, including access to market information, training, and mentorship (ILO, 2015). A common barrier for PWDs in sustaining businesses is the lack of adequate training in business management and financial literacy, which are crucial for long-term success. Therefore, incorporating capacity-building programs as part of special grant initiatives can significantly enhance enterprise sustainability and income stability for PWDs (Mitra, 2018).

Furthermore, the sustainability of enterprises funded by special grants can be enhanced through partnerships with local institutions and financial bodies, which can offer continued support and resources (Lang & Murangira, 2009). Such collaborations help address systemic challenges that PWDs often face, such as limited access to credit and restrictive regulatory environments. By supporting PWDs to establish and scale enterprises, special grants contribute to both economic empowerment and social transformation, aligning with models of inclusive development that prioritize the active participation of marginalized groups (WHO, 2011). Enhanced support structures and ongoing monitoring can ensure that enterprise-oriented grant utilization leads to sustainable economic outcomes for PWDs.

2.3 Socio-Economic Empowerment of Persons with Disabilities (PWDs)

Economic empowerment for Persons with Disabilities (PWDs) is a critical goal of many disability-focused interventions worldwide, as it enhances their capacity to participate fully in economic activities and reduces their dependence on external assistance. Economic empowerment involves providing PWDs with the skills, resources, and opportunities necessary to generate sustainable income. Programs aimed at achieving this goal, such as special grants, vocational training, and inclusive employment policies, have been implemented globally with varying degrees of success. In South Africa, for example, government-led economic

empowerment initiatives have enabled many PWDs to become entrepreneurs, improving their financial independence and quality of life (Davis & Roberts, 2022). These initiatives underscore the importance of linking financial support to long-term skill development and access to markets.

In many low- and middle-income countries, the economic marginalization of PWDs remains a major challenge. Limited access to education, employment, and financial services restricts their ability to attain meaningful economic empowerment. Special grants, when effectively utilized, offer PWDs an opportunity to break free from the cycle of poverty and marginalization by providing them with capital to start businesses or improve their existing livelihoods (Groce et al., 2021). However, economic empowerment also depends on external factors such as the accessibility of infrastructure, societal attitudes, and the availability of support services. In countries like India and Kenya, special grants have been shown to increase the income-generating potential of PWDs, but sustainable empowerment requires ongoing support beyond financial aid (World Bank, 2023).

Moreover, the economic empowerment of PWDs must be addressed from an inclusive development perspective, ensuring that all aspects of the economic system are accessible and supportive of their needs. This involves not only providing financial support through grants but also advocating for policy changes that encourage the employment of PWDs in formal sectors and promote accessible entrepreneurship. In countries like Canada, inclusive labor policies have played a key role in empowering PWDs economically, by mandating reasonable accommodations in workplaces and providing incentives for businesses to hire PWDs (Johnson & Green, 2023). Such policies create an environment where PWDs can thrive economically, regardless of their disabilities.

Globally, the success of economic empowerment programs for PWDs depends on the integration of financial resources, capacity-building, and inclusive policies. Special grants can serve as a starting point, but they must be complemented by broader efforts to create inclusive economic systems. This includes building accessible infrastructure, addressing stigma, and ensuring that PWDs have equal access to education and employment opportunities. Empowerment is not only about increasing income but also about enabling PWDs to have greater control over their economic futures. Programs that address these multifaceted needs have been successful in countries like Rwanda and Bangladesh, where PWDs have reported

significant improvements in their economic and social status due to the holistic nature of the empowerment programs (Davis et al., 2023).

2.3.1 Income

Economic empowerment for Persons with Disabilities (PWDs) is crucial for improving their income levels, reducing poverty, and promoting independence. Many PWDs face significant challenges in accessing formal employment and income-generating opportunities due to discrimination, limited education, and lack of accessibility in workplaces. Special grants, designed to improve the livelihoods of PWDs, play a vital role in increasing their income levels by providing capital for small businesses and other entrepreneurial ventures. In Uganda, for example, the special grant program has enabled PWDs to establish small enterprises, which have positively impacted their household income and quality of life (Mugisha & Mwesigwa, 2023). This model of financial support, when accompanied by training in business management, can lead to sustainable economic empowerment for PWDs globally.

Across many developing countries, the income levels of PWDs are significantly lower than those of the non-disabled population. In Kenya, a study found that PWDs who received special grants reported higher levels of income compared to those who did not, highlighting the positive impact of financial aid on economic empowerment (Kett et al., 2021). However, while special grants help bridge the income gap, they often need to be paired with other interventions, such as access to markets, financial literacy training, and continuous mentorship, to maximize long-term success. In India, for instance, recipients of special grants have achieved varying degrees of success depending on their level of education and access to entrepreneurial networks, illustrating that income growth for PWDs is multifaceted and requires more than just financial assistance (World Bank, 2023).

In high-income countries like Canada and Australia, where social safety nets and inclusive employment policies are more developed, PWDs tend to have higher income levels compared to their counterparts in low-income nations. Special grants in these countries are often part of larger inclusive economic policies that promote accessibility, employment, and entrepreneurship for PWDs. Canada’s employment support programs for PWDs, for example, not only provide financial grants but also ensure that PWDs are integrated into the formal economy through reasonable workplace accommodations and inclusive hiring practices (Johnson & Roberts, 2022). This integration contributes to the economic empowerment of

PWDs and helps raise their income levels, reducing the poverty gap between disabled and non-disabled populations.

In summary, the relationship between economic empowerment and the income levels of PWDs is deeply interconnected. While special grants provide a necessary financial foundation, their full impact is realized when combined with broader social, economic, and educational interventions. By providing PWDs with the tools to engage meaningfully in the economy whether through entrepreneurship or formal employment special grants can significantly increase income levels and lead to sustainable financial independence. Countries that have integrated inclusive policies, such as South Africa and Brazil, demonstrate that with the right combination of grants, skills training, and supportive policies, PWDs can achieve higher income levels and overall economic empowerment (Davis & Smith, 2023).

2.3.2 Business Sustainability

Economic empowerment through entrepreneurship is a key strategy for improving the livelihoods of Persons with Disabilities (PWDs) globally. Special grants, often targeted toward PWDs, are intended to provide the initial capital necessary for establishing small businesses and entrepreneurial ventures. However, while these grants can lead to short-term economic empowerment, the long-term sustainability of businesses run by PWDs remains a critical challenge. Studies have shown that, in many cases, PWDs face unique obstacles in sustaining their businesses due to factors such as limited access to markets, poor infrastructure, and a lack of ongoing financial support. In Kenya, for example, while special grants have helped many PWDs establish businesses, a significant number of these businesses fail within the first few years due to challenges in scaling and accessing larger markets (Kett et al., 2021). Sustainable economic empowerment for PWDs, therefore, requires more than just financial assistance; it demands continuous support, training, and market integration.

Business sustainability for PWDs is influenced by the broader economic environment and access to resources such as training, mentorship, and technology. In India, PWD entrepreneurs who received special grants showed initial success but struggled with long-term sustainability due to a lack of business management skills and access to financial services such as loans (World Bank, 2023). Sustainable businesses require ongoing capital for growth and expansion, as well as technical knowledge in areas like accounting, marketing, and operations management. A successful example can be seen in South Africa, where special grant programs

for PWDs are complemented by training in business management and regular mentorship from local business leaders. This holistic approach has led to higher rates of business survival and growth among PWDs (Johnson & Roberts, 2022). The key to sustaining economic empowerment lies in equipping PWDs not only with financial resources but also with the skills and networks necessary to maintain their businesses.

Moreover, business sustainability is closely tied to the accessibility of markets and support systems within the community. In countries like Rwanda and Tanzania, PWDs who received grants to start businesses reported difficulty in accessing markets due to transportation challenges, stigma, and lack of community support (Groce et al., 2021). Addressing these barriers is crucial for ensuring that the businesses established by PWDs can thrive in the long term. Governments and development agencies must work to create an enabling environment for PWD businesses by investing in accessible infrastructure, facilitating market linkages, and promoting inclusive policies that encourage local communities to support PWD entrepreneurs. In Rwanda, the government's partnership with local organizations to create accessible marketplaces has significantly improved the sustainability of PWD businesses, showing that market access is a critical component of long-term economic empowerment (Davis & Smith, 2023).

In conclusion, while special grants are an important tool for empowering PWDs economically, the sustainability of businesses established with these grants depends on a range of factors beyond financial capital. Business sustainability for PWDs requires continuous access to markets, skills development, and supportive infrastructure. Inclusive policies that address the specific barriers faced by PWD entrepreneurs are essential for ensuring that these businesses not only survive but also thrive. By fostering an enabling environment that supports PWDs through mentorship, training, and community engagement, countries can enhance the long-term impact of special grants and promote lasting economic empowerment for PWDs.

2.3.3 Employment Opportunities

Economic empowerment for Persons with Disabilities (PWDs) is often intricately linked to the availability and accessibility of employment opportunities. Globally, PWDs face significant barriers to entering the labor market, including discrimination, inaccessible workplaces, and limited educational or vocational training. Special grants provided by governments and international organizations aim to bridge this gap by empowering PWDs economically, either

through entrepreneurship or improved employability. In countries like Uganda, these grants have helped PWDs to start small businesses or access vocational training programs, thus increasing their employment opportunities (Mugisha & Mwesigwa, 2023). However, the sustainability of these employment opportunities depends on broader systemic changes, including inclusive policies and employer awareness, which ensure that PWDs are not just able to start businesses but can also gain access to formal employment in diverse sectors.

In many developed countries, such as the United States and Canada, specific laws and policies like the Americans with Disabilities Act (ADA) mandate that employers provide reasonable accommodations for PWDs in the workplace. These policies have significantly improved the employment rates of PWDs by reducing the structural barriers that previously limited their participation in the workforce (Johnson & Roberts, 2022). However, even in these countries, PWDs continue to experience lower employment rates compared to non-disabled individuals. Special grants, when combined with supportive legislation, can provide PWDs with both the financial means to start businesses and the legal framework necessary for securing equitable employment opportunities. In Canada, for example, PWDs who receive special grants report higher rates of self-employment and entrepreneurship, demonstrating the importance of financial support in overcoming barriers to economic participation (Kett et al., 2021).

In low and middle-income countries, the relationship between special grants and employment opportunities for PWDs is often shaped by the informal economy. In countries like India and Kenya, where formal employment options for PWDs are limited, special grants enable PWDs to engage in small-scale trading, agriculture, and other informal sector activities that provide a source of income (World Bank, 2023). These grants offer a form of economic empowerment by giving PWDs the capital they need to create their own employment opportunities. However, the informal nature of these businesses often makes it difficult for PWDs to access social protections, healthcare, and long-term stability, highlighting the need for policies that encourage formal employment alongside grant support. Employment opportunities for PWDs must, therefore, extend beyond entrepreneurship to include accessible vocational training and pathways to formal employment, which provide more security and benefits.

In summary, special grants play a pivotal role in economically empowering PWDs by opening up a range of employment opportunities, from entrepreneurship to formal sector jobs. However, for these opportunities to be sustainable and truly empowering, they must be accompanied by inclusive employment policies, employer awareness, and accessible infrastructure. Countries

like Australia and South Africa have demonstrated that when PWDs are provided with both financial support and an enabling environment for employment, their economic participation improves significantly (Davis & Smith, 2023). Ultimately, the success of special grants in enhancing employment opportunities for PWDs depends not only on the availability of financial resources but also on the creation of inclusive systems that support long-term economic engagement.

2.3.4 Livelihood outcome

Economic empowerment through special grants plays a crucial role in improving the livelihoods of Persons with Disabilities (PWDs) worldwide. These grants provide essential capital for PWDs to start small businesses, engage in income-generating activities, or invest in vocational skills that enhance their employability. In many developing countries, including Uganda, special grant programs have been implemented to boost the economic status of PWDs, enabling them to attain greater financial independence and security (Mugisha & Mwesigwa, 2023). These grants not only improve economic opportunities but also contribute to the overall quality of life for PWDs by allowing them to meet their basic needs and reduce their dependence on family and government support. As a result, PWDs who benefit from these grants often report enhanced self-esteem and greater inclusion in community activities.

The impact of special grants on the livelihood of PWDs is evident in several regions, with countries like India and Bangladesh implementing targeted programs aimed at economically empowering PWDs. In India, special grant programs such as the National Fund for People with Disabilities have allowed PWDs to access financial resources to start small businesses, increasing their participation in the local economy (Johnson & Roberts, 2022). This economic inclusion has directly led to improved living conditions, enabling PWDs to afford better housing, healthcare, and education for themselves and their families. Moreover, access to special grants reduces the vulnerability of PWDs to economic shocks, helping them build resilience against poverty (Manku, 2018). In Bangladesh, research shows that PWDs who received grants were more likely to invest in sustainable livelihoods such as agriculture or handicrafts, resulting in stable and improved income levels (Khan et al., 2021).

In developed nations, special grants also play a vital role in promoting the livelihoods of PWDs by supporting entrepreneurship and self-employment. In Canada, the government provides grants specifically designed to empower PWDs to participate in the workforce and start

businesses. These programs have led to a noticeable improvement in the economic well-being of PWDs, as they are able to create their own employment opportunities and have greater control over their livelihoods (Groce et al., 2021). Additionally, these grants often come with mentorship and training programs, further equipping PWDs with the skills necessary for sustaining their businesses and ensuring long-term economic stability. As a result, PWDs in Canada who access these special grants report improved income levels and an enhanced ability to live independently.

Globally, the relationship between special grants and improved livelihoods for PWDs is clear: when PWDs are provided with the financial resources to engage in economic activities, they are better able to achieve personal and economic growth. In South Africa, for instance, special grant programs have been credited with significantly enhancing the economic and social integration of PWDs by allowing them to actively participate in the labor market (Davis & Smith, 2023). By promoting economic empowerment, these grants reduce the marginalization of PWDs and foster an environment where they can contribute to the economy on equal footing with others. As more countries adopt inclusive policies and implement special grant programs, the prospects for improved livelihoods and economic empowerment of PWDs continue to grow.

2.4 Institutional Support

Institutional support plays a critical role in moderating the effectiveness of special grants for persons with disabilities (PWDs), ensuring that grants are used to foster empowerment and long-term sustainability. Institutions, such as local government bodies, non-governmental organizations (NGOs), and community-based organizations, provide essential resources, training, and guidance that enhance the capacity of PWDs to utilize these grants effectively (Dearn et al., 2023). These institutions can help beneficiaries navigate challenges in managing funds, connect with markets, and access healthcare and educational services. When institutions actively support grant utilization, they act as a stabilizing force, ensuring that funds are directed towards activities that build the self-sufficiency of recipients rather than short-term needs (Lord & Hutchison, 2003).

Institutional support also helps address structural barriers that might otherwise hinder the success of special grants. For instance, PWDs often face discrimination, limited access to financial services, and lack of employment opportunities (Mackintosh, 2016). Support from

institutions can mitigate these issues by advocating for inclusive policies, providing tailored financial training, and facilitating networking opportunities for PWDs in their communities. Institutions may also offer legal and administrative assistance, which is crucial for beneficiaries who might struggle with complex application processes or financial regulations. By offering this support, institutions help maximize the empowerment outcomes of special grants, enabling PWDs to become more active participants in economic and social activities (Lord & Hutchison, 2003).

Furthermore, institutional support as a moderator increases the accountability and transparency of special grant programs. Institutions often monitor and evaluate how funds are utilized, which encourages beneficiaries to use the grants for intended purposes and reduces the risk of misuse (Mbuvha, 2019). Regular follow-up and reporting ensure that the grants achieve their objectives and provide valuable data that can inform future policy improvements. This oversight fosters a culture of responsibility among grant recipients, promoting a sustainable model of empowerment where PWDs continue to benefit even after the grant period ends. Through effective monitoring and continuous support, institutions contribute to creating a framework where grants become catalysts for long-term independence rather than temporary relief.

2.4.1 Individual Capacity

Individual capacity refers to the skills, knowledge, and abilities possessed by a person that enable them to perform tasks, solve problems, and adapt to changing circumstances. In the context of socio-economic development, enhancing individual capacity is critical for empowering vulnerable groups, such as Persons with Disabilities (PWDs), to actively participate in and benefit from development initiatives. For PWDs, individual capacity development can encompass training in financial literacy, technical skills, and entrepreneurial competencies, all of which are vital for utilizing opportunities like special grants effectively. Capacity building not only boosts individual productivity but also increases self-esteem and independence, enabling individuals to make informed decisions and improve their livelihoods (Strekalova et al., 2023).

A key component of individual capacity is education and training, which equip people with the skills necessary for self-sufficiency. For instance, tailored vocational training programs for PWDs can bridge the gap between their existing abilities and market demands, increasing their

employability and income potential. In Uganda, initiatives such as Skills Development Fund (SDF) have focused on training vulnerable populations, including PWDs, in skills that align with local economic activities (Doshmangir et al., 2022). However, barriers such as limited accessibility to training facilities, stigma, and financial constraints often hinder capacity development among PWDs. Addressing these barriers through inclusive policies and community-driven approaches can significantly enhance the reach and impact of capacity-building programs.

While enhancing individual capacity is pivotal for development, it must be supported by broader institutional frameworks and systemic changes. Strengthening policies that prioritize inclusivity, ensuring the availability of resources, and creating accessible infrastructure are essential to maximizing the benefits of capacity-building efforts. Without such support, the gains in individual capacity may be limited or unsustainable. Therefore, fostering partnerships among governments, NGOs, and community stakeholders is necessary to create an enabling environment for PWDs to thrive (Gomo, 2011). By addressing individual, community, and systemic levels, the potential for capacity-building initiatives to transform lives can be fully realized.

2.4.2 Community Engagement

Community engagement involves the active participation of individuals, groups, and institutions in collective efforts to address shared challenges and improve overall well-being. It plays a critical role in promoting inclusive development by ensuring that marginalized groups, including Persons with Disabilities (PWDs), have a voice in decision-making processes. Through structured participation, communities can foster a sense of ownership and commitment, which are vital for the sustainability of interventions like special grant programs. According to Asio et al., (2022) Ladder of Citizen Participation, authentic community engagement occurs when individuals are empowered to influence decisions rather than being passive recipients of aid. This approach strengthens social cohesion and promotes equity in resource allocation.

In the context of PWDs, community engagement is particularly significant as it challenges stereotypes and reduces stigma. When communities are involved in the planning, implementation, and monitoring of programs targeting PWDs, it helps to normalize the inclusion of PWDs in public life. For instance, engaging community leaders and local

organizations in sensitization campaigns can foster a supportive environment where PWDs are recognized as valuable contributors. Research by Gilmore et al., (2023) highlights that inclusive community participation improves the outcomes and sustainability of development projects, as seen in rural water projects in Nigeria. Such involvement builds trust and ensures that interventions are responsive to the actual needs of PWDs.

Furthermore, community engagement strengthens the accountability and transparency of programs like special grants for PWDs. By involving community members in the monitoring and evaluation processes, governments and organizations can ensure that resources are used efficiently and equitably. Studies have shown that participatory approaches lead to better program outcomes because they incorporate local knowledge and foster collective responsibility (Kwizera et al., 2020). In Uganda, for example, the inclusion of community-based organizations (CBOs) in grant administration has been shown to enhance the effectiveness of interventions for vulnerable populations (Kwizera et al., 2020). This collaborative approach ensures that programs address the unique socio-economic and cultural dynamics of communities.

2.5 Summary of the Literature Review

Firstly, while numerous studies address the financial support for PWDs, there is limited literature on the specific impacts of special grants in empowering PWDs, particularly within rural Ugandan contexts like Nebbi District (Mitra, 2018; Lang & Murangira, 2009). Much of the existing research focuses on broader disability rights and access to resources, without delving into how special grants translate to tangible empowerment outcomes, such as economic independence, social inclusion, and increased agency among PWDs (Groce, 2004). This gap suggests a need for focused studies on how special grants influence specific empowerment dimensions, addressing both the economic and social impacts on PWDs in underserved areas.

Secondly, the literature highlights factors that generally affect the utilization of social grants, such as financial literacy and administrative barriers, but lacks depth in exploring how these factors specifically influence PWDs in utilizing special grants effectively (Kumar et al., 2019; Yamamoto & Schulze, 2018). Studies often overlook the unique challenges PWDs face, including limited mobility and access to information, which can hinder the effective use of grant funds (Trani & Loeb, 2012). The review emphasizes a gap in understanding the unique

contextual factors such as socio-economic conditions and cultural attitudes that may affect grant utilization in Nebbi District.

Lastly, while some research has acknowledged the importance of institutional support in grant success, there is minimal empirical evidence on how such support moderates the relationship between special grants and empowerment outcomes among PWDs (WHO, 2011; Oliver & Barnes, 2012). Existing studies typically focus on policy-level recommendations but lack practical insights on the role of local institutions, such as community organizations and local government agencies, in enhancing grant utilization and achieving empowerment outcomes. Addressing these gaps can provide a comprehensive understanding of how special grants can be better utilized to foster empowerment among PWDs, thereby informing policy and program design in similar contexts.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that the researcher used to carry out this study. It covers the research design, Study population, Study sample size, sampling procedure, data collection methods and instruments, validity and reliability of data collection instruments as well as ethical considerations.

3.1 Research Design

This study employed a cross-sectional study design. Creswell, (2009) cites that a descriptive study provides for an in-depth analysis of a single or a few items which gives the study more information and detail about the study subjects. Thomas, (2011) on the other hand observes that descriptive design is important as it provides a detailed analysis of what is happening which can provide important information for decision-making.

This study applied a cross-sectional study design. A cross-sectional study design is an observational study that analyses data collected at a specific point in time from the population or a sample of the population (Sekaran, 2003). Since this study intended to collect data in a short period, therefore cross-sectional was the most appropriate research design or study design. Many scholars have used this study design in a similar discipline or study (Kemitare & Kabuye, 2018; Yan, 2017).

3.2 Study Population

The study population was aged 18 years and above persons with disabilities (PWD) registered with the district and other crucial respondents subject to the study included community development officers, probation officers, cultural leaders, and staff from the local government (LCIII, II, and I) who are knowledgeable on the special grant in Nebbi district with regards to various rural socio-economic development livelihoods at the district.

3.3 Sample Size and Selection

Considering the extensive study population, which encompassed Persons With Disabilities group members, sample size determination was guided by Roscoe's (1975) approach. This method was suitable for studies where the sample size falls between 30 and 500, as exceeding 500 can increase the risk of a type II error (Sekaran & Bougie, 2016). Sample size population in this study was determined using Krejcie and Morgan table of sample size determination and a total of 234 samples were selected which included 5 community development officers from selected sub county's, 10 leaders representing PWDs, 36 selected community's members, 158 PWD group's members and 25 community leaders.

Table 1: Showing sample size determination

Table below shows the categories, the population, sample size and their sampling techniques.

S/No	Category	Accessible population	Sample Size	Sampling technique
1	Community Development officers from the selected Sub Counties	05	5	Purposive sampling
2	Leaders representing PWDs at the District	10	10	Purposive sampling
3	Selected Communities	40	36	Random Sampling
4	PWD group's members	532	158	Random Sampling
5	Community leaders(LC 1,11,111)	32	25	Purposive Sampling
	Total	**619**	**234**	

Source: Nebbi District Local Government Report 2024, modified by Researcher

3.4 Sample Techniques

The researcher used the following sampling techniques to select respondents:

3.4.1 Purposive Sampling

Community Development Officers from selected sub county's, leaders representing PWDs at the district and community leaders (L.I, II, III) were purposively sampled for the study, it was preferred because of these categories' unique skills, knowledge, central role and responsibility in special grant administration in local governments and access to other information of interest to the study, hence, they were regarded as the key informants in this study.

3.4.2 Simple Random Sampling

Selected communities and PWD group members were selected through random sampling, ensuring an equal opportunity for all individuals to participate. The researcher conducted face-to-face administration of questionnaires and especially for focus group discussion to ensure the accurate interpretation of questions. To account for the population's heterogeneity in terms of socio-economic status, gender, age, and other factors, the researcher divided the population into strata and randomly selected respondents. This approach helped reduce researcher bias and gather diverse information about the study area.

Table 2: Showing the number of respondents taken per sub-county

S/No.	Sub-county	Target population	Sample size
1	Akworo	220	86
2	Padwot	159	60
3	Parombo	128	48
4	Acana	112	42
Total		**619**	**234**

3.5 Data Collection Methods

The study employed mixed methods to obtain comprehensive data on special grant administration and socioeconomic empowerment of PWDs. Quantitative data were collected using structured questionnaires administered to selected households with PWDs, covering demographic characteristics, economic activities, asset ownership, education, and empowerment perceptions. Qualitative data were obtained through in-depth interviews and focus group discussions involving PWDs, local leaders, and key stakeholders to understand their experiences. Secondary data were reviewed from government reports, NGO publications, and academic literature. Combining these methods enabled triangulation, strengthening the reliability and validity of the study findings.

3.6 Data Collection Instrument

The study used structured questionnaires, semi-structured interview guides, and focus group discussion guides. Questionnaires were pre-tested and administered to selected PWD households to collect quantitative data on demographics, educational attainment, asset ownership, empowerment, and perceptions of special grants. Semi-structured interview guides facilitated detailed discussions with key informants, while focus group discussion guides

captured beneficiaries' experiences and perspectives. These instruments enabled the collection of complementary quantitative and qualitative data, providing a comprehensive understanding of special grant administration and socioeconomic empowerment of PWDs in Nebbi District.

3.6.1 Questionnaire

The study used structured questionnaires to collect quantitative data from PWD group members in Nebbi District. The questionnaires contained closed-ended questions measuring special grant administration and socioeconomic empowerment. Responses were measured using a five-point Likert scale: strongly disagree, disagree, not sure, agree, and strongly agree. This approach facilitated the quantification of respondents' perceptions, enabling statistical analysis and comparison of responses. Questionnaires also provided respondents with alternative answers to express their opinions and experiences regarding special grants and empowerment.

3.6.2 Interview Guide

The study used a semi-structured interview guide to collect qualitative data on special grants and the socioeconomic empowerment of PWDs. Open-ended questions explored participants' experiences regarding economic activities, access to resources, education, and leadership opportunities. Interviews were conducted with selected Community Development Officers from sub-counties and district-level PWD leaders. The researcher arranged appointments and conducted interviews at participants' respective locations to obtain detailed firsthand information relevant to the study.

3.6.3 Focus Group Discussion

The study employed Focus Group Discussions (FGDs) to collect qualitative data on special grant administration and the socioeconomic empowerment of PWDs. Selected community members and leaders participated in structured discussions guided by open-ended questions exploring grant utilization, empowerment, and access to resources. Participants were organized into four groups labelled A, B, C, and D. The discussions encouraged participants to share experiences, exchange views, and build on one another's responses, providing deeper insights into community perspectives. Discussions were recorded, transcribed, and analyzed thematically to identify recurring patterns and key findings relevant to the study objectives.

3.7 Validity and Reliability of the instrument

3.7.1 Validity

The validity of the research instrument was established through expert judgment, with the researcher ensuring that the coefficient of validity reached a minimum of 70%. To achieve this, the researcher sought the expertise of the supervisor guidance in constructing the questionnaire. Following an assessment of the questionnaire, necessary adjustments were implemented while keeping the study's objectives in focus. The formula that will be used;

$$\text{CVI-}\frac{Number\ of\ items\ decleared\ valid}{Total\ Number\ of\ items}$$

Table 3: Sowing Content Validity Indices (CVI) for administered Instruments

The table presents the Content Validity Indices (CVI) for three different research instruments Questionnaires, Interview Schedules, and Focus Group Discussions (FGDs) used in a study, along with the number of participants assessed and accessed for each.

Research Instrument	**Total Samples**	**Accessed Participants**	**CVI**
Questionnaires	158	131	0.559
Interview Schedule	15	12	0.051
FGD	61	55	0.235
Total	**234**	**198**	**0.845**

Source: Primary Data, 2025

The questionnaire recorded a Content Validity Index (CVI) of 0.559, indicating moderate content validity and suggesting that some items required improvement to ensure adequate coverage of the study objectives. The interview schedule had a CVI of 0.051, reflecting very low content validity and a need for substantial revision to improve the relevance of questions. Similarly, the Focus Group Discussion (FGD) guide recorded a CVI of 0.235, indicating limited content validity and the need to strengthen its alignment with the research objectives.

The reported overall CVI of 0.845 suggests high content validity for the combined data collection instruments. However, the overall value should be interpreted cautiously because it does not eliminate the weaknesses identified in the individual instruments. The low CVIs for the interview schedule and FGD guide highlighted the need to review their questions for relevance, clarity, and adequate coverage of the study constructs. Accordingly, the instruments

were reviewed and revised to improve their content coverage and alignment with the research objectives.

Note: Verify the overall CVI calculation before reporting it. If the four values represent separate instrument-level indices, their combined value should be justified by the calculation method rather than assumed to establish overall validity.

3.7.2 Reliability

Reliability, as defined by Muganda and Mugenda (2003), measures the extent to which a research instrument consistently produces the same results or data when tested repeatedly. To assess the reliability of the instrument, a test-retest technique was employed. A pre-test was conducted on 10 respondents from the study area who will not be included in the final study. Subsequently, the collected data was coded and entered into a computer. Reliability coefficients was then calculated using the Statistical Package for Social Scientists (SPSS) computer program to determine the questionnaire's reliability.

Reliability Test (Cronbach's Alpha)

Cronbach's Alpha is a measure of internal consistency or reliability that is, how closely related a set of items are as a group. It ranges from 0 to 1, with higher values indicating greater reliability. Generally:

Table 4: Showing Reliability Test

SN	Variables	No. of Items	Cronbach's Alpha
1	Criteria and Eligibility	5	.892
2	Financial Literacy	5	.851
3	Enterprise	5	.910
4	Income	5	.825
5	Business Sustainability	5	.955
6	Employment Opportunity	5	.925
7	Livelihood outcomes	5	.941
8	Individual Capacity	5	.903
9	Community Engagement	5	.928

Source: Primary Data, 2025

The reliability test shows that all constructs have high to excellent internal consistency, with Cronbach's Alpha values ranging from 0.825 to 0.955. This indicates that the measurement instruments used in the study are reliable and suitable for analysis, with consistent and well-

aligned items across all assessed variables. These high reliability values support the robustness of the data collected for further statistical analysis and interpretation.

3.8 Data Collection Procedure

Researcher obtained a written proposal approval from the Faculty of Business and Development Studies at Gulu University. Furthermore, a letter of introduction was obtained from the Faculty of Business and Development studies – Gulu University. This letter was presented to the Chief Administrative Officer of Nebbi District where the study was conducted so that permission to carry out the study was granted to the researcher. After being granted permission, additionally, the researcher sought permission from the authorities from these local leaders.

In collaboration with local authorities and a research assistant, the researcher conducted group meetings with participants. These meetings were organized to explain the study's process and objectives, allowing prospective participants to seek clarification about the study and their potential involvement. Subsequently, a systematic random sampling method was employed to select ten participants per the study. Prior to participation, the researcher obtain assent from the participants and informed consent.

3.9 Data Analysis and Management

The collected data underwent analysis using the Statistical Package for Social Science (SPSS), employing various statistical techniques for both quantitative and qualitative data.

For quantitative data, statistics was used to present frequency counts and cumulative percentages, and this information was organized into tables. To extend insights to the broader population, inferential statistics was employed, drawing conclusions from a sample of the population. Correlation analysis was used to assess the strength of the relationship between dependent and independent variables. Conversely, regression analysis was conducted to investigate the relationship specifically, a multiple linear regression model was applied to examine this relationship.

Qualitative data underwent content analysis, wherein responses from key informants categorized into recurring themes. The analysis identified common opinions, experiences, and typical outcomes related to each of the guiding questions. This qualitative analysis involved the examination of textual and narrative data generated from voice recordings, photos, and video representations.

3.10 Limitations and Delimitations

The study on special grants and PWD empowerment acknowledges several limitations and delimitations. One key limitation was the potential bias in self-reported data, as participants underreported and over-reported their experiences due to social desirability or recall bias.

Another limitation was the cross-sectional nature of the study, which captures data at a single point in time and may not fully reflect changes over time or establish causal relationships. Additionally, the PWD context of Northern Uganda was limited to generalizability of the findings to other regions with different socio-economic and cultural backgrounds.

Delimitations of the study included focusing specifically on PWD in Northern Uganda, thereby excluding non PWD and other regions.

The study also delimits itself to examining certain socio-economic indicators such as income, education, and health, while potentially overlooking other relevant factors like political participation or environmental sustainability.

These boundaries are set to maintain a manageable scope and ensure in-depth analysis within the defined parameters.

3.11 Ethical Considerations

Introductory letter was obtained from Gulu University Research Ethic committee or Faculty of business and development studies indicating that this study is worth being conducted. The letter from the district Chief administrative officer and District community development officer of Nebbi district granting permission for this study to be conducted in Nebbi district. The sub-county community development officers will be informed to take the responsibility of introducing researcher to the local authorities. The local authority took the responsibility of introducing the researcher to the respondents. The researcher sought consent of the respondents by clearly explaining the purpose of this study and how the confidentiality of this data was kept before the participant's consent to participate in the study by signing the informed consent.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter gives background of respondents; description of the independent and dependent variable of special grant administration and socio-economic empowerment of persons with disabilities with its objectives to assess the level of special grant administration to persons with Disabilities, to assess the level of empowerment to persons with Disabilities, to examine the influence of institutional support in the empowerment of persons with Disabilities and to find out the relationship between special grants administration and the empowerment of persons with Disabilities in Nebbi District

4.1 Bio Data

The bio-data provides insights into the demographic and socio-economic profile of the respondents, which can influence their perspectives and experiences related to the study.

Table 5: Showing Bio Data

	Frequency	**Percent (%)**
Gender of Respondent		
Male	115	58.0
Female	83	41.9
Age of Respondent		
18-27 years	39	19.6
28-37 years	48	24.2
38-47 years	43	21.7
48-57	37	18.6
58+	31	15.6
Educational Level		
Primary	98	74.8
Secondary	24	18.3
Tertiary	5	3.8
Degree	3	2.3
Others	1	0.8
Occupation of Respondents		
Farmer	111	56.0
Trader	35	17.6
Civil Servant	18	9.0
Unemployed	15	7.5
Others	19	9.5
Marital Status		
Married	132	66.6
Single	66	33.3
Household Income Per Month		

1-300,000	93	46.9
300,001-600,000	24	12.1
600,001-900,000	24	12.1
900,001+	57	28.7
Are You a Group Member		
Yes	154	77.7
No	44	22.2
Duration in the Group		
0-2 years	107	54.0
3-5 years	49	24.7
6 years and above	42	21.2

Source: Primary Data, 2025

Gender Distribution: The sample is slightly male-dominated the studies 58% while female were 41.9% respondents. This may suggest either greater male involvement in the context of the study (e.g., group membership or enterprise activities) or a gender gap in accessibility or participation.

Age Distribution: The respondents span a wide range of ages, with the majority between 28 and 47 years were 28-37 years constituted 24.2%, 38-47 were 21.7%, 18-27 years were 19.6%, 48-57 years were 18.9% and 58 years and above were 15.6%. This indicates a balanced age distribution, with a concentration in the economically active middle-age range, reflecting potential for labor, entrepreneurship, and development-oriented engagement.

Educational Level: The largest proportions 74.8% of respondents have primary education. Only a small number have secondary 18.3%, tertiary 3.8%, degree-level 2.3% education and others were only 0.8%. This suggests a low overall educational attainment, which could affect financial literacy, access to formal employment, and engagement with structured development programs. Interventions may need to consider literacy levels in their design and communication.

Occupation: The dominant occupation is farming with 56.0%, followed by trading with 17.6%. A smaller portion is civil servants with 9.0%, unemployed 7.5% and others engaged in other activities with 9.5%. This indicates a largely agrarian and informal economy, with most respondents relying on subsistence or small-scale commercial agriculture for their livelihoods.

Marital Status: 66.6% of respondents are married, while 33.3% are single. This reflects a mature and socially stable population, where household and community responsibilities likely influence participation in group or income-generating activities.

Household Income per Month: Nearly half (46.9%) earn between 1–300,000 (in Ugx shillings), indicating low income levels. Only 28.7% earn above 900,001, suggesting a small portion with higher earnings. This income distribution shows that a majority of the population is low-income, which could influence their access to credit, business sustainability, and livelihood improvements.

Group Membership: A significant majority of 77.7% are members of a group, while 22.2% are not. High group membership rates suggest strong community organization or reliance on group-based initiatives, which can be leveraged for collective action and empowerment programs.

Duration in Group: Most group members have participated for 0–2 years were 54.0%, followed by 3–5 years who were 24.7% and 6+ years were 21.2%. This suggests recent growth in group participation, possibly due to recent development initiatives or increased community mobilization. However, the presence of long-term members also implies some level of continuity and sustainability in group structures.

In summary, the respondents are predominantly male, middle-aged, low-educated farmers, mostly married and low-income earners. They show a high level of group participation, though many are relatively new members. These characteristics highlight a population that is vulnerable but potentially responsive to structured development interventions, especially those focusing on agriculture, financial literacy, and livelihood support tailored to low-literacy groups.

4.2 Special Grants Administration

4.2.1 Criteria and Eligibility

The table presents the distribution of responses regarding the criteria and eligibility for special grants for Persons with Disabilities (PWDs). The responses are categorized into five Likert scale options.

Table 6: Showing Criteria and Eligibility

	Valid				
	SD	**D**	**NS**	**A**	**SA**
There is effective criteria in assessing eligible persons for special grants as they are always communicated to PWDs.	3-2.3%	8-6.1%	12-9.2%	97-74%	11-8.4%
The requirements for the special grant for the eligible persons are always reasonable and accessible for most PWDs.	11-8.4%	35-26.7%	21-16%	56-42.7%	8-6.1%
PWDs are given equal opportunities to apply for and access the special grant as they meet administration requirements.	21-16%	26-19.8%	20-15.3%	59-45%	5-3.8%
The application process for the special grant is always clear and straightforward to follow by all the eligible person.	18-13.7%	30-22.9%	35-26.7%	41-31.1%	7-5.3%
I am aware of the specific criteria that PWDs must meet to qualify for the special grant.	14-10.7%	25-19.1%	26-19.8%	58-44.3%	8-6.1%
Average Score	**10.22%**	**18.92%**	**17.4%**	**47.42%**	**5.94%**

Source: Primary Data, 2025

The majority of respondents 74% agree, equally 8.4% strongly agree that the criteria for assessing eligibility are effectively communicated to PWDs, 9.2% respondents were not sure. Only a small fraction of 8.4% expressed disagreement that the criteria for assessing eligibility are effectively communicated to PWDs, suggesting a positive perception of communication effectiveness.

In an interview with K I who reported that;

> *The PWDs are aware in a way that the CDO always sensitizes them on group formation, access to government programs including National special grants as well as the general criteria and that is why some organized groups like Nyarudier PWDS, Mungumiyo, Mungu Jakisa PWD group, Mungulonyo Disabled group and so on were able to accessed of recent 2025* (July, 2025).

While a significant proportion of 42.7% agree, similarly 6.1% respondents strongly agree that the requirements are reasonable and accessible, 16% respondents were not sure. a notable

portion 35.1% both disagree and strongly disagree that the requirements are reasonable and accessible, indicating some concerns about accessibility or the fairness of the requirements.

According to an interview with FGD I

> *The fact that the PWDs do registration in CDOs office, they are mobilized through elected leaders representing them and the NGOs who are always advocating for them to access support at the various levels for example Nebbi District Union for PWDs* (July, 2025).

Finding showed that 16% respondents strongly disagreed that PWDs are given equal opportunities to apply for and access the special grant as they meet administration requirements, equally 19.8% respondents disagreed, 15.3% respondents were not sure. However, majority of 45% respondents agreed that PWDs are given equal opportunities to apply for and access the special grant as they meet administration requirements, similarly 3.8% strongly agreed. Although nearly half 48.8% agree and strongly agree with the statement, a significant minority 35.8% disagreed, highlighting concerns about inequality or administrative barriers faced by some PWDs.

Only about 36.4% of respondents agreed and strongly agreed that the application process is clear, while 36.6% respondents both disagreed and strongly disagreed agreed that the application process is clear. A large portion of 26.7% were unsure, suggesting uncertainty or confusion around the process.

According to an interview with FGD I who reported that;

> *There is always delay to cofound the programs by PWDs groups, Self-isolation of some category of PWDs like the blind, deaf and those with multiple disabilities, lack of walking Aids like wheelchairs, white canes, late releases of fund by the Ministry of Finance through Ministry of GLASD couple with budget cut that does not allow proper investment that can be sustained* (July, 2025).

Just over half (50.4%) where 44.3% and 6.1% respondents both agree and strongly agree respectively that they are aware of the criteria, but a substantial proportion (29.8%) were 19.1% and 10.7% respondents both disagreed and strongly disagreed that they are aware of the criteria, and 19.8% were unsure, indicating a need for improved awareness efforts.

According to KI who reported that;

> *The eligibility criteria are always communicated through; social gatherings like; funerals, community meetings, dialogues meetings with the groups and the LCI leaderships. Normally we communicate to beneficiary through community sensitization in public gathering. CDO & Parish Chief mobilizes the participant*

and orient them on the program needs. Community meetings, community sensitization and PWDs Group visits - Chairperson LC III Akworo Sub County (July, 2025).

4.2.2 Financial Literacy

Table below showed the results on financial literacy obtained from the field.

Table 7: Showing Financial Literacy

	Valid				
	SD	**D**	**NS**	**A**	**SA**
These grants are designed in a way that PWDs receive adequate training on how to manage the funds from the special grant.	1-0.8%	42-32.1%	16-12.2%	65-49.6%	7-5.3%
The special grant program includes guidance on budgeting and financial planning for PWDs by the key stakeholders before administering.	1-0.8%	38-29%	22-16.8%	65-49.6%	5-3.8%
Financial literacy training is always administered to improve the ability of PWDs to effectively utilize the grant.	1-0.8%	42-32.1%	23-17.6%	59-45%	6-4.6%
PWDs are made to understand the importance of saving and investment due to the financial literacy sessions provided.	1-0.8%	26-19.8%	14-10.7%	81-61.8%	9-6.9%
The financial literacy component has been an essential part of the special grant program for PWDs.	2-1.5%	14-10.7%	8-6.1%	98-74.8%	9-6.9%
Average Score	**0.94%**	**24.74%**	**12.68%**	**56.16**	**5.5%**

Source: Primary Data, 2025

Only 0.8% respondent strongly disagreed that the grants are designed in a way that PWDs receive adequate training on how to manage the funds from the special grant, indicating very few are completely dissatisfied, equally a significant percentage of 32.1% felt that training on fund management is lacking or inadequate, 12.2% respondents were uncertain, suggesting either inconsistent delivery or limited exposure. Nearly half of 49.6% respondents agreed, indicating that many believe training is provided, and a few 5.3% respondents strongly believe the training is sufficient and effective.

As reported by FGD I in an interview

> *There is little improvement in profit margin in their new business compared to the old businesses Parom Team –Financial management, groups/individual savings, maintainer of the available resources routine* (July, 2025).

Half of 49.6% respondents agree that special grant program includes guidance on budgeting and financial planning for PWDs by the key stakeholders before administering, similarly 3.8% respondents feel very positive about this aspect. 0.8% and 29% respondents both strongly

disagreed and disagree and 16.8% respondents showed Uncertainty about the presence of budgeting and planning guidance is somewhat high. While most respondents acknowledge the presence of budgeting support, about 30% do not see it or benefit from it, suggesting gaps in outreach or stakeholder engagement.

Nearly half of respondents with 45% agree that financial literacy training is always administered to improve the ability of PWDs to effectively utilize the grant, equally 4.6% showed strong positive response and 17.6% respondents were unsure pointing to potential communication gaps. A substantial 32.1% of PWDs feel that training is not consistently offered and 0.8% showed extremely low rejection rate.

As reported by FGD II in an interview who said;

> *There is some improvement for those who can read and write they are able to invest and expand their business compare to others. It has strengthened them on how to manage their income generating activities (economic empowerment), ability to have meaningful savings, improvement on nutrition status, gained self-confidence, access to health care services* (July, 2025).

Majority of 61.8% respondents agree that PWDs are made to understand the importance of saving and investment due to the financial literacy sessions provided, equally 6.9% strongly agree, 10.7% respondents were not sure. But then again19.8% respondents disagree that PWDs are made to understand the importance of saving and investment due to the financial literacy sessions provided and similarly 0.8% respondents strongly disagree. Most PWDs believe that financial literacy sessions successfully promote saving and investment behavior, showing a relatively strong positive impact.

As reported by FGD II in an interview who said;

> *Low levels of adoption due to negative mindset on the nature of the disabilities they have and low translation of knowledge and skills gained. A Parombo Team-Different capacity to understand the trainings on the key concepts, inadequate funding by the MGLASD, multiples disabilities hinders the physical participation of some PWDs thus slow or no progress at their work* (July, 2025).

A large majority of 74.8% affirm that financial literacy component has been an essential part of the special grant program for PWDs, correspondingly 6.9% respondents strongly agree, 6.1% respondents were not sure. On the other hand, 10.7% respondents disagree that financial literacy component has been an essential part of the special grant program for PWDs, likewise 1.5% respondents strongly disagree. This item received the strongest agreement, suggesting that the role of financial literacy is widely recognized as essential by the beneficiaries.

KI reported in an interview that;

> *Challenges observed in the implementation of financial literacy to PWDs includes; Illiteracy of some PWDs, Poor record keeping that does not track the profits and losses, Price fluctuation that affects their business, poor whether condition that affect especially those involve in production of crops and little capital for the commercial business* (July, 2025).

4.2.3 Enterprise

A descriptive interpretation of the table you provided regarding the Enterprise domain of special grant administration for Persons with Disabilities (PWDs).

Table 8: Showing Enterprise

	Valid				
	SD	**D**	**NS**	**A**	**SA**
The special grant are given to enable PWDs to start or expand their small businesses.	8-6.1%	41-31.1%	40-30.5%	38-29%	4-3.1%
Special grant are administered to enable PWDs feel confident in managing business activities due to the support from the special grant.	6-4.6%	46-35.1%	44-33.6%	29-22.1%	6-4.6%
The grant program administration has been made to offers resources and guidance on entrepreneurship for PWDs.	4-3.1%	43-32.8%	34-26%	46-35.1%	4-3.1%
Special grant are administered for PWDs to enable them have experience of increased income as a result of using the special grant in their enterprises.	4-3.1%	45-34.4%	32-24.4%	46-35.1%	4-3.1%
The special grant administration supports sustainable business practices for PWDs.	9-6.9%	55-42%	32-24.4%	33-25.2%	2-1.5%
Average Score	**4.76%**	**31.56%**	**27.78%**	**29.3%**	**3.08%**

Source: Primary Data, 2025

6.1% and 31.1% respondents both indicate that a significant portion of respondents disagree and strongly disagree, suggesting skepticism or dissatisfaction about whether the grant truly supports business initiation or expansion, 30.5% respondents were not sure. However, 29% and 3.1% respondents both agree and strongly agree that the special grant is given to enable PWDs to start or expand their small businesses. While nearly a third agree, the high disagreement and uncertainty suggest that the grant's role in facilitating business growth may not be clear or convincing to many respondents.

FGD II reported in an interview that;

> *Enterprises has provided startup capital for their business, social welfare of the households has improved, and exposure of PWDs to the challenging situation and how to overcome it* (July, 2025).

Majority of 35.1% and 4.6% respondents both disagree and strongly disagree respectively that special grants are administered to enable PWDs feel confident in managing business activities due to the support from the special grant, 33.6% respondents were not sure. On the contrary, 22.1% and 4.6% respondents both agree and strongly agree that Special grants are administered to enable PWDs feel confident in managing business activities due to the support from the special grant. Respondents are largely doubtful or uncertain about whether the grant increases managerial confidence, implying that emotional or skill-based support may be lacking.

According to an interview with FGD II who reported that;

> *The business can succeed due to financial disciplines, while poor time management, inadequate knowledge on business management like for OWENJO group at Parombo on goat rearing also cause failure* (July, 2025).

35.1% agreement of respondents has the highest positive response, suggesting a noticeable number do recognize some support in resources and guidance, likewise 3.1% respondents strongly agree, 26% respondents were not sure. Conversely, 32.8% respondents agree that the grant program administration has been made to offer resources and guidance on entrepreneurship for PWDs, 3.1% as well strongly agree. A mixed view exists; while a third recognize the provision of entrepreneurial guidance, more than half are either unaware or disagree that such support is available.

As reported by KI in an interview who said;

> *Most PWDs carry on business without records and they bring in non-sensitized people with a lot of demand thus failure the business. After receiving the grant beneficiary have purchased/bought more pigs and these success was due to the constant monitoring visit by the Sub County Authority. They work in group and share some of the interest to strengthen the individual businesses which have been successful* (July, 2025).

35.1% and 3.1% respondents both agree and strongly agree that special grants are administered for PWDs to enable them to experience increased income as a result of using the special grant in their enterprises, 24.4% respondents were not sure. However, 34.4% and 3.1% respondents disagree and strongly disagree that special grants are administered for PWDs to enable them to experience increased income as a result of using the special grant in their enterprises. Many respondents are unconvinced that the grant directly results in income gains, though some positive outcomes are acknowledged.

As reported by FGD 2 in an interview who reported that;

Market in relation to available markets for the quality products, pricing, channel of delivery and customers care, Capital in line with profits maximizations, Record keeping. Training on the basic concepts of market, profitability value addition as the critical (July, 2025).

Majority of 42% respondents disagree that the special grant administration supports sustainable business practices for PWDs, similarly 6.9% respondents strongly disagree, 24.4% respondents were not sure. But then again, 25.2% respondents agree and 1.5% respondents strongly agree that special grant administration supports sustainable business practices for PWDs. Most respondents do not believe the grant promotes sustainable business practices. This indicates a significant area for program improvement.

4.3 Socio-Economic Empowerment of Persons with Disabilities

4.3.1 Income

Here's a descriptive interpretation of the data on Empowerment (Income Level), examining how recipients of the special grant perceive its impact on their income and financial security.

Table 9: Showing Income Level

	Valid				
	SD	**D**	**NS**	**A**	**SA**
My income level has improved since receiving support from the special grant.	1-0.8%	20-15.3%	37-28.2%	71-54.2%	2-1.5%
I can now afford my basic needs more easily than before receiving the special grant.	4-3.1%	33-25.2%	57-43.5%	35-26.7%	2-1.5%
The grant has provided me with a stable source of income.	9-6.9%	60-45.8%	37-28.2%	21-16%	4-3.1%
My financial security has improved as a result of the special grant program.	11-8.4%	58-44.3%	37-28.2%	23-17.6%	2-1.5%
The grant has enabled me to pursue additional income-generating activities.	9-6.9%	60-45.8%	33-25.2%	25-19.1%	4-3.1%
Average Score	**5.22%**	**35.28**	**30.66%**	**26.72%**	**2.15%**

Source: Primary Data, 2025

Finding from the above table revealed that; 54.2% respondents agree that their income level has improved since receiving support from the special grant, 1.5% respondents as well strongly agree, 28.2% respondents were not sure. However, both 15.3% and 0.8% respondents disagree and strongly disagree that their income level has improved since receiving support from the special grant. A majority over 50% agree their income has improved, suggesting that the grant

has had a positive and visible financial impact. However, a significant proportion remains unsure, indicating some variability in outcomes or lack of clarity in attribution.

It also reported by FGD II that

> *Special grant boosted the business level, improve the standards of living and supported their children at school including the medical treatment. Improves access to medical care* (July, 2025).

3.1% and 25.2% both strongly disagree and agree, showing that nearly a third of respondents still struggle to afford their basic needs more easily than before receiving the special grant. 43.5% not sure is the highest response, indicating uncertainty in perceived improvement. A 26.7% agree and 1.5% strongly agree show that only around 28% affirm this claim. Although there is some agreement, the dominant responses reflect uncertainty and moderate disagreement, suggesting that while income may have increased, it hasn't necessarily translated into ease in meeting basic needs for many recipients.

6.9% strong disagreement and 45.8% disagreement combined show that over 50% disagree, indicating that the grant is not perceived as a reliable or consistent income source. 28.2% respondents also suggest that many are unsure. However, 16% agree and 3.1% strongly agree that the grant has provided then with a stable source of income. The grant is largely not considered a stable income source, pointing to short-term or inconsistent support, or limited business sustainability.

As reported by KI in an interview that;

> *Limited funding where multiple disabilities limit other PWDs to participate in viable activities like business and high cofounding especially the 200,000 as minimum requirement from the Bank during the account opening* (July, 2025).

8.4% and 44.3% respondents both strongly disagree and disagree that their financial security has improved as a result of the special grant program, and 28.2% respondents indicates more than a quarter are undecided. Conversely, 17.6% and 1.5% respondents both agree and strongly. A large portion do not feel financially secure despite receiving the grant, suggesting that while some benefits may be seen, they do not translate into broader or long-term financial stability.

It was reported by KI in an interview that;

> *There is always limited or little amount approved compared to what was initially requested, poor market that affects business of PWDs, bad weather with impassable roads and charges of market dues reduces the profits. The funding amount are limited*

by: - Majority PWDs are illiterate, the amount of money given to the groups are small need for increased funding (July, 2025).

Majority of 45.8% respondents disagree that the grant has enabled them to pursue additional income-generating activities, likewise 6.9% respondents strongly disagree, 25.2% respondents indicates uncertainty in realizing secondary benefits. Contrarily, 19.1% and 3.1% respondents both agree and strongly agree that the grant has enabled them to pursue additional income-generating activities. Most recipients have not been empowered to pursue further income opportunities, suggesting that the grant may be limited in scope or lacks follow-up support for growth or diversification.

According to KI who reported that;

There are inadequate mobilizations of PWDs to participate in the programs, long distance to the venues of the meetings, discrimination against PWDs by the communities and amongst (July, 2025).

4.3.2 Business Sustainability

Here is a descriptive interpretation of the table regarding Business Sustainability as perceived by recipients of the special grant.

Table 10: Business sustainability

	Valid				
	SD	**D**	**NS**	**A**	**SA**
The grant has helped me establish a sustainable business.	36-27.5%	59-45%	20-15.3%	15-11.5%	1-0.8%
I feel confident in my ability to manage my business over the long term.	34-26%	52-39.7%	25-19.1%	17-13%	3-2.3%
The business I started or expanded with the grant has shown consistent growth.	36-27.5%	59-45%	17-13%	17-13%	2-1.5%
I have received adequate support and training to ensure my business can survive in the future.	27-20.6%	69-52.7%	17-13%	13-9.9%	5-3.8%
The grant program provides resources that contribute to the sustainability of my business.	29-22.1%	58-44.3%	24-18.3%	18-13.7%	2-1.5%
Average Score	**24.74%**	**45.34%**	**15.74%**	**12.22%**	**1.98%**

Source: Primary Data, 2025

27.5% strongly disagree and 45% agree show that a large majority 72.5% disagree, suggesting the grant has not resulted in sustainable businesses for most, 15.3% respondents indicates some uncertainties. However, 11.5% agreement and 0.8% strong agreement shows the grant has helped in establishing a sustainable business. The grant is not widely viewed as effective in helping recipients establish long-lasting, self-sufficient businesses.

As reported by KI in an interview who said;

> *This has boosted the business level, improve the standards of living and supported their children at school including the medical treatment. Improves access to medical care* (July, 2025).

Strongly disagree of 26% and disagree of 39.7% again reflect over 65% disagreements, indicating low confidence in business longevity. 19.1% suggests that many respondents are unsure of their long-term management capabilities. 13% agree and 2.3% strongly are modest, they feel confident in their ability to manage my business over the long term. There is a general lack of confidence among PWDs regarding their ability to sustain their businesses over time, hinting at insufficient capacity-building support.

27.5% strongly disagree and 45% disagree again dominate, indicating that 72.5% believe their business has not shown consistent growth. Not sure of 13% and 13% agreement are equal, showing that only a small portion observe growth or are unsure. Most respondents have not experienced or perceived business growth, suggesting that the grant may provide only short-term or insufficient support for scaling up.

As reported by FGD I in an interview who said;

> *Limited funding, multiple disabilities limit other PWDs to participate in viable activities like business and high cofounding especially the 200,000 as minimum requirement from the Bank during the account opening* (July, 2025).

20.6% strongly disagree and 52.7% disagree show over 73% disagreements, indicating a major gap in training and support for sustainability, 13% respondents show uncertainties. However, 9.9% and 3.8% respondents both agree and strongly agree that they have received adequate support and training to ensure their business can survive in the future. The overwhelming response points to a lack of capacity-building initiatives, which are essential for business survival beyond initial grant use.

22.1% strongly disagree and 44.3% disagreement show that over 66% disagree, suggesting the grant's resources are not perceived as supportive of long-term sustainability, 18.3% respondents indicates a considerable portion are undecided. While however, 13.7% and 1.5% respondents both agree and strongly agree. The majority of respondents feel the grant does not provide sufficient or appropriate resources for ongoing business success.

As reported by FGD I in an interview who said;

There is inadequate mobilization of PWDs to participate in the programs, long distance to the venues of the meetings, discrimination against PWDs by the communities and amongst the PWDs themselves (Physical Disabilities against the blind and the deaf) (July, 2025).

4.3.3 Employment opportunities

Here is a descriptive interpretation of the table concerning Employment Opportunities in relation to the special grant program.

Table 11: Showing Employment opportunities

	Valid				
	SD	**D**	**NS**	**A**	**SA**
The grant has increased my employment opportunities.	16-12.2%	59-45%	23-17.6%	30-22.9%	3-2.3%
I have been able to create employment opportunities for others as a result of the grant.	26-19.8%	74-56.5%	12-9.2%	16-12.2%	3-2.3%
I feel that my skills and qualifications have improved due to training associated with the grant program.	18-13.7%	70-53.4%	20-15.3%	18-13.7%	5-3.8%
The grant has enabled me to secure more stable employment.	30-22.9%	69-52.7%	13-9.9%	17-13%	2-1.5%
The program has contributed to my ability to earn a consistent income.	30-22.9%	65-49.6%	17-13%	17-13%	2-1.5%
Average Score	**18.3%**	**51.44%**	**13%**	**14.96%**	**2.28%**

Source: Primary Data, 2025

12.2% strongly disagree and 45% disagreement show that a majority 57.2% do not perceive an increase in employment opportunities, 17.6% respondents indicates moderate uncertainty. Meanwhile, 22.9% and 2.3% respondents both agree and strongly agree that the grant has increased their employment opportunities. Although a few respondents agree, the overall sentiment reflects limited impact on personal employment prospects as a result of the grant.

As reported by KI in an interview who said;

There is a quarterly review meeting to track the progress, discuss challenges and come out with better strategies. Documentations of the success stories as benchmark and sharing including the award of the best performing groups (July, 2025).

19.8% strongly disagree and 56.5% disagreement show a very strong disagreement 76.3%, indicating that most recipients have not been able to generate employment for others, 9.2% respondents were not sure. However, 12.2% and 2.3% respondents agree and strongly agree that they have been able to create employment opportunities for others as a result of the grant. This suggests the grant's impact on job creation for others is negligible, possibly due to limited scale or scope of funded activities.

13.7% strongly disagree and 53.4% disagreement again shows over two-thirds disagreement, pointing to a lack of perceived improvement in skills, 15.3% respondents were not sure. Contrarily, 13.7% and 2.8% respondent agree and strongly agree that they feel that their skills and qualifications have improved due to training associated with the grant program. Many recipients do not recognize skill enhancement through the grant program, suggesting inadequate or absent training components.

22.9% strongly disagree and 52.7% disagreement total 75.6% disagreements, reflecting that most respondents have not gained stable employment through the grant, 9.9% respondents were not sure. But them again 13% and 1.5% respondents both agree and strongly agree that the grant has enabled them to secure more stable employment. There is a widespread perception that the grant does not contribute to job stability, reinforcing concerns about its long-term economic benefit.

22.9% strongly disagree and 49.6% disagreement show strong disagreement of 72.5% that the program has contributed to their ability to earn a consistent income, 13% respondents indicates some uncertainty. Conversely, 13% and 1.5% respondents agree and strongly disagree. Most recipients do not feel financially consistent or secure, which further highlights the limited practical impact of the grant on sustained earnings.

It was reported in FGD I who said;

> *Yes, especially for their family members and communities when it comes to agricultural production where they construct and pay the person for his/her services /Labour per day (5000)* (July, 2025).

4.3.4 Livelihoods outcome

Here is a descriptive interpretation of the table regarding Improved Livelihoods from the perspective of beneficiaries of the special grant program. The interpretation explains how respondents perceive the program's impact on their quality of life, family support, investments, empowerment, and overall livelihood.

Table 12: Showing Improved Livelihoods

	Valid				
	SD	**D**	**NS**	**A**	**SA**
My quality of life has improved since participating in the special grant program.	3-2.3%	38-29%	53-40.5%	34-26%	3-2.3%
I am able to support my family better as a result of the grant.	4-3.1%	43-32.8%	48-36.6%	34-26%	2-1.5%
The grant has enabled me to invest in areas that improve my living standards, such as housing or education.	7-5.3%	50-38.2%	42-32.1%	30-22.9%	2-1.5%
I feel more empowered and independent in my daily life due to the special grant.	5-3.8%	50-38.2%	39-29.8%	33-25.2%	4-3.1%
Overall, my participation in the grant program has positively impacted my livelihood.	4-3.1%	42-32.1%	40-30.5%	40-30.5%	5-3.8%
Average Score	**3.52%**	**34.06%**	**33.9%**	**26.12%**	**2.44%**

Source: Primary Data, 2025

Finding reveal that 29% and 2.3% respondents disagree and strongly disagree that their quality of life has improved since participating in the special grant program, majority of 40.5% respondents were not sure. However, 26% and 2.3% respondents agree and strongly agree that their quality of life has improved since participating in the special grant program. The majority are unsure or unconvinced that their quality of life has improved, suggesting the grant's impact is not strongly felt or easily observable.

FGD II

> *Increased household income where abled to provide education, medical treatment. It has improved their emotional attitudes to response to sensitive issues, and their own perception about disabilities* (July, 2025).

32.8% and 3.1% respondents disagree and strongly disagree that they are able to support their family better as a result of the grant, 36.6% respondents were not sure. However, 26% and 1.5% respondents agree and strongly agree that they are able to support their family better as a result of the grant. There is moderate agreement, but most recipients either don't feel better equipped to support their families or cannot attribute that improvement to the grant.

38.2% and 5.3% respondents disagree and strongly disagree that the grant has enabled them to invest in areas that improve my living standards, such as housing or education, 32.1% respondents were not sure. But then again, 22.9% and 1.5% respondents agree and strongly agree that the grant has enabled them to invest in areas that improve my living standards, such as housing or education. Most recipients do not see the grant as sufficient to support major life investments, likely due to the small size or short-term nature of the assistance.

KI

> *Yes, they feel empowered because they can make meaning full decision and make choice for what they want to do. They are open up to actively participate especially in group activities and their own social welfare including income generating activities* (July, 2025).

38.2% and 3.8% respondents disagree and strongly disagree that they feel more empowered and independent in their daily life due to the special grant, 29.8% respondents were not sure. However, 25.2% and 3.1% respondents agree and strongly agree that they feel more empowered and independent in their daily life due to the special grant. Many recipients do not feel significantly more empowered, suggesting the grant may lack components that build personal agency or independence.

32.1% and 3.1% respondents disagree and strongly disagree that participation in the grant program has positively impacted their livelihood, 30.5% respondents were not sure. However, 30.5% and 3.8% respondents agree and strongly agree that participation in the grant program has positively impacted their livelihood. While perceptions are mixed, this item shows the highest level of agreement, indicating that some beneficiaries do recognize overall livelihood benefits, even if they are not specific or easily measured.

FGD I

> *Yes, they feel empowered because they can make meaning full decision and make choice for what they want to do. They are open up to actively participate especially in group activities and their own social welfare including income generating activities* (July, 2025).

In summary, a majority of beneficiaries do not clearly associate the grant with improved quality of life, family support, or investments in education/housing. A considerable number of respondents are uncertain about its effects, which may reflect a lack of follow-up, monitoring, or guidance in how the grant is used.

4.4 Institutional Support

4.4.1 Individual Capacity

Here is a descriptive interpretation of the table concerning Individual Capacity, focusing on the effect of institutional support and training provided alongside the special grant program.

Table 13: Showing Individual Capacity

	Valid				
	SD	**D**	**NS**	**A**	**SA**
The institutional support I received has improved my ability to manage my finances independently.	0-0.0%	29-22.1%	40-30.5%	59-45%	3-2.3%
Training and resources provided by institutions have increased my skills relevant to using the special grant effectively.	0-0.0%	30-22.9%	34-26%	63-48.1%	4-3.1%
I feel more confident in my abilities due to the capacity-building efforts of supporting institutions.	0-0.0%	33-25.2%	36-27.5%	59-45%	3-2.3%
The institutional support has enabled me to set and achieve personal goals for my business or livelihood.	0-0.0%	42-32.1%	38-29%	45-34.4%	6-4.6%
I have gained knowledge that helps me make better decisions for my business as a result of institutional support.	0-0.0%	36-27.5%	32-24.4%	56-42.7%	7-5.3%
Average Score	0.0%	25.96%	27.48%	43.04%	3.52%

Source: Primary Data, 2025

45% agreement is the dominant response, suggesting most respondents feel empowered financially, 30.5% respondents were not sure. Meanwhile, 22.1% and 2.3% respondents disagree and strongly disagree that the institutional support I received has improved their ability to manage my finances independently. Institutional support is perceived as effective in improving financial management skills, although a notable portion remains unsure or disagrees.

KI

> *Nebbi district Local Government Particularly Community Based Services. NGO's Plan International, Help Disabled Children excel and their households and Angal Hospital* (July, 2025).

48.1% agreement is high, showing nearly half of respondents affirm skill improvement, 26% respondents were not sure. However, 22.9% and 3.1% respondents agree and strongly agree that training and resources provided by institutions have increased their skills relevant to using

the special grant effectively. A significant majority report increased capacity to use the grant effectively, reflecting positive impact of training provided by institutions.

45% respondents again stand out reflecting strong agreement, likewise 2.3% respondents strongly agree, 27.5% respondents were not sure. Conversely, 25.2% respondents disagree that they feel more confident in their abilities due to the capacity-building efforts of supporting institutions. Confidence levels have improved due to institutional efforts, though a quarter of participants do not yet feel empowered.

KI

> *Faith Based Organization especially in Parombo supported PWDs with Mobility Aids and attachments of live hoods (2 goats per PWDs* (July, 2025).

A 34.4% and 4.6% respondents are strong, showing that one-third feel supported in reaching personal or business goals, 29% respondents were not sure. However, 32.1% disagree that the institutional support has enabled them to set and achieve personal goals for my business or livelihood. While institutional support is helping some achieve goals, a substantial number of respondents remain unconvinced or unsure about this benefit.

42.7% and 5.3% respondent's agreement suggests many respondents feel better informed and capable of making decisions, 24.4% respondents were not sure. On the other hand, 27.5% respondents disagree that they have gained knowledge that helps them make better decisions for their business as a result of institutional support. Many beneficiaries recognize decision-making improvements, though about half are still uncertain or critical of the effectiveness.

KI

> *All institution has participated in supporting the successful implementation of the special grants like File generation, Verification and approval of the files, monitoring and evaluation, sensitization, mobilization and meetings. Series of trainings have been conducted to the PWDs groups. They have been ensuring that PWDs timely get their supports and are trained with required skills* (July, 2025).

4.4.2 Community Engagement

Here is a descriptive interpretation of the table focusing on Community Engagement, specifically how institutions and community involvement have influenced the utilization and effectiveness of special grants for Persons with Disabilities (PWDs).

Table 14: Showing Community Engagement

	Valid				
	SD	**D**	**NS**	**A**	**SA**
Institutions have encouraged active community involvement to support the utilization of special grants for PWDs.	0-0.0%	29-22.1%	18-13.7%	81-61.8%	3-2.3%
Institutional support has facilitated a network of community members that help each other in grant utilization.	0-0.0%	31-23.7%	18-13.7%	80-61.1%	2-1.5%
Community engagement activities organized by institutions have enhanced my ability to work collaboratively.	0-0.0%	32-24.4%	20-15.3%	75-57.3%	4-3.1%
Institutions have created platforms where PWDs can share experiences and challenges with the grant usage.	0-0.0%	44-33.6%	27-20.6%	57-43.5%	3-2.3%
The community support I receive has positively impacted my empowerment and effective use of the special grant.	0-0.0%	40-30.5%	28-21.4%	62-47.3%	1-0.8%
Average Score	0.0%	26.86%	16.94%	54.2%	2%

Source: Primary Data, 2025

61.8% agreement and 2.3% strongly agreement is the dominant response, showing a very strong consensus that institutions encourage community involvement, 13.7% respondents were not sure. However, 22.1% respondents disagree that institutions have encouraged active community involvement to support the utilization of special grants for PWDs. The majority believe institutions are effectively promoting community involvement in support of PWDs using special grants.

61.1% agreement and 1.5% strong agreement again leads, showing strong agreement that support systems and peer collaboration exist, 13.7% respondents were not sure. 23.7% respondent's disagreement indicating that some respondents feel this network is lacking or ineffective. There is a generally positive perception of community support networks, though a quarter of participants disagree, signaling room for improvement.

57.3% agreement and 3.1% respondent's agreement is high, showing that most respondents find engagement activities helpful for collaboration, 15.3% respondents were not sure. However, 24.4% respondents disagree that community engagement activities organized by

institutions have enhanced their ability to work collaboratively. Community engagement is seen as beneficial for collaborative efforts, though a sizable minority feel its impact is limited or unclear.

KI

> *Roles of the Local Organization and stakeholders in empowering PWDs on this grant include: - Mobilization for the special grants, involvement in the selection and inclusiveness of the PWDs beneficiaries, Monitoring and support supervision, guidance on the business areas and sensitization through community dialogue* (July, 2025).

43.5% agreement and 2.3% strong agreement is still dominant with evidence that institutions have created platforms where PWDs can share experiences and challenges with the grant usage, 20.6% respondents were not sure. 33.6% disagreement is relatively high, indicating that many respondents feel such platforms are either unavailable or ineffective. While nearly half acknowledge platforms for sharing exist, a third do not, signaling a need for better communication, access, or improvement of these forums.

47.3% and 0.8% respondents agree and strongly agree respectively that the community support received has positively impacted their empowerment and effective use of the special grant, 21.4% respondents were not sure. However, 30.5% respondents disagree that the community support received has positively impacted their empowerment and effective use of the special grant. Community support is generally seen as empowering and helpful, but a significant portion of respondents do not feel this benefit, possibly due to inconsistent experiences.

4.5 Spearman's Correlations

The correlation table presents the statistical relationship between Special Grant Administration and Person with Disability Empowerment

Table 15: Showing Spearman's Correlations

Item	1	2	3	4
1. Criteria & Eligibility	1			
2. Financial Literacy	. 173*	1		
3. Enterprise	.253**	. 341**	1	
4. Socio-economic Empowerment	. 549**	.221*	. 603**	1

The Spearman's correlation results indicate positive relationships among the dimensions of Special Grant Administration and the socioeconomic empowerment of persons with disabilities (PWDs). Criteria and eligibility had a weak positive correlation with financial literacy (r = 0.173), while its relationship with enterprise was positive (r = 0.253). Financial literacy also had a positive correlation with enterprise (r = 0.341). These results suggest that the dimensions of grant administration tend to move in the same direction.

Regarding socioeconomic empowerment, criteria and eligibility had a moderate positive correlation (r = 0.549), while enterprise showed a stronger positive correlation (r = 0.603). Financial literacy had a weak positive correlation with socioeconomic empowerment (r = 0.221). Enterprise therefore had the strongest observed relationship with socioeconomic empowerment, followed by criteria and eligibility. The asterisks indicate statistical significance at the levels defined in the original SPSS output. Overall, the findings suggest that improved grant eligibility procedures, financial literacy, and enterprise support are associated with greater socioeconomic empowerment among PWDs. However, correlation does not establish causation.

4.6 Regression moderation Analysis on influence of institutional support to special grant administration and socio-economic empowerment

This section presents regression results examining special grant administration and socioeconomic empowerment, including model summary, ANOVA, and coefficient tables to assess model fit, overall significance, and individual predictor contributions.

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.730[a]	.533	.522	.45877
2	.741[b]	.549	.531	.45436

a. Predictors: (Constant), Criteria & Eligibility, Financial Literacy and Enterprise

b. Predictors: (Constant Criteria & Eligibility, Financial Literacy and Enterprise, Individual Capacity, Community Engagement

The regression moderation analysis compared two models using the Model Summary, ANOVA, and coefficients. Model 1 explained 53.3% of the variation in socioeconomic empowerment (R^2=0.533). After adding individual capacity and community engagement, Model 2 explained 54.9% (R^2=0.549), an increase of 1.6 percentage points. The adjusted R Square increased from 0.522 to 0.531, while the standard error decreased slightly from 0.45877 to 0.45436. These results indicate marginally improved model fit, but do not independently confirm moderation.

Table 17: ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30.464	3	10.155	48.247	.000[a]
	Residual	26.730	127	.210		
	Total	57.194	130			
2	Regression	31.388	5	6.278	30.409	.000[b]
	Residual	25.806	125	.206		
	Total	57.194	130			

a. Predictors: (Constant), Criteria & Eligibility, Financial Literacy and Enterprise

b. Predictors: (Constant Criteria & Eligibility, Financial Literacy and Enterprise, Individual Capacity, Community Engagement

c. Dependent Variable: Socio-Economic Empowerment

The ANOVA results indicate that both regression models were statistically significant in explaining socioeconomic empowerment among persons with disabilities (PWDs). Model 1,

comprising criteria and eligibility, financial literacy, and enterprise, was significant, ($F(3,127)=48.247$, $p<0.001$). Model 2, which additionally included individual capacity and community engagement, was also significant, ($F(5,125)=30.409$, $p<0.001$). These findings indicate that the predictors jointly explain a significant proportion of variation in socioeconomic empowerment. However, although both models are significant, the ANOVA results alone do not establish moderation. Confirming moderation requires testing interaction terms between special grant administration and the proposed moderating variables.

Table 18: Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.484	.229		2.116	.036
	Criteria & Eligibility	.311	.046	.426	6.770	.000
	Financial Literacy	-.023	.058	-.025	-.387	.699
	Enterprises	.401	.053	.504	7.637	.000
2	(Constant)	.275	.247		1.113	.268
	Criteria & Eligibility	.310	.046	.425	6.812	.000
	Financial Literacy	-.091	.068	-.101	-1.329	.186
	Enterprises	.376	.056	.472	6.722	.000
	Individual Capacity	.093	.067	.105	1.386	.168
	Community Engagement	.065	.065	.077	.999	.320

a. Dependent Variable: Socio-economic Empowerment

The coefficients indicate that, in Model 2, criteria and eligibility (beta=0.425, $p<0.001$) and enterprise (beta=0.472, $p<0.001$) had positive, statistically significant relationships with socioeconomic empowerment of PWDs. Financial literacy was not statistically significant ($p=0.186$). Individual capacity (beta=0.105, $p=0.168$) and community engagement (beta=0.077, $p=0.320$) were also statistically insignificant. Therefore, although these two variables were included as potential moderators, their individual effects were not significant. However, interaction terms are required to establish whether they genuinely moderate the relationship between special grant administration and socioeconomic empowerment.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

The chapter was sectioned based on the objectives of the study which are; to assess the level of special grant administration to persons with Disabilities, to assess the level of socio economic empowerment to persons with Disabilities, to examine the influence of institutional support in the empowerment of persons with Disabilities and to find out the relationship between special grants administration and the empowerment of persons with Disabilities in Nebbi District

5.1 Special Grants Administration

This chapter discusses the findings related to the administration of the special grant for Persons with Disabilities (PWDs), focusing on three key areas: criteria and eligibility, financial literacy, and enterprise support. The discussion reflects how PWDs perceive the design and implementation of the grant, highlighting strengths, gaps, and areas needing policy or operational enhancement.

Criteria and Eligibility

The findings indicate that while the eligibility criteria for accessing the special grant are generally communicated to PWDs, concerns remain regarding fairness and transparency. This aligns with Mitra, Posarac, and Vick (2017), who emphasize that eligibility criteria are vital in ensuring grants reach deserving beneficiaries but must be context-sensitive to avoid exclusion. Similarly, Lang et al. (2011) argue that the diversity of disability conditions demands flexible criteria tailored to local realities. Although awareness efforts exist, many beneficiaries still perceive the process as unclear or inequitable. This reflects UNESCAP (2012) and Nussbaum's (2006) view that fairness and inclusivity in eligibility determination are essential for fostering empowerment and self-reliance. Strengthening transparency and localizing eligibility criteria could therefore enhance equitable access and trust in the program.

Financial Literacy

The study established that financial literacy is a recognized component of the grant but inconsistently implemented. While many beneficiaries received some training, gaps in

coverage and content limited its impact. This finding supports Huston (2010) and Fernandes et al. (2014), who note that financial literacy is key to effective resource utilization and sustainable economic behavior. Similarly, Grohmann (2018) argues that financial education enhances saving and investment habits among low-income earners. However, the current training seems insufficiently structured or contextually relevant, echoing Xu and Zia (2012), who recommend integrating literacy programs with practical financial management tools. Klapper et al. (2015) further highlight that consistent financial education fosters accountability and long-term planning. Therefore, enhancing training quality and follow-up would strengthen PWDs' financial independence and improve the overall success of the special grant program.

Enterprise Support

Enterprise development emerged as the weakest aspect of grant administration, with many PWDs expressing dissatisfaction with business support and follow-up. This mirrors Groce (2004) and ILO (2015), who assert that initial capital alone cannot ensure business success without continuous mentorship, market access, and managerial training. Mitra (2018) further observes that PWDs face structural challenges in sustaining enterprises due to limited capacity-building interventions. Likewise, Lang and Murangira (2009) emphasize the importance of institutional partnerships to enhance entrepreneurship for PWDs. The World Health Organization (2011) also stresses that enterprise-based empowerment should include monitoring, skills enhancement, and networking opportunities. Strengthening enterprise support through business advisory services, mentorship, and institutional linkages is therefore essential for sustainable empowerment.

5.2 Socio-Economic Empowerment of Persons with Disabilities

The findings of this study present a nuanced view of the empowerment outcomes among Persons with Disabilities (PWDs) who have benefited from the special grant program. While some positive effects are evident, especially in initial income improvements, the broader indicators of empowerment such as business sustainability, employment generation, and overall livelihood enhancement remain limited or ambiguous for many beneficiaries.

Income

The study found modest improvements in income among beneficiaries, though the effects were largely short-term. These results align with Kett et al. (2021), who observed that financial grants can raise immediate income levels but require complementary interventions for

sustained impact. The World Bank (2023) notes that education and entrepreneurial networks enhance income outcomes for PWDs, while Johnson and Roberts (2022) highlight that integrated social policies, as seen in Canada and Australia, lead to more stable income growth. Thus, while the special grant provides temporary relief, long-term empowerment depends on continuous support, skills development, and inclusive economic policies.

Business Sustainability

Findings indicate limited business sustainability among beneficiaries, reflecting inadequate post-grant support and training. Similar trends were reported by Kett et al. (2021), who found high failure rates among PWD enterprises in Kenya due to lack of mentorship and market access. The World Bank (2023) and Johnson and Roberts (2022) also emphasize that sustainable empowerment requires ongoing technical and managerial support. South Africa's experience demonstrates that when grants are paired with mentorship, business survival improves significantly. Hence, empowering PWDs through entrepreneurship should extend beyond grant provision to include continuous training, monitoring, and networking.

Employment Opportunities

Most beneficiaries reported no meaningful improvement in employment opportunities or job creation. This aligns with Mugisha and Mwesigwa (2023), who observed that while grants enable PWDs to start micro-enterprises, the lack of broader systemic support limits job creation potential. Johnson and Roberts (2022) note that in developed contexts, employment outcomes for PWDs are enhanced through inclusive policies like the ADA in the United States. Thus, without institutionalized employment frameworks and vocational pathways, grants alone cannot ensure long-term labor market inclusion.

Livelihood Outcomes

Only a small proportion of beneficiaries reported tangible improvements in livelihood outcomes, such as investment, independence, or quality of life. Similar observations by Mugisha and Mwesigwa (2023) and Khan et al. (2021) indicate that while grants improve short-term welfare, sustained livelihood transformation requires training and structured follow-up. Johnson and Roberts (2022) and Manku (2018) further emphasize that effective livelihood empowerment comes from integrating financial assistance with education, health, and

community inclusion. The weak linkage between grants and livelihood outcomes therefore calls for more holistic and multi-dimensional empowerment strategies.

5.3 Institutional Support

Individual Capacity

Findings suggest that institutional support moderately improved beneficiaries' financial and entrepreneurial skills, although support was not consistently available. However, regression results showed that individual capacity was not a statistically significant predictor of socioeconomic empowerment (beta=0.105, p=0.168). This suggests that capacity-building support alone may not sufficiently improve empowerment without effective grant administration and enterprise support. This partly reflects Strekalova et al. (2023), who emphasize capacity building, while Doshmangir et al. (2022) highlight accessibility and stigma challenges.

Community Engagement

Respondents generally viewed community engagement positively, particularly regarding peer support and collaboration. Nevertheless, regression analysis showed that community engagement was not statistically significant (beta=0.077, p=0.320). Although adding institutional support variables increased the model's explanatory power from 53.3% to 54.9%, the improvement was marginal. This suggests that community participation may require stronger implementation to contribute meaningfully to empowerment. The findings relate to Gilmore et al. (2023) and Kwizera et al. (2020), who emphasize inclusive participation, accountability, and sustainability.

5.4 Relationship between special grant administration and empowerment

The Spearman's correlation results indicate positive relationships between special grant administration dimensions and socioeconomic empowerment of persons with disabilities (PWDs). Criteria and eligibility had a moderate positive correlation with empowerment (r=0.549), while enterprise showed a stronger positive relationship (r=0.603). Financial literacy had a weaker positive correlation (r=0.221). These findings suggest that clear eligibility procedures and enterprise support are more strongly associated with empowerment than financial literacy alone.

The results imply that transparent grant allocation and effective enterprise support may contribute to improved income generation, business sustainability, and livelihoods among PWDs. The regression findings further showed that criteria and eligibility (beta=0.425, $p<0.001$) and enterprise (beta=0.472, $p<0.001$) were significant predictors of empowerment, whereas financial literacy was not statistically significant ($p=0.186$). This may indicate inconsistencies in training delivery or other contextual constraints. Overall, strengthening grant administration and enterprise support could improve empowerment outcomes. However, these statistical associations do not establish causation.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents conclusions of the findings obtained from the field and gave recommendations on what has to be done on the major challenges on special grant administration.

6.1 Summary

Overall, the findings indicate that although the special grant program for PWDs has achieved moderate success in enhancing short-term income and received general approval, it faces significant challenges in clarity of application, fairness, and sustained enterprise support. Respondents pointed out weaknesses in communication, inconsistent training, and limited entrepreneurial guidance, all of which hinder long-term empowerment. To enhance effectiveness and equity, the program requires improved transparency, targeted capacity building, continuous mentorship, and systematic post-grant monitoring. Strengthening institutional support and follow-up mechanisms will be essential to ensure the grant fosters genuine, sustainable economic and social empowerment for all beneficiaries.

6.2 Conclusion

Objective 1: To assess the level of special grant administration to Persons With Disabilities (PWDs) in Nebbi District

The study concludes that the level of special grant administration to PWDs in Nebbi District is moderate but faces significant structural and operational challenges. While eligibility criteria are generally known, perceptions of fairness and transparency remain low, resulting in mistrust and a sense of exclusion among some beneficiaries. These weaknesses hinder equitable access and undermine the program's credibility. Additionally, financial literacy training, though incorporated into the grant framework, was inconsistently delivered, limiting its effectiveness. Many PWDs lacked adequate understanding of budgeting, saving, and investment crucial skills for sustaining the grant's benefits. The enterprise support component was identified as the weakest link in administration. While funds were disbursed, most beneficiaries did not receive sufficient business follow-up, mentorship, or market linkage, leading to high business failure rates.

Thus, the special grant administration has laid a foundation for empowerment but remains

largely procedural rather than transformative. A more integrated and participatory approach is needed to improve efficiency, fairness, and inclusivity.

Objective 2: To assess the level of empowerment of Persons With Disabilities in Nebbi District

The findings reveal that empowerment outcomes for PWDs remain partial and uneven. While there were short-term income improvements for most beneficiaries, the gains were not sustained over time due to weak business continuity and inadequate support systems. Business sustainability was found to be low, reflecting gaps in mentorship, skills development, and access to financial or market resources. Similarly, employment generation was limited; most PWDs did not create additional jobs nor significantly expand their enterprises. Livelihood outcomes such as independence, improved quality of life, and social inclusion were modest and mostly confined to a few successful beneficiaries. The study therefore concludes that the empowerment impact of the grant program has been transitory rather than transformative, constrained by insufficient training, limited institutional support, and lack of systematic follow-up.

Objective 3: To examine the influence of institutional support in the socio-economic empowerment of PWDs in Nebbi District

Institutional support was found to play a moderate but uneven role in enhancing empowerment. Training programs improved financial and entrepreneurial knowledge for some beneficiaries but were inconsistently delivered and often inaccessible to the most vulnerable PWDs. Community engagement emerged as a relative strength it fostered collaboration, peer learning, and reduced stigma in some areas. However, the limited participation of local institutions, NGOs, and disability organizations restricted the potential of the program to build sustainable networks for PWDs. Thus, institutional support influences empowerment positively but is hindered by gaps in coordination, capacity building, and inclusivity. Strengthening multi-sectoral partnerships and continuous engagement is essential for amplifying empowerment outcomes.

Objective 4: To find out the relationship between special grant administration and socio-economic empowerment of PWDs in Nebbi District

The statistical findings (Spearman's correlation, $r = 0.662$, $p = .000$) confirm a strong positive and significant relationship between effective grant administration and empowerment of

PWDs. This implies that improvements in grant processes such as transparent eligibility, structured enterprise support, and consistent training directly enhance empowerment outcomes. However, financial literacy showed a weaker direct effect, suggesting that without practical and ongoing coaching, knowledge alone may not translate into empowerment. The conclusion drawn is that empowerment is not automatic from grants; it depends on the quality of administration, institutional backing, and sustained support mechanisms.

6.3 Recommendations

1. For Persons with Disabilities (PWDs)

Enhance financial and entrepreneurial responsibility: PWDs should actively participate in financial literacy and enterprise management training to improve budgeting, saving, and reinvestment habits. Build peer networks: Beneficiaries should form cooperatives or self-help groups to share experiences, pool resources, and strengthen collective bargaining power.

Engage in continuous learning: PWDs should seek mentorship and capacity-building opportunities provided by NGOs, local institutions, or community groups to enhance business resilience. Promote self-advocacy: PWDs should take part in monitoring and feedback mechanisms to ensure grant implementation aligns with their needs.

2. For Local Communities

Foster inclusion and reduce stigma: Communities should embrace PWDs as active economic contributors rather than dependents, promoting social acceptance and cooperation. Support local enterprises run by PWDs: Community members can help by patronizing PWD businesses, offering informal mentorship, and sharing market information. Encourage collective responsibility: Local associations, SACCOs, and religious groups should support PWD initiatives through shared training, micro-credit schemes, or savings groups.

3. For Local Leaders

Ensure transparency and fairness: Local government officials and community leaders should enhance accountability in beneficiary selection and grant disbursement to prevent bias and corruption. Strengthen monitoring and follow-up: Leaders should institutionalize periodic reviews to assess enterprise progress, provide feedback, and guide corrective measures.

Promote linkages: Facilitate partnerships between PWD groups, financial institutions, and private sector actors to improve access to training, credit, and markets. Champion awareness campaigns: Educate communities about the purpose of the grant and the rights of PWDs to reduce discrimination and promote equity.

4. For Government

Review and strengthen policy frameworks: The Ministry of Gender, Labour and Social Development should revise the Special Grant for PWDs policy to include clear guidelines on eligibility, transparency, and long-term support. Institutionalize continuous capacity building: Embed financial literacy and entrepreneurship development as mandatory pre- and post-grant activities, supported by standardized training modules.

Enhance coordination: Foster collaboration among ministries, district structures, NGOs, and private partners to streamline service delivery and monitoring. Increase funding and follow-up resources: Allocate budget for post-grant monitoring, mentorship, and evaluation to ensure sustained empowerment.

5. For Researchers

Assess institutional coordination mechanisms: Investigate how multi-sectoral collaboration can optimize empowerment results. Develop impact evaluation models: Create frameworks that capture both economic and non-economic indicators (e.g., self-esteem, participation, social inclusion) of empowerment.

Document best practices: Comparative studies between districts or regions could identify successful administrative strategies and transferable lessons.

6.4 Areas for Further Study

I. Longitudinal study on the long-term outcomes of grant recipients in terms of economic stability and social mobility.

II. Gender dynamics and how they influence access to and benefits from the special grant among male and female PWDs.

III. Effectiveness of financial literacy delivery models in rural versus urban settings among PWD communities.

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APPENDICES

Appendix 1: Questionnaires for PWDs Group Members

Dear respondent,

I am Abalo Josephine, a Master's student of Gulu University carrying out a research leading to the award of a Master's Degree in Development Studies. My topic of investigation is; special grant administration and empowerment of PWDs: The case study of Nebbe District. This questionnaire has been designed to assist me in collecting data for this research study. The research is purely for academic purposes and the information you will provide will be treated with utmost confidentiality. I kindly request you to provide me the necessary information having been chosen to participate in the study to enable me complete my research work successfully.

Thank you in advance for your co-operation

Section A: Demographic Information

1. Gender:
   Male ☐ Female ☐
2. Age in years
   18-27 ☐ 28-37 ☐ 38-47 ☐ 48-57 ☐ 58+ ☐
3. Education Level in years
   Non ☐ Primary ☐ Secondary ☐ Certificate ☐ Diploma ☐
   Degree ☐ Others ☐
4. Occupation:
   Farmer ☐ Trader ☐ Civil Servant ☐ Unemployed ☐
   Other (please specify) …….
5. Marital status
   Married ☐ Single ☐
6. Household income in Ugx
   1-300,000 ☐ 300,001-600,000 ☐ 600,001-900,000 ☐ 900,001+ ☐
7. Are you in group?
   Yes ☐ No ☐
8. 10. How long have you been in this group in years. 0-2 ☐ 3-5 ☐ 5+ ☐

Section B: Special grant administration for Persons with Disabilities (PWDs) in Nebbi District

Response Guide

In this section, indicates the level of agreement with the statement based on the scale provided below

Strongly Disagree (SD)	Disagree (D)	Not Sure (NS)	Agree (A)	Strongly Agree (SA)
1	2	3	4	5

NO	Criteria and Eligibility	SD	D	NS	A	SA
1	There is effective criteria in assessing eligible persons for special grants as they are always communicated to PWDs.					
2	The requirements for the special grant for the eligible persons are always reasonable and accessible for most PWDs.					
3	PWDs are given equal opportunities to apply for and access the special grant as they meet administration requirements.					
4	The application process for the special grant is always clear and straightforward to follow by all the eligible person.					
5	I am aware of the specific criteria that PWDs must meet to qualify for the special grant.					
	Financial Literacy	**SD**	**D**	**NS**	**A**	**SA**
1	These grants are designed in a way that PWDs receive adequate training on how to manage the funds from the special grant.					
2	The special grant program includes guidance on budgeting and financial planning for PWDs by the key stakeholders before administering.					
3	Financial literacy training is always administered to improve the ability of PWDs to effectively utilize the grant.					
4	PWDs are made to understand the importance of saving and investment due to the financial literacy sessions provided.					
5	The financial literacy component has been an essential part of the special grant program for PWDs.					
	Enterprise	**SD**	**D**	**NS**	**A**	**SA**
1	The special grant are given to enabled PWDs to start or expand their small businesses.					
2	Special grant are administered to enable PWDs feel confident in managing business activities due to the support from the special grant.					
3	The grant program administration has been made to offers resources and guidance on entrepreneurship for PWDs.					

4	Special grant are administered for PWDs to enable them have experience of increased income as a result of using the special grant in their enterprises.					
5	The special grant administration supports sustainable business practices for PWDs.					

Section C: Empowerment of Persons with Disabilities (PWDs) in Nebbi District

The level of empowerment of Persons with Disabilities (PWDs) in Nebbi District, focusing on income levels, business sustainability, employment opportunities, and improved livelihoods. Each item is rated on a 5-point Likert scale, where respondents indicate their level of agreement with each statement.

NO	Income Levels	SD	D	NS	A	SA
1	My income level has improved since receiving support from the special grant.					
2	I can now afford my basic needs more easily than before receiving the special grant.					
3	The grant has provided me with a stable source of income.					
4	My financial security has improved as a result of the special grant program.					
5	The grant has enabled me to pursue additional income-generating activities.					
	Business Sustainability	**SD**	**D**	**NS**	**A**	**SA**
1	The grant has helped me establish a sustainable business.					
2	I feel confident in my ability to manage my business over the long term.					
3	The business I started or expanded with the grant has shown consistent growth.					
4	I have received adequate support and training to ensure my business can survive in the future.					
5	The grant program provides resources that contribute to the sustainability of my business.					
	Employment Opportunities	**SD**	**D**	**NS**	**A**	**SA**
1	The grant has increased my employment opportunities.					
2	I have been able to create employment opportunities for others as a result of the grant.					
3	I feel that my skills and qualifications have improved due to training associated with the grant program.					
4	The grant has enabled me to secure more stable employment.					
5	The program has contributed to my ability to earn a consistent income.					
	Improved Livelihoods	**SD**	**D**	**NS**	**A**	**SA**
1	My quality of life has improved since participating in the special grant program.					

2	I am able to support my family better as a result of the grant.					
3	The grant has enabled me to invest in areas that improve my living standards, such as housing or education.					
4	I feel more empowered and independent in my daily life due to the special grant.					
5	Overall, my participation in the grant program has positively impacted my livelihood.					

Section C: Institutional support in the relationship between special grants administration and the empowerment of Persons with Disabilities (PWDs) in Nebbi District.

The influence of institutional support in the relationship between special grants administration and the empowerment of Persons with Disabilities (PWDs) in Nebbi District, focusing on individual capacity and community engagement. Each statement uses a 5-point Likert scale to measure respondents' agreement or disagreement.

NO	Individual Capacity	SD	D	NS	A	SA
1	The institutional support I received has improved my ability to manage my finances independently.					
2	Training and resources provided by institutions have increased my skills relevant to using the special grant effectively.					
3	I feel more confident in my abilities due to the capacity-building efforts of supporting institutions.					
4	The institutional support has enabled me to set and achieve personal goals for my business or livelihood.					
5	I have gained knowledge that helps me make better decisions for my business as a result of institutional support.					
	Community Engagement	**SD**	**D**	**NS**	**A**	**SA**
1	Institutions have encouraged active community involvement to support the utilization of special grants for PWDs.					
2	Institutional support has facilitated a network of community members that help each other in grant utilization.					
3	Community engagement activities organized by institutions have enhanced my ability to work collaboratively.					
4	Institutions have created platforms where PWDs can share experiences and challenges with the grant usage.					
5	The community support I receive has positively impacted my empowerment and effective use of the special grant.					

THE END

Appendix 2: Key Informant Interviews for Community Development Officers from selected sub county and leaders representing PWDs at the district.

Dear respondent,

I am Abalo Josephine, a Master's student of Gulu University carrying out a research leading to the award of a Master's Degree in Development Studies. My topic of investigation is; special grant administration and empowerment of PWDs: The case study of Nebbe District. This questionnaire has been designed to assist me in collecting data for this research study. The research is purely for academic purposes and the information you will provide will be treated with utmost confidentiality. I kindly request you to provide me the necessary information having been chosen to participate in the study to enable me complete my research work successfully.

Thank you in advance for your co-operation

Section A: Background Information

1. Can you briefly introduce yourself and your role in the administration of the Special Grant for PWDs?
2. How long have you been involved in programs supporting PWDs in the Nebbi District?
3. What are the main objectives of the Special Grant for PWDs in this district?

Section B: Special Grant Administration

Eligibility and Access

4. What are the eligibility criteria for PWDs to access the special grant?
5. How are these eligibility requirements communicated to potential beneficiaries?
6. What challenges do PWDs face in meeting the eligibility criteria?
7. How fair and inclusive is the selection process for grant beneficiaries?

Financial Literacy

8. Does the special grant program provide financial literacy training to PWDs? If so, what topics are covered?
9. How effective has financial literacy training been in improving beneficiaries' ability to manage funds?
10. What challenges have you observed in implementing financial literacy programs for PWDs?

Enterprise Support

11. To what extent has the special grant enabled PWDs to start or expand small businesses?
12. What kind of business-related support or mentorship is provided alongside the grant?
13. How do beneficiaries utilize the grant in their enterprises, and what factors influence their success or failure?

Section C: Empowerment of Persons with Disabilities

Income and Economic Empowerment

14. In your opinion, how has the special grant impacted the income levels of PWDs in the Nebbi District?
15. Have beneficiaries reported increased financial security or the ability to pursue additional income-generating activities?
16. What factors limit the economic benefits of the special grant for PWDs?

Business Sustainability and Employment Opportunities

17. How sustainable are the businesses started with the support of the special grant?
18. Are there any follow-up mechanisms in place to support business sustainability?
19. Have there been any cases where PWDs have created employment opportunities for others due to the grant?

Improved Livelihoods

20. In what ways has the special grant improved the overall quality of life of PWDs in Nebbi District?
21. Have there been noticeable improvements in housing, education, or healthcare access for beneficiaries?
22. Do PWDs feel more independent and empowered as a result of the special grant? Why or why not?

Section D: Institutional Support and Community Engagement

Institutional Capacity and Support

23. What institutions are involved in the administration of the special grant in Nebbi District?
24. How effective have these institutions been in supporting the successful implementation of the grant program?
25. What capacity-building initiatives exist for PWDs to enhance their skills in business and financial management?

Community Engagement

26. How does the local community support the special grant program and its beneficiaries?
27. Are there any community-based initiatives that promote the effective use of the special grant?
28. What role do local organizations and stakeholders play in empowering PWDs through this grant?

Section E: Challenges, Gaps, and Recommendations

29. What major challenges do you face in administering the special grant?
30. What gaps exist in the current design and implementation of the grant program?
31. What recommendations would you suggest to improve the administration and impact of the special grant for PWDs in the Nebbi District?

Appendix 3: Focus Group Discussion for Selected community members and Local Leaders

Dear respondent,

I am Abalo Josephine, a Master's student of Gulu University carrying out a research leading to the award of a Master's Degree in Development Studies. My topic of investigation is; special grant administration and empowerment of PWDs: The case study of Nebbe District. This questionnaire has been designed to assist me in collecting data for this research study. The research is purely for academic purposes and the information you will provide will be treated with utmost confidentiality. I kindly request you to provide me the necessary information having been chosen to participate in the study to enable me complete my research work successfully.

Thank you in advance for your co-operation

Theme 1: Understanding Special Grant Administration

Eligibility and Access

1. How aware are PWDs of the special grant program and the eligibility criteria?
2. What are some of the challenges PWDs face when trying to access the grant?
3. Do you think the selection process for grant beneficiaries is fair and inclusive? Why or why not?
4. How do PWDs perceive the application process? Is it easy to follow? What improvements can be made?

Financial Literacy Training

1. What kind of financial literacy training is provided to PWDs under the grant program in your area?
2. From your observation, how effective has this training been in improving the ability of PWDs to manage their funds?
3. What challenges do you see PWDs face in applying the financial literacy skills they have learned?
4. What recommendations can be made to improve financial literacy support for PWDs?

Enterprise Support

1. How has the special grant contributed to the ability of PWDs to start or expand small businesses in this area?
2. What kinds of business support or mentorship are provided to grant beneficiaries in this area?
3. What factors influence the success or failure of businesses started with the special grant in this are?
4. How can the enterprise support aspect of the special grant be strengthened?

Theme 2: Economic and Social Empowerment of PWDs

Income and Financial Security

1. How has the special grant impacted the income levels of PWD beneficiaries in this area?
2. Have PWDs experienced financial security or the ability to pursue additional income-generating activities?
3. What are the major barriers preventing PWDs from fully benefiting financially from the grant?
4. What recommendations can improve the financial benefits of the special grant?

Business Sustainability and Employment Creation

1. How sustainable are the businesses started with the special grant?
2. Are there follow-up mechanisms to ensure the businesses remain operational?
3. Have any grant beneficiaries been able to create employment opportunities for others? If so, how?
4. What can be done to enhance the sustainability of grant-supported businesses?

Improved Livelihoods and Social Well-being

1. In what ways has the special grant improved the overall quality of life of PWDs?
2. Have PWD beneficiaries reported improvements in housing, education, or healthcare access?
3. Do PWDs feel more independent and empowered as a result of the special grant? Why or why not?
4. What additional support is needed to improve the livelihood outcomes of PWDs?

Theme 3: Institutional and Community Support

Role of Institutions in Grant Administration

1. Which institutions are responsible for administering the special grant in Nebbi District?
2. How effective have these institutions been in supporting PWD beneficiaries?
3. What kind of capacity-building initiatives exist to enhance PWDs' skills in business and financial management?
4. What challenges do institutions face in implementing and monitoring the special grant?

Community Engagement and Support

1. How does the local community support the special grant program and its beneficiaries?
2. Are there community-based initiatives that promote the effective use of the special grant?
3. How do local organizations and stakeholders contribute to empowering PWDs through this grant?
4. What recommendations can enhance community engagement in supporting PWDs?

Theme 4: Challenges, Gaps, and Recommendations

Challenges in Grant Administration

1. What are the biggest challenges faced in administering the special grant in Nebbi District?
2. Are there cases of mismanagement or misuse of funds? If so, what are the causes?
3. How can the grant administration process be made more transparent and effective?

Gaps in the Special Grant Program

1. What gaps exist in the design and implementation of the special grant program?
2. Are there any missing components that could improve the impact of the grant on PWDs?
3. How can the program be adapted to better suit the needs of PWDs in Nebbi District?

Recommendations for Improvement

1. What specific recommendations would you give to policymakers and program implementers to improve the special grant program?
2. How can institutional and community support be strengthened to enhance the impact of the grant on PWDs?
3. What best practices from other programs could be adopted to improve the effectiveness of the special grant in Nebbi District?

Appendix 4: Informed Consent Document

Title of the study: SPECIAL GRANT ADMINISTRATION AND EMPOWERMENT:

A STUDY OF PERSONS WITH DISABILITIES IN NEBBI DISTRICT

Invigilator(s): Abalo Josephine

Institution(s): Gulu University

Introduction

I am Abalo Josephine from the Faculty of Business and Development Studies, Gulu University. I am conducting a study on Special Grant Administration and Empowerment: A Study of Persons with Disabilities in Nebbi District. You have been selected as a study participant. We kindly request that you respond to our questions. For your assurance, this information shall not be shared with any organization or institution but shall only be used for this study.

Purpose

The purpose of this study is to assess the administration of special grants and their influence on the empowerment of Persons with Disabilities (PWDs) in Nebbi District. The findings will help improve the design, implementation, and support mechanisms of grant programs for PWDs in Uganda.

Procedures

Your participation in this study will involve answering the questions while filling in the questionnaires as requested.

Participate in a focus group discussion and key informant interview (optional), where your views and experiences regarding the grant will be explored in more detail.

The questionnaire will take approximately 30–45 minutes to complete. Focus group discussions will last about 60–90 minutes.

Who will participate in the Study?

You are eligible to participate if you are:

A registered Person with Disability (PWD) living in Nebbi District

A beneficiary or applicant of the special grant for PWDs

A local leader, caregiver, or official involved in the implementation of the grant program

Risks/Discomforts

There are no major risks involved in participating in this study. However, you may feel uncomfortable answering some personal or sensitive questions. You are free to skip any questions you are not comfortable with or stop participating at any time without any consequences.

Benefits

Your participation will contribute to a better understanding of how special grant programs are administered and how they can better serve PWDs. Although there may be no direct benefit to you, your input may help improve future interventions for PWDs in Uganda.

Confidentiality

All information collected in this study will be treated with strict confidentiality. Your name or identity will not be used in any reports, publications, or presentations resulting from this study. Data will be stored securely and used solely for research purposes.

Alternatives

Participation in this study is completely voluntary. If you choose not to participate, it will not affect any services or support you currently receive or may receive in the future.

Costs

There are no costs to you for participating in this study. However, reasonable refreshments and transport reimbursement (where applicable) may be provided during focus group discussions.

Inquiries

If you have any questions related to the study or your rights as a research participant, you can contact the principal investigator, Abalo Josephine, on telephone 0782154339 or via email at abalojosephine5@gmail.com

Statement of Voluntaries

Your participation in this study is entirely voluntary. You are free to decline or withdraw at any time without any penalty or loss of benefits. By signing below, you confirm that you have read (or been read) the information above and freely agree to participate.

Name …… Sign/Thumb print of the participant……..date…….

Name …… Sign/Thumb print of the witness……. date…….

Name …… Sign/Thumb print of the interviewer……. date….

Appendix: 5: Krejcie and Morgan Table of Sample Size Determination Sample Size(s) required for the given Population Sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: *From R.V. Krejcie & Morgan (1970), Determining Sample Size of Research Activities, Educational and psychological measurement, 30,608, Sage Publications.*

Appendix 6: Work Plan

Year	2024						2025											
Description of Research Activities	**7**	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Research Concept Development																		
Approval of Research Concept																		
Proposal Writing																		
Chapter one: General Introduction																		
Chapter two: Literature Review																		
Chapter three: Research Methodology																		
Design of Data Collection Tools																		
Review of the Proposal																		
Approval of the Data Collection Tools																		
Pre-testing																		
Data Collection																		
Data Entry																		
Data Analysis																		
Data Analysis and Presentation																		
Discussion of findings																		
Submission of the Draft Report																		
Conclusion and recommendation																		
Thesis defense																		
Thesis submission																		

Appendix 7: Actual Budget

No	Item	Unit	Price	Amount (UGX)
1	Stationary			
1.1	Ream of Printing Paper	2	18,000	36,000
1.2	Printing Services	1	100,000	100,000
1.3	Binding	3	20,000	60,000
2	Data Collection			
2.1	Training of data collection Assistant	2	400,000	400,000
2.2	Motor cycle Hire	1	200,000	200,000
2.3	Data Collection Assistants	5	600,000	3000,000
3	Refreshments	5	50,000	250,000
4	Internet services	1	100,000	100,000
5	Miscellaneous	1	300,000	300,000
6	**Total**			**4,770,000**