Mission: To remove barriers in society that prevents People with Physical Disabilities from enjoying full Rights on an equal basis with other citizens
COMMUNICATION FROM THE
Ag. EXECUTIVE DIRECTOR/PROJECT’S CORINATOR

Apollo Mukasa
Ag. Executive Director/Project Coordinator

It’s always a pleasure for me to use our official media, “the UNAPD UPDATE” to communicate to our esteemed readers, partners, members on what has transpired in and out of UNAPD. In this bulletin, I will bring you the combined voices of both the “Project’s Coordinator and Ag. Executive Director”, and allow me thank the staff and Board for the priceless support rendered to the organization during this time to fulfill its obligations to the donors and members. Since the last edition, a lot has happened, and I will only highlight a few of these in my communication, simply because this edition has been dedicated to the sanitation project.

In reference to the last edition of UNAPD UPDATE, my communication indicated that UNAPD with our sister organizations of Spinal Injury Association of Uganda (SIA-U) and Brain Injury Support Organization of Uganda (BISOU), will empower our membership with skills and knowledge of how to develop trust fund proposals and to give out the trust fund to those who meet the requirements of the grants. I normally don’t miss my words, am proud to inform the audience of this bulletin that several membership of UNAPD, SIA and BISOU from East, West and North have been trained in proposal writing, trust fund applications, financial managements. Several associations/groups of SIA, BISOU and UNAPD have also received trust fund while others are yet to receive the grants. Therefore, this is to urge the associations/groups of partner organizations (SIA, UNAPD & BISOU) that have so far been trained to apply for the grant. The same voice goes out to Organizations of Persons with Physical Disabilities(OPPDs); The landmine survivors, little persons of Uganda, cerebral palsy association, albinism association, etc to develop the interest in this grant and contact UNAPD on how can also be part of this on-going grant giving process.

The Disability Rights Fund Project (DRF), which is a partnership project between UNAPD, Makerere University, Department of Architecture and Mukono Association of Persons with Physical Disabilities made great strides in this period. One of the key outputs of this project was to develop a by-law on Accessibility in Nabaale Sub-County (Mukono District). Within less than a year, UNAPD has been able to work with our Association of Mukono and Nabaale Sub-County technical and political leadership with the support of the legal consultant to successfully develop and pass the bye-law on Accessibility by Nabaale Sub-County Council. The next step is to take the Bye-Law to the District Local Government of Mukono to be passed by the Council and be owned by the whole district. Great thanks go to our Partner (DRF) for supporting this important process and output, which if implemented will improve the lives of PWDs in Nabaale Sub-County, Nabaale leadership for being positive

Literary Notes

This edition focuses on the concluded Co-creation Workshop/Project which took place between 13th – 30th of July, 2015 whose main focus has been constructing a universally designed prototype of accessible latrine at Kyambogo Primary School.

The Co-creation Universal Design Project followed four fundamental phases which included the following: the planning phase, investigation/exploring phase, the development phase and production phase. The planning phase mainly focused on: target group screening, process design and communication of the process. The investigation/exploring phase involved; mapping and analysis of the context, definition of the needs and frames and structuring of the tasks. The development phase involved; idea generation from idea to reality, test and qualification and finally the production phase which directed towards; inclusive evaluations, anchoring of the project and communication of presentation.

Enjoy the reading as we take you through what transpired during the workshop.

Vision: Society where Persons with Physical Disabilities are accorded rights enjoyed by all citizens
towards this cause in the area, Legal Consultant for the guidance towards the process of developing the Bye-Law, UNAPD Board and staff for the tireless efforts to have this important advocacy tool in place in such a short time.

As you are aware, UNAPD is the only non-governmental organization which has been for long been following the development process of the Building Control ACT (2013) spearheaded by Ministry of Works and Transport until its final stages of being passed by Parliament of Uganda into an Act. This has been due to that fact that this Act controls the construction industry in Uganda, where PWDs have suffered with the In-accessible physical environment since day memorial. One of the major UNAPD’s achievements in this effort was to have the “Accessibility Standards” being adopted by this Act as a reference document in ensuring that the approved building plans/drawings are disability sensitive. After, the passing of the Act by Parliament, another task has been to push the Ministry of Works and Transport to develop the regulations for this Act in order to operationalize it in creating accessible physical environment. In this edition, am happy to note that the Ministry of Works has responded positively to start the process of developing the regulations, and UNAPD is actively involved in this process. Our involvement is to ensure that the accessibility issues don’t miss in these regulations.

Accessible and Inclusive Education Project, Phase II came to an end by September, 2015. This two year project (September, 2013 – September, 2015) has been covering four districts of Masaka, Sembabule, Kapchorwa and Bugiri to basically advocate for the education of children with disabilities in an inclusive school setting. The project registered several successes, amidst challenges and I am proud to inform the readers and membership that this project has been renewed to another two years (September 2015 – September, 2017) to cover the same districts.

In the course of this period, UNAPD was selected to be among the few Disabled People’s Organizations (DPOs) to represent the Disability Movement during the 2nd Session of United Nations on the Convention of Persons with Disability conference held in Genva(Switzerland) from 7th -11th of September, 2015. The Ugandan delegation was led by NUDIPU which comprised several other DPOs like NUWODU, UNAPD, AYDU, and Mental Health Uganda, among others. The Disability Movement of Uganda was presenting the Alternative Report to the UN-Committee on CRPD on status of Uganda towards the implementation of the convention. UNAPD was represented by the Ag. Executive Director/Project’s Coordinator (Mukasa Apollo) and supported by DPOD, Uganda Country Office. This conference was key to the disability movement in Uganda, as it created a platform to present several issues which the government has not worked on in line with the implementation of CRPD.

Lastly, as already indicated by Chairman of Board of Director, UNAPD in our advocacy efforts to raise awareness on the accessibility rights and needs of PWDs, initiated a new methodology of advocacy to bring something new on the advocacy agenda. With the support of our Partners (DHF), UNAPD together with Danish Architects (Rie Ollendorf and Sille Artikens) held a three weeks co-creation process workshop of constructing prototype accessible latrines for Children with Disabilities in Uganda (code named “the Sanitation Project). The project has been held at Kyambogo Primary School, and involved several stakeholders ranging from Ministries, Architects, Engineers, NGOs, Academia, Inclusive Designers, UNAPD Board, among others. The main output was a prototype of accessible latrine for CWDs and the project idea is hoped to be adopted by the Ministry of Education and Sports in the construction drawing of latrines in schools across the country. Since this edition is dedicated to this Sanitation project, I will not pre-empt the discoveries of the stories and experiences of the project.
A WORD FROM THE CHAIRPERSON

Arthur Blick Snr  
Chairperson UNAPD

Dear Members, stakeholders, partners and well-wishers of UNAPD, it’s almost the end of 2015. A lot of good things have happened in this period, amidst challenges due to the hard work of the Board and Staff. I want to thank you all who have moved together with UNAPD since the beginning of the year up to today. Let’s continue with the team spirit of working together to make UNAPD shines beyond the Borders.

It’s time to put the acquired knowledge and skills into practice. UNAPD with her sister Organizations of Spinal Injury Association (SIA) and Brain Injury Support Organization of Uganda (BISOU) have built a lot of capacity of their respective members to be able to conduct effective advocacy campaigns. The empowered members in the different districts now have the responsibilities of going out and engage the stakeholders, policy makers and implementers to be accountable in delivering services which are sensitive to disability rights and needs. UNAPD has for long been putting a lot of efforts towards advocacy for improved accessibility, but currently is trying to diversity her work to include areas such as poverty alleviation, inclusive education, economic empowerment, effective participation and representations, disability sports, among others. This cannot be possible without the commitment of our members and the support of our partners like DHF, DBIA, DRF, DPOD who are walking together with UNAPD to make things happen at national and district level. Recently, UNAPD with our Partner, DHF initiated their first ever advocacy strategy of enforcing accessibility improvement in service delivery. This time, was through a co-creation process of constructing prototype of accessible latrines for children with disabilities at Kyambogo Primary School. This prototype is hoped that if adopted by Ministry of Education and Sports, will spread to other schools across the country. I would like to thank the facilitators of this Project (Rie Ollendorf and Sille Artikens), the stakeholders who participation in this 3 weeks project and my staffs, headed by Mukasa Apollo (Ag. Executive Director) for making this project a success. The next step will be on how to spread this project idea to other districts of Uganda. I want to urge our partners never to give up with UNAPD and the membership plus the disability movement in general.

Let me this opportunity of reaching out to our dear parents of children with disabilities, especially those who are putting in a lot of efforts to ensure that our children go to school and enjoy the parental love. You are very valuable to the lives of those children and continue with the parental love of educating a disabled child. For those who still discriminate, hide and abuse children with disabilities, I want to assure you that once identified; “The law will take its course”.

The country is currently in the political fever, where every politician is gathering the energies, resources, convincing words all aimed at ensuring that becomes outstanding in the on-going preliminaries and forth coming general elections in 2016. It’s your right as a disabled person to participate in the political activities at any level, therefore go out and exercise that right to vote or be voted in any political office or position.

There are several members of my Board who are contesting for different position, these include: Hajji Bumali Mpindi, Mr. Candria Ark Goffin, Mr. Opira Fabiano, Ms. Ann Kobusingye and one of my staff, Mr. Kafeero Vincent. They will have the opportunity of informing you officially of which constituencies or positions they are contesting for and seek for your votes.

Last but not least, as we move towards the end of the year, I want to encourage our membership district associations to manage our structures on democratic principles to reduce conflicts, register more individual members, renew your membership with UNAPD, take advantage of the current political environment to lobby politicians to pass good laws, policies or put in place programs which are disability sensitive. For those implementing different UNAPD projects, or Trust Funds, use donor funds effectively to achieve the set project objectives and to have impacts on the membership. Lastly, to thank our development partners (DHF, DBIA, DPOD, DRF) and government for not giving up in supporting our programs.

“FOR GOD AND MY COUNTRY”.

Vision: Society where Persons with Physical Disabilities are accorded rights enjoyed by all citizens
One of the most valuable things cherished by the PWDs is education. A well-educated PWD can compete fairly well with the other members of community without disability. However, school-going CWDs often face insurmountable challenges with regard to accessing educational facilities such as the class rooms; latrines and administrative offices. This often leads to massive school drop-outs for CWDs. It was in this respect that, UNAPD, a DPO “AGAINST ALL BARRIERS”, in partnership with a Danish counterpart, DHF, came up with a project to construct a model latrine that could be user friendly for CWDs especially in inclusive educational establishments with emphasis on accessibility, sanitation and hygiene.

In its implementation, the partners hired the services of a construction firm to carry out construction work; Students of higher learning from both Denmark and Uganda (Kyambogo and Makerere Universities) to undertake the day to day research by physically interacting with pupils of inclusive education schools like Kyambogo Primary School; a Knowledge Board comprising of members from relevant fields of academia, policy makers, DPOs, etc. to back the research findings with practical experience. Consequently officials from the Ministry of Education (SNE & Construction Depts.); KCCA (Water & Sanitation Public Health and Environment), Makerere University (Department of Physical Planing & Architecture), Kyambogo University and DPOs, SIA, UNAPD, USDC, ATC etc were drawn in to give the policy, technical and practical experience to the project.

While this was a well thought out project, members expressed reservations about the “ideal” nature that may not make it easy to be copied and rolled out to other parts of the country, especially because of the cost element. Many schools in their current situations may not be able to sustain it after the donor support. However if the Ministry of Education and Sports(construction management unit) adopts and owns it in all the construction plans/structural drawings of latrines in schools, then there will be guarantee of its sustainability within both the local and central governments.

Overall, the project should be able to achieve its goal of being appreciated by the key stakeholders like Ministry of Education and Sports in creating conducive learning environment for CWDs in inclusive education settings as the policy of government.
My experience with the co-creation of a universal toilet project

As a sanitation service provider in Kampala, I appreciate initiatives to address the existing gaps in sanitation service provision in this case, improving access to sustainable sanitation facilities. I enjoyed the learning journey taken during the co-creation project as it captured unique needs of the end users as these are critical for any project planning.

As a stakeholder, I was pleased to share experiences and reflections on the subject in light of external environment, access and operation of a typical toilet facility. Furthermore, knowledge from other relevant stakeholders in the areas of building, architecture, Persons with disability, advocacy groups and education sector enriched the discussion towards a universally accepted design.

I am confident that with the inclusion of sustainable architecture and environmental issues in designs, execution of works and operation of facilities; education facilities specifically school sanitation facilities will deliver quality services to the users and sufficiently address the existing crisis in the sanitation service provision.

Life changing experience

“As a woman born and raised in Denmark, who has never, been outside Europe, my knowledge about life in African countries has been very limited. Prior to my three weeks in Uganda, I thought I knew a lot about Africa. In reality I only knew three things for sure: we have very different cultures, we look different, and once a year we collect money on big television shows for Africa. We’re schooled to pity the children in commercials with huge stomachs and no parents, the same way we pity amputees, wheelchair users and mentally impaired.

That’s why the most valuable experience I had in Uganda with our multiple visits to schools for physically disabled children like Kampala School for Physically Handicapped. The mental strength and the kindness of the pupils was humbling, and as I watched one girl help another in a wheelchair up a hill, I found my pity transform into sheer admiration for their will to succeed and help each other.

This kind of determination was found everywhere we went - no matter the disability; the children were intent on learning and making the best of what they had been given. It was inspiring and it gradually changed me. It also made me realize that no matter how big a challenge you face, it can be overcome when you use that incredible determination of yours, and that the best way I can help you is by sharing my knowledge and enthusiasm with you.

I now know a little bit more. I know that the people of Uganda are determined. I know how difficult it is to wheel oneself on wheelchair up a dirt road. I know that the picture they paint of Africa in western countries is only a tiny part of your identity. But most of all, I know that the strength you share will accomplish anything you set your minds to.
The Cranes Design team handled the problem of poor hygiene practices and the lack of implementation strategies when implementing universal latrines in schools in Uganda.

Kyambogo primary school is a government aided school located in Kampala which undertakes inclusive education with a total of 82 pupils with different types of disabilities out of the total population of about 800 Pupils.

Teachers find it challenging to impart the knowledge and skills of proper hygiene into the children since they are not mentored right from home. When children are taught theoretically, it is very rare that the children apply the theory into practice. In inclusive schools, teachers deal with many different needs so they end up having a very limited time to focus on issues of personal hygiene.

The number of pupils in the school out competes the available teaching staff where the teacher to pupil ratio is 1:80. This becomes hard for the children to get enough attention from the teachers on how to maintain personal hygiene.

Teachers have a challenge of carrying children with severe disabilities who cannot support themselves due to poor accessibility and teachers are paid less compared to the services that they offer so they end up being demotivated hence reducing the teachers effort in implementing personal hygienic practices. The poor hygiene in the latrines is a great threat to the health of CWDs especially those who crawl on the ground. There is also inadequate water for maintaining proper hygiene in toilets/latrines and for washing their hands after latrine use for proper hygiene. The schools also lack tools like handbooks to enable the pupils learn more about maintaining proper hygiene. On the other hand, funds to afford the necessary sanitation materials like pads, toilet papers, is “NO WHERE TO BE GOT”.

There is also limited access to resources by the final beneficiaries (schools/pupils) due to negligence of government leading to limited funds allocation to schools to facilitate proper hygiene in schools. Some government officials in charge of funds allocation to schools use public funds for their private benefits thus failing to deliver resources required for implementing good hygiene practices.

The Cranes Team Demonstrating to Prof. Allan Bilabi member of the Knowledge Board how to play one of the games to promote good hygiene practices after the Production Phase.
The biggest improvement of the interior design is the extended handrail. The handrail by the door additionally forms a bench which allows crawling users to slide to the seat. The door is improved for extra light and ventilation, and the seat has been improved in terms of comfort and hygiene.

UNAPD’S Project Coordinator and Project Officer on site reviewing the Architectural drawing of the Manhole of the Two Stance Prototype Latrine.

Fore Services’s Director on Site visit to supervise the ongoing construction of the Prototype latrine.

A complete two stands prototype latrine before modification.

Rie Ollendorf (Accessibility Specialist from Denmark) taking measurements of the placed hole.

Diagram of the Pathway as by the design of Team Agaliawamu which was in charge of designing the external Environment.

Work in progress on the pathway.
Kyambogo Primary School has approximately 800 children, where 82 of them are CWDs. However, despite such high number of CWDs have a great challenge of inaccessible built environment, which during the project was handled by “Agalyawamu Design Team”. It was all about designing several models of accessible facilities such as; a standard ramp/pathway to the latrines that is not affected by the rainwater and is atractive for all children to use, this was accompanied by a checklist to guide the users to enable its duplication in other different parts of Uganda.

Throughout the workshop, the team chose to work with two target groups’ i.e. Children who are physically disabled (wheelchair user) and Children who are visually impaired. After conducting interviews with these children at school, it was possible to have remedies to the problems of the target groups;

The following information regarding resources and needs, related to the problem.

**Children who are physically disabled with a wheelchair:**
- Need a clear pathway or standard ramp
- Do not like too steep hills
- They have strong arms

**Children who are visually impaired:**
- Need mobility orientation at a new place
- Need contrasts in order to separate things
- They are good at remembering how the pathways are and recognizing them

They can see different colors and textures
The designs have a playful approach which makes it fun to go to the latrine, but is also of great help for the disabled children because they can go to the latrine without bumping into hurdles on their way. Such design of accessible pathway or standard ramp makes it possible for CWDs to go to the latrine by themselves independently and with dignity.

The idea of the railings is both to lead the way, as well as to create a railing that the children can enjoy and play with along the way. The tube is blended with the wooden balls placed in between the two regular railings. It is appealing to the children who will enjoy to go to the pathway playing with the balls on their way to the latrine.

**Key notes**
- Surface - should be non-slippery
- Handrails - should work as guidelines as well as safety for the users
- Tactile marking - should help the visual impaired and blind persons to the latrine and back again
- Slope - should not be too steep and should not exceed 1:20
Kyambogo primary school is an inclusive school located in Kampala with a population of about 800 pupils, 82 are CWDs and 16 teachers (1 special needs teacher). The prototype latrine seeks to meet accessibility needs of CWDs to improve their quality of life while at school. Our aim is to ensure that the storm water can be recycled for hygienic purposes and prevention of damages to the newly constructed latrine. The lined pit latrine is located at a gentle hill above the ground and this makes it hard for CWDs to access it.

The challenges handled include; unreliable supply of water, long distance between the latrine and the water supply, dirty existing latrines and poor maintenance, stigmatization of CWDs by other able bodied pupils, soil erosion of some parts -of the existing compound.

During the exploring phase, the team realized the following findings; Challenges teachers face while adhering to the sanitation conditions of CWDs include: the limited water supply, maintenances of the latrines, accessibility to the latrines and insufficient support from the government to ensure availability of sanitary equipment or material. On the other hand, CWDs are challenged by; long distance from the latrine to the water facility, poor hand washing facility, the damages caused by storm water, unreliable water supply, accessibility to the latrines and dirty latrines/toilets.
Mission: To remove barriers in society that prevents People with Physical Disabilities from enjoying full Rights on an equal basis with other citizens

Kyambogo Primary School is an inclusive school settings, meaning that it enrolls CWDs as well as able bodied children. However the school has inaccessible facilities for the disabled children, especially when it comes to the toilet/latrine facilities, which are difficult to enter and use by CWDs.

The wheelchair user is the most vulnerable person when it comes to accessibility. Steep slopes, narrow doorways and insufficient railings are just a few of the many obstacles they encounter on the way to the toilet/latrine.

Children without wheelchairs or with weak limbs are often resorted to crawling when unassisted. This means that they need support in the shape of railings and seats in order to avoid crawling on the dirty toilet/latrine floor.

Users of crutches are dependent of railings and smooth transitions between the indoors and the outdoors.

Team Universal was tasked to handle the interior part of the latrine, in order to make it user friendly to CWDs. We were to come up with designs that fit primary school as well as secondary school children with disabilities. These are aged 8-15, and therefore demand different heights of certain installations. They also have varying motor skills and needs for privacy.

During the workshop/project period, the biggest task of the team was to improve the interior of the latrine, putting into consideration the following bench marks; the handrails, latrine seat, emission of enough light/ventilation, comfort of the seat, and hygiene of the interior. By the door additional forms a bench which allows crawling users to slide to the seat.

The recommended checklists are as below:-

- The size of the toilet should have a turning diameter of 1.5 m.
- The recommended height for the latrine seat is 41 cm for primary schools and 48 cm for secondary schools.
- Double handrail for support of diameter 5mm should be fixed on each side of the latrine.
- 3 handrails should be fixed along one side of the latrine to support PWDs from the door to the latrine.
- The latrine seat should be made of concrete and the edges should be rounded for comfort.
Coming back home to Denmark feels good

“Coming back home to Denmark feels good - it feels good because what I left with from Uganda was a lot of inspiration. When going to a school with bad functioning toilets, no talk about Menstrual Hygiene Management, and too many children in the classes; I didn’t see misery; I saw a lot of great possibilities for good local design solutions.

I feel really privileged to have been a part of introducing the concept of design process and co-creation. In my believe, this will have a great value in the future, if Uganda wants to challenge herself with the way things are being done, created and run.

One thing I observed was a mentality of “why change things if they work?” - And I would love to challenge that believe. I think we are here in this world to improve on the already existing life. If we have a toilet that works, we always have to ask ourselves the question of what could make it even better. If there is a “recipe” on how to build a pathway according to the standards, then we have to try out new things to make that “recipe” even better.

The books in school provide good and useful knowledge, but it’s what you do with the knowledge that counts. As I see, the young people of Uganda really have a possibility to change the way things are being thought and done.

My pleasure with high gravity goes to Apollo Mukasa (Ag. Executive Director, UNAPD), Sulaiman Mpagi, Patrick Synole, Kafeero Vincent and all UNAPD staff for their assistance and knowledge given to me during the sanitation project and my sincere immeasurable gratitude goes to my supervisor and facilitators Dr. Micheal Kyakula, Rie and Sille. During the co-creation a number of achievements ranging from co-creation skills, supervision, accessibility skills, analytical skills, field experience to communication skills. It made me realize that for a project to stay up to its designed life, no aspect of the design should be undermined during project implementation and this was evident by liaising with the contractor, facilitators and team members to ensure quality control and understand the significance of tests carried out during the creation of the prototypes and compliance with relevant codes and standards like the Accessibility Standards developed by UNAPD.

I was able also to realise that there is need for proper communication between the community, workers, contractors, consultants and other stake holders for success to be registered in any project, so we worked as a team to achieve project goals which made me learn that it’s important to make a barrier-free physical environment in Uganda for all persons including PWDs to enable them live independently and participate fully in all aspects of life. Designing an accessible hand washing facility and the latrine at large for the pupils of Kyambogo Primary School was a step forward. However I must confess that the time was not enough to comprehend and fully design the prototypes and some of the recommended durable materials were expensive and not easily available on the market.

With the challenges faced, achievements registered, I strongly believe that my training with UNAPD has expanded opportunities for me to work with any organization of PWDs majoring in accessibility. I therefore urge the Ministry of Education, Sports, Science and Technology to support and adopt the accessible latrine built at Kyambogo primary school to other parts of the country and with a view of keeping the subject of accessibility on top, I have started focusing on doing a final year research project on accessibility and urge my fellow trainees to take the same trend to make our country accessible to remove all barriers for PWDs.
ACCESSIBILITY IN UNIVERSAL CONTEXT

We are all physically disabled at some time in our lives. A child, a person with a broken leg, a pregnant lady, an elderly person, etc are all disabled in one way or another. There are a few people who remain healthy and able-bodied all their lives. It is important that the environment / communities where we stay including the physical structures therein are barrier-free and adapted to fulfill the needs of all people equally.

As a matter of fact, the needs of the disabled coincide with the needs of the majority, and all people are at ease with them. As such, planning for the majority implies planning for people with varying abilities and disabilities. An accessible environment helps to integrate disabled people into society and lead a normal life. To be active, a disabled person should be able to commute between home, work and other destinations. This is only possible in a barrier-free environment thus promotes independence, convenience and safety of all people with disabilities.

To create such an environment requires first to make a critical assessment and analysis of the needs of the various inhabitants of that environment. Different disabilities have different physical limitations. The other important consideration in making an accessible environment is the involvement of the users in the planning, designing and monitoring the installation of the facility.

I was honoured to be part of the team that put the above in real practical sense. I was one of the members who oversaw the co-creation process workshop of constructing two stance prototype accessible pit-latrines for Children with disabilities at Kyambogo Primary School by Uganda National Action on Physical Disability (UNAPD). It was a wonderful experience being part of every planning detail and overseeing all processes that led to the delivery of a wonderful accessible facility for not only physically disabled but also cognitively challenged children.

UNAPD is appreciated for not only leading the campaign of promoting accessibility for PWDs but also leading by example. Putting something in practice, I am very confident that this project changed the perspectives of all of us who participated in the way we view and advocate for physical accessibility.

All of us need a barrier-free environment, so let us all promote it. Let’s practice it by doing at least something in our homes and our offices to demonstrate our positive attitudes. Let us advocate for the adoption of universal designs in constructing facilities.

Mr. Basoita Godfrey
Executive Director BISOU

Agaliawamu getting feedback from the members of the Knowledge board (Mukasa Apollo & Basoita Godfrey) on their Work
UNAPD in collaboration with other stakeholders with support from her Danish partners (DHF) came together for a three week co-creation workshop on how to construct an accessible latrine which can fit in the country universal contexts in school settings. It’s meant to represent a true model of an accessible latrine, to be used in the awareness raising campaigns on the sanitation needs of CWDs, and also to the world of accessibility strategies/mechanisms which needs to be adopted to ensure inclusion of disability needs in all sanitation facilities in schools.

UNAPD’s role is to create the right environment and support implementers of Universal School Sanitation Hygiene (USSH)programs, advocate for the adoption of the design by Ministry Education and Sports as well as the general public.

In Uganda, there exists a high prevalence of water and sanitation related diseases, causing many people, children in particular to fall ill. Improved hygiene practices are essential if transmission routes of water and sanitation related diseases are to be cut. Whereas appropriate hygiene education can bring about the intention to change hygiene behavior, for most hygiene behaviors, appropriate water and sanitation facilities are needed to allow people to transform intention to change into real change.

Why is it important to focus on schools?
After the family, schools are the most important places of learning for children; it is a central place in the community. Schools are a stimulating learning environment for children and initiate change. If sanitary facilities in schools are available, they can act as a model, and teachers can function as role models.

Schools can also influence communities through outreach activities, since through their pupils; schools are in touch with a large proportion of the households in a community.

Why is it important to focus on children?
It is generally recognized that childhood is the best time for children to learn hygiene behaviors. Children are future parents and what they learn is likely to be applied in the rest of their lives. They have important roles in the household, taking care of younger brothers and sisters, and depending on the culture, they may also have to question existing practices in the household. If children are brought into the development process as active participants, they can become change agents within their families and a stimulus to community development.

They are eager to learn and help, and if they consider environmental care and their role in this as important, they will take care of their own health and the health of others. Being tomorrow’s parents, children are also likely to ensure the sustainability of a program’s impact. In reality, schools are often more than just places for learning and behavior change. If school sanitation and hygiene facilities are absent, or are badly maintained and used, schools become risky places where diseases are transmitted. Schools can also pollute the natural environment in such a way that it causes health hazards for the community at large. It is therefore important that schools have proper facilities. However, improved facilities in themselves are not sufficient. If we want to reduce the incidence of sanitation and hygiene-related diseases, and to protect the natural environment, behavioral changes are also needed, leading to proper use of the facilities.
### ROADMAP FOR THE SANITATION PROJECT

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<th>Activity</th>
<th>Result</th>
<th>Responsible persons</th>
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| Co-creation workshop + completion of construction work | Functioning 1:1 prototypes of:  
- Two stances accessible pit latrines incl. latrine seat, supporting handrails and sitting rails for crawling people to support themselves from the entrance to the seat.  
- A complete and accessible pathway to the facility from the main path to the pit-latrine  
- An example of handrails to support PWD’S (at 3m) along the pathway, with small toys along the handles  
- A functioning low tech water facility for washing hands  
- At Tool Kit Box with guidelines and implementation items  
- Technical drawings of the physical prototype elements | Co-creation workshop:  
Rie / Sille  
Completion of construction work:  
UNAPD/ constructor/ (Ugandan students) |
| Strategy meeting with stakeholders:  
Representatives from:  
- Kyambogo School  
- Ministry of Sports and education  
- KCCA  
- Relevant NGOs  
- UNAPD | Roadmap and agreement on task, roles and responsibilities among the stakeholders | UNAPD |
| Release of the Prototypes Event:  
When the prototypes are ready for use(end august 2015) they will be released by an event where users incl. parents, school staff, representatives from ministry and KCCA, relevant NGO, Ugandan students (from the co-creation project) press and television are invited. | Branding and information of the project:  
- Awareness of UNAPD and children with disabilities  
- Awareness of accessibilities at schools  
- Information about the project  
- Branding of Kyambogo School(inclusive education) | UNAPD |
| Testing the prototypes:  
During a one and half month period the prototypes will be tested by the primary users(the children with disabilities, bled bodied and UNAPD members) and the stakeholders e.g. the teachers, the school management, the Ministry of Sports and Education, KCCA, relevant NGOs and other relevant groups.. | The tests will include:  
- 3 interview sessions with the pupils and teachers  
- 3 physical tests of the pit-latrine including hand supports etc. with the children with disabilities and abled bodied and members of UNAPD (it must be people in wheelchairs, people using crutches, and crawling people), at least 10 people with different disabilities at each test.  
- 3 Photo registrations and observation in the Kyambogo context while people are testing the sight.  
- 1 milestone meeting in the middle of the test period with stakeholders incl. Kyambogo School  
- Final report of feedback from users and stakeholders (All will take at the same time) | UNAPD and UNAPD members incl. Ugandan students from the co-creation workshop |
| Global Hand washing day by UNICEF  
[www.globalhandwashingday.org](http://www.globalhandwashingday.org) | The aim is to:  
- Use the event to mark the finalization of the test period at Kyambogo school while engaging them in the hand washing day  
The engagement is supported by UNAPD | Kyambogo School and UNAPD, Uganda students |
| Adjustments / development of prototypes into final products and designs in relation to the test results(feedback) | Based on the test results from the test period the prototypes are redesigned and adjusted (if necessary) and finalized into the final products.  
It include finalized drawings of the interior of the pit-latrine  
As there might not be financial room for the above in the -current project, we will apply for a small extension of the project for the finalization. | Rie/Sille/Sven/ UNAPD |
The Co-creation Team during check in at Arch Appartment