2nd STAKEHOLDERS' DIALOGUE ON DISABILITY AND RESEARCH

21st of October 2015, Nob View Hotel, Kampala

Organized by Disability & Technology Research Group
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WORKSHOP REPORT

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1 Introduction

The second Stakeholders' Dialogue on Disability and Research took place on the 21st of October 2015 in the NOB View Hotel in Kampala, Uganda and was hosted by the Disability and Technology (D&T) research group, funded by the Swiss National Science Foundation (SNSF).

The objectives of the meeting were:

- To share preliminary research findings;
- To present first ideas of the project 'Cataloguing Assistive Technologies';
- To introduce the members of the D&T Advisory Board to the stakeholders.

The Stakeholders' Dialogue on Disability and Research brought together representatives from both national and international NGOs and other institutions including representatives of Disabled People's Organizations (DPOs) in Uganda, Ugandan and Swiss researchers as well as representatives of the Ministry of Health and the Ministry of Gender, Labour and Social Development.

2 Background: Summary of the 1st Stakeholders' Dialogue

The second Stakeholders' Dialogue was based on the first Stakeholders' Dialogue that took place on the 2nd of July 2015. The first Stakeholders' Dialogue brought together representatives from national and international organizations and NGOs[1], Disabled People's Organizations (DPOs)[2], as well as Ugandan and Swiss researchers[3]. The key issues that emerged in the discussions and group work activities conducted at that 1st Stakeholders' Dialogue were:

For Uganda, like for many other African Countries, research about disability is very often insufficient and/or unused. Quantitative and qualitative data is in many cases missing, not available, difficult to read and /or too complex to use. Only few studies focus critically on 'good practice'. Furthermore, concepts like independent living or legal capacities are on the one hand, widely used but on the other hand not explained and connected in a meaningful way within Ugandan contexts. Insufficient synergies between programme implementers and other actors, such as academia in part account for situations where much of the research is unused. Research dissemination has been regarded as important but many times, no post-research strategies exist.

[1]Uganda Society for Disabled Children (USDC), Legal Action for Persons with Disabilities (LAPD), Disability Rights Fund, Right To Play, UNHCR, World Vision, Action on Disability and Development (ADD), Refugee Law Project.

[2]National Union of Disabled Persons in Uganda (NUDIPU), Uganda National Association for the Deaf (UNAD), National Union of Women with Disabilities of Uganda (NUWODU), Uganda National Association of the Blind (UNAB), Uganda National Action of Physical Disability (UNAPD), The National Association of the Deafblind in Uganda (NADBU).

[3] Gitte Beckmann, Namaganda Rehema Bavuma, Herbert Muyinda, Robert Nkwangu, Ambrose Murangira, Marie-Theres Schuler, Ronald Luwangula

Furthermore, it has been regarded of importance to involve stakeholders from the beginning of the research.

The human rights-based approach, an approach widely used by DPOs, national and international organizations shows gaps and does not include the needs of the people concerned sufficiently.

It has been suggested that the research project D&T should focus more on the needs for innovative and appropriate technologies and take into account their affordability. It has been seen as important to involve PwDs in designing technologies. A mapping of different kinds of technologies has been regarded as helpful to get a better overview about the production and use of assistive devices.

Regarding policy issues, the need to involve PwDs in policy consultations has been emphasized. For example, PwDs are not considered at all in the design and process of road constructions.

The participants wished to strengthen the networks between researchers and practitioners as well as between different organizations. The involvement of government agencies in a forum like this Stakeholders' Dialogue has been underlined.

As a matter of consensus, the first Stakeholders' Dialogue resolved as part of the way forward: to keep the committee in form of an on-going dialogue, to include additional stakeholders, to create a mailing list and to discuss possible future funding activities..

3 The 2nd Stakeholders' Dialogue: Organization

Against this background, the second Stakeholders' Dialogue was organized and set up as a half-day workshop. The programme provided time for the presentation and discussion of preliminary research results of two of the D&T researchers (Rehema Bavuma, Gitte Beckmann). Both presentations focused on possible implementation strategies as well as information for planned projects and programmes. The third input was a first presentation on the project 'Cataloguing Assistive Technologies' based on the idea raised during the 1ststakeholders meeting. Each presentation was followed by a discussion and advice on further issues for the researcher to focus on.

4 Welcome Remarks

Marie-Theres Schuler, a D&T researcher welcomed the participants to the Stakeholders' Dialogue and gave an overview of the programme.

5 Presentations

The aspects presented in these sections were excerpts from the data collected for the individual PhD projects. Sensitive to the interests of the stakeholders present, theoretical discussions and concepts were not directly introduced or discussed as much as they underlay and inform the directions and approaches of data collection.

5.1 Disability and Aging in Uganda

Rehema Bavuma Namaganda

Rehema Bavuma is a researcher in the project D&T, and her work focuses on 'Disability and Aging' in Uganda. Her interests lie in the experiences, social lives, social interactions, and the performance of daily activities of elderly people with mobility disabilities and the role of assistive technologies in their everyday lives.

Ageing in Uganda, like in many other African countries, is increasing and since disabilities increase with age, the number of elderly PwDs is rising as well. More than 40% of older persons were said to experience disability in Uganda by the year 2006[4]. At the same time, several writers have pointed out that caring and social support mechanisms for the elderly appear to be under increasing strain in various African countries.[5]

According to the WHO[6] the need for long-term care especially for old people is rising in countries of the Global South. While the common assumption is that old people are taken-care of by other family members, this is very often not the case: In the context of urbanisation and modernization but also increased education and occupation possibilities, migration processes are limiting the physical care by relatives.

In her on-going work, Rehema focuses on the use of local materials like wooden sticks, ladders, water gutters etc., - tools or technologies to meet unique domestic needs of elderly PwDs. The technologies, applied mainly in the household setting facilitate the elderly's competences in form of supporting oneself in various ways. For instance, in one of the cases an elderly woman used technologies for hanging up laundry and lifting herself, as well as collecting rainwater inside her house using highly innovative constructions. At the same time, findings of the study showed that some of these elderly people owned assistive devices, especially wheelchairs, which they were not using due to different reasons: absence of a helper to push them in the wheelchair, muddy and bumby roads as well as narrow house doors that do not facilitate the use of the wheelchairs. These observations pose a number of questions which are followed up in this study. How are

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[4]UBOS 2005/2006: Ugandan National Household Survey, p. 129.

[5] Dhemba, Jotham (2013): Social Protection for the Elderly in Zimbabwe: Issues, Challenges and Prospects. *African Journal of Social Work* 3(1): 1-22. Kasente, Deborah (2000): Gender and Social Security Reform in Africa. *International Social Security Review* 53(3): 27-41. Mchomvu, Ast et al. (2002): Social securoty systems in Tanzania: Phase I Overview of social security in Tanzania. Journal of Social Development in Africa. Special issue: Social Security, 17(2): 11-28. Mukuka, Lawrence et al. (2002): Social security sytems in Zambia: Phase I Overview of Social Security in Zambia. Special issue: Social Security, 17(2): 65-96.

[6]WHO (2011):10 facts about ageing, http://www.who.int/features/factfiles/ageing/ageing_facts/en/, 3rd of October 2014.

technologies appropriated by the disabled elderly? How crucial is the length of time a person lives with a disability in terms of using assistive devices? Do the elderly PwDs who acquired disabilities earlier in life have more competences to perform their day-to-day activities than those who acquired disabilities later in life?

5.2 Discussion

5.2.1 Tools and Innovations: Technologies for daily living

Research about elderly PwDs was seen as a neglected topic both in research and implementation strategies. Rehema's presentation showed that a focus on technologies of daily living should be of much importance, instead of only considering 'standard' assistive technologies like e.g. wheelchairs. Especially technologies, which assist elderly PwDs in and around their homes have been regarded as helpful to support daily activities.

The discussion revealed a reflection on the understanding of technologies and in how far they are regarded as a kind of compensation: Are technologies assumed to compensate? And what exactly are they compensating? Do they (only) compensate for bodily dis-functions and/or other life needs? Could peer-to-peer support among elderly PwDs, for example, be seen as a 'biological technology'?

All participants highlighted the need of appropriate technologies. An example of the water system installed by an old woman with a disability herself, was regarded as a very good illustration of appropriate technologies and innovations. It was suggested that this approach was very powerful and should be transferred to other households with the elderly PwDs. While progress has been made in the construction of boreholes and sanitation, such technologies have been disregarded and are not known so far.

5.2.2 Social Changes and Challenges of Care for Elderly People with Disabilities

Emphasis has been laid on the importance to realise changes within the assumption that the elderly are predominantly taken care of by relatives, which is not always the case anymore. These social changes call for more research and for an inclusive development agenda. One participant mentioned that old peoples' care is the least taken care of. Especially for elderly PwDs food and nutrition becomes a challenge. Many old people are sickly and face problems of accessing water and sanitation. The major reasons for these care-gaps are seen in family-breakdowns due to migration, changing work patterns and HIV and death due to AIDS. Although some of the children or grandchildren of elderly PwDs might provide financial assistance, the question arose: What about those ones who don't have a job? This suggests, that especially poor families and elders are experiencing more difficulties and barriers. Due to mobility challenges and less or no help by relatives and neighbours, the access to food but also to medical check-ups becomes a big issue.

Some old people have even abandoned health care because of their mobility challenges to reach health centres.

5.2.3 Valuing Care and Productivity

At the moment, most Disabled People's Organizations (DPOs) have a special focus on children, youth and women with disabilities. A voice for elderly PwDs is not yet loud enough and there are no programmes and projects that focus on elderly PwDs. Regarding rehabilitation for example, the focus lies on training people with the aim to reintegrate them into a 'productive' life. Old people might no longer be regarded as productive and therefore less worth to rehabilitate. There is need to think about approaches of rehabilitation, to reorganize rehabilitation centres and include elderly PwDs.

But not only the value of elderly people needs to be discussed, also the value of carers. Little is known about the value of taking care of elderly people within the Ugandan society. In many cases, taking care of a relative would mean to leave one's job. How are carers valued if they take care of their relatives? How is it appreciated and compensated?

Lastly, the Senior Citizen Grant being piloted under the 'Expanding Social Protection Program' provides older persons 65 years of age and above (60 years in the case of Karamoja region) a direct monthly support of 23 000 Uganda Shillings – this is about 8 US$ per month (www.socialprotection.go.ug). Especially elderly PwDs might need more due to extra help and support they need from other people as well as different measures to access services.

5.2.4 Recommendations

1. The idea to have peer support among elderly PwDs has been mentioned as a good entry point strategy.
2. Further research is needed to carve out important factors that influence the resilience of elderly PwDs.
3. The establishment of a forum of and for elderly PwDs in Uganda would be helpful to advocate for their interests.
4. There is need to think about and re-define approaches of rehabilitation, to reorganize the rehabilitation centres and include elderly PwDs.
5. There is need to involve carers of elderly PwDs in the discussions.
6. Information about and dissemination of innovative technologies is of utmost importance.
7. PwDs and their additional support from further people/carers should be considered in the Senior Citizen Grant.

5.3 Deaf in Acholi

Gitte Beckmann

Gitte Beckmann did her research on deaf people in Northern Uganda. She stated that the time of conflict between the Lord's Resistance Army (LRA) and the Ugandan Government Forces in Acholi, Northern Uganda has been mainly described in terms of losses of traditional ways of living and as disruptions and breakdowns of social relations. One main line of argument in her thesis is that the horrific experiences (deaf) people faced during the time of conflict, displacement and encampment together with the advocacy of people with disabilities gave rise to new forms of sociality and led to changes of deaf people's perceptions and agency. The thesis is guided by theoretical concepts of recognition, competence/competencing and citizenship. Based on her data, these concepts will be explained and used in a locally applicable way.

Gitte studied social relations of deaf people within different environments: 1. Family/kin relations, 2. Gulu Deaf Association/Deaf-networks/Church, 3. School, 4. Working places.

In her presentation, Gitte focused only on the environment of schools and brought to the fore the importance as well as challenges of skills in Ugandan Sign Language. She started with a short overview of the introduction of Ugandan Sign Language in Acholi from 1991 onwards.

Gitte conducted her study mainly in Gulu town and surrounding villages including Lacor, and in one of the former biggest IDP camps Pabo. According to her, deaf people differentiated between Local Signs and Ugandan Sign Language (USL). Local Signs have been described as simple signs, iconic and used especially with the hearing communities, while USL has been described as a complex language. The introduction of Ugandan Sign Language into Acholi has been regarded of great importance in all mentioned environments above. Meetings organized by ADD and later on through USL courses financed by Ugandan National Association of the Deaf (UNAD) have been seen as pillars to the spread of USL. The Gulu Deaf Association (GDA) has played a part in the organization of such USL learning opportunities. While the GDA initially focused mainly on deaf people, later on they offered classes for parents, hospital staff, police, teachers as well as other interested people. Gitte argued, that especially the situation of encampment gave rise to a faster and easier spread of the Ugandan Sign Language. The introduction of USL has been of utmost importance for the establishment of deaf socialities during the time of conflict.

Furthermore, two schools in Gulu town established classes for deaf children: Laroo Primary School (ADRA) since 1997, and Mother Theresa since 2006. Before these schools opened, only few deaf children had been sent to other schools outside Acholi.

While in many European schools for deaf children the discussions about the language to start with (spoken or signed) as the major language at schools is still on-going, schools in Acholi, like in other schools for the deaf in Uganda, selected USL as the main language. The teachers are supposed to teach in USL. At the same time, the subjects and timetables are the same as the one of hearing pupils. Classes are separated from hearing pupils and contain between 3 and 12 pupils per class, while no secondary school/class for deaf students exists in Gulu town. In case of further education, children had to be sent to one of the secondary school in other parts of the country or sit in a class with hearing classmates.

During her research, Gitte found a difference between USL skills of people from the northern region compared to southern regions of Uganda, especially Kampala. A standardized dictionary exists but none of the schools in Gulu own one. Since all teachers in the schools are hearing, one difficulty is the vocabulary: as many signs are not known new signs are created.

Since all children have to follow the same curricular including the given time for exams, the translation processes becomes a challenge for deaf children. The written texts are translated into USL, since no written form of USL exists what very often takes a lot of time. Additionally, while hearing children only need to learn one additional language (English), of which they can connect the written form and pronunciation, deaf students have to learn three languages (Ugandan Sign Language, Luo and English).

The different dialects and skills of USL led to the situation that programmes focusing on deaf children like HIV and AIDS information is sometimes not understood due to the different language skills.

With this short introduction, Gitte's intention was to pay attention to challenges which are to be especially considered when implementing ICT for inclusive education.

5.4 Discussion

5.4.1 Thematic Curriculum: Deaf Children Struggle with three new Languages

In Uganda, recent changes of the thematic curriculum stipulate the introduction of local languages (mother tongue) in primary schools as the main teaching language in the first three years. All subjects should be taught in a mother tongue. After three years, a switch to English takes place. While the introduction of mother tongue brought many discussions in Uganda, deaf children have not been mentioned or thought about. Deaf children face the following disadvantages:

1. Deaf children are supposed to learn Ugandan Sign Language, Luo (local language in Acholi) and English.
2. Their main language to express themselves is Ugandan Sign Language, while English and Luo are only written languages for them. But they have to use Luo or English for all tests and exams.
3. All teachers of the deaf classes were hearing and they connected the mouthing (expressions of the mouth) with the spoken languages which also means that they switched the mouthing from Luo to English in P4.

During her research, Gitte found that the deaf pupils found English much easier to learn than Luo due to its grammar as well as mouthing. This current structural setting led to the situation that the academic performance/results of deaf pupils are below the one of hearing pupils.
It was suggested that it would be helpful for the kids to introduce USL even earlier in the family. According to Gitte, it is a question of intervention. For example, the translation of English schoolbooks into USL will not be enough. First, regarding the use and selections of signs – not all children might understand it in a proper way. Secondly, with the curriculum for deaf being the same as for the hearing ones, deaf children are still disadvantaged.

5.4.2 Education of Teacher

Differences in the teacher's abilities of Ugandan Sign Language and in the level of education have been found. This has been connected to the differences of the school systems: One of the schools is a governmental school and the other one is private. The teachers of the governmental school have been better educated in terms of teacher education and some had undertaken special courses in special needs.
Those ones teaching deaf classes at the private school never attended a teachers training school or are still in education (student teachers). But many of them have been very much interested in Ugandan Sign Language and have been skilled and very motivated signers and teachers.
The Kyambogo University in Kampala established a faculty of special needs. Within programs in special needs for teachers, the participants are supposed to learn Ugandan Sign Language as well. The question came up, if that is really important for all of the teachers, or if it would make more sense, if only some focus more intense on Ugandan Sign Language (question of specialization). Furthermore, it has been stated that it seems to be difficult to introduce deaf teachers in a paid position in schools.
Of importance are not only the levels of education and USL, but also the curricular and the pedagogical approaches. These structural requirements developed for hearing students are adopted to deaf children. According to literature/research about deaf people, a discussion started in which deaf people regarded themselves as visual people and with that as people perceiving the environment in a different way than hearing ones. So what does that mean for learning processes? Is it not just another language but another perception as well? In how far should pedagogical approaches be different or appropriate?

5.4.3 (In)appropriate Technologies: Hearing Devices

Nearly all of the deaf children in the two schools mentioned above possess hearing devices, but none of them is using such devices for different reasons:

1. They cannot use them due to their hearing inabilities.

2. The hearing device hurts the child in the ears through the sounds,
3. Professional support is missing/not available for tuning the devices and check-ups.
4. Batteries are out of stock and/or too expensive and/or only available in town, but not in villages where learners are situated.

Although it has been mentioned of important to support those children with hearing devices who are able to use them according to their ability of hearing at the same time the challenge to adjust such devices properly was regarded as a major obstacle.

Despite the ability or functionality of the ears, socio-cultural as well as political aspects have been discussed. In comparison with blind people, the question of identity and belonging has been raised. Even with glasses, people with seeing difficulties might still face difficulties in seeing. Thus, they are neither seeing nor blind. This status of in-between can lead to questions and challenges of identity where the total blind do not regard this category as blind enough nor do those with full vision consider them as persons of good sight. A comparable situation can be found for deaf people and hard of hearing (see the Master thesis of Francesca Rickli: 'Deaf People Use Them as Decorations'. Hearing Differently and Use of Hearing Aids in Jinja & Kampala, Uganda.').

The design of the technology was regarded as an important factor as well. Glasses for example, if designed with thick glass, get more negative attention. Appropriateness therefore must also take into account personal experiences, styles and perceptions and not only the functional aspects. Another example has been mentioned about people with Albinism in Uganda. Since many of them do not like sun-cream and do not use it – even if available, special sun protecting caps have been distributed. However, especially girls did not like them. A new design/colour changed the perception to the extent that these caps are now used. To study the circumstances and situations as well as reasons why blind but also deaf people use or do not use assistive technologies is of importance.

The last point which has been raised was 'dumping', the fact that many hearing devices entering Uganda are old technologies from Europe or the US. Such dumping is not connected to the need nor do the devices fulfil the standards. In how far the Uganda Bureau of Standard is aware of the (in)appropriateness of such technologies imported to Uganda remains a fundamental question.

5.4.4 Introducing ICT

ICT has been regarded as having potential to improve Ugandan Sign Language skills, if the software used is really appropriate. To translate schoolbooks into Ugandan Sign Language might not be very helpful, since the children are not able to understand it. In comparison with blind people, it has been argued that it is not enough to teach only braille for educating people since many other aspects are of importance like to master orientation. The Kyambogo University had set up a training course in orientation and mobility to enhance social inclusion. Approaches for a more holistic education also for deaf people, taking into regard their visual perception of the environment, should be considered.

An important change during the last years in Acholi was that deaf children grew up in more isolation in rural areas after the time of encampment. This is also the case for deaf women who went with their families as well as elderly people. In how far can ICT help to bridge information gaps, but also to establish or maintain social relationships among deaf people remains a valid concern.

5.4.5 Recommendations

1. Not only the function of the technology but also other social and individual factors connected with it are of importance for their use and need to be taken into account.
2. As much as one technology might be appropriate in one situation, it might not be the case in another. A variety of technologies for different situation might be helpful.
3. The use of ICT for deaf children needs to take into account different levels as well as dialects of Ugandan Sign Language, challenges to learn three languages (Ugandan Sign Language, local language and English), as well as pedagogic approaches for deaf children.
4. The import of assistive devices should be better controlled to avoid dumping.

5.5 Cataloguing Assistive Technologies

Raphael Schwere

Raphael started the presentation by pointing to different assistive technologies of the participants in the room (reading glasses, white cane, Apex note, voice recorder) as a starting point to introduce the idea to systematically collecting more data on assistive technologies used in Uganda and to bring this data into the form of a catalogue. A catalogue was understood as, he quoted from a dictionary, "a complete list of items, typically one in alphabetical or other systematic order." Items in this case would be technologies used by PwDs in Uganda. And not only standard technologies, like wheelchairs, should be included according to him, but also home-made innovations, like for example the water harvesting system that Rehema had mentioned before.

Possible kind of information about the technologies to be included in such a catalogue:

1. Picture
2. Geo-location: this is the place/location where the technology was encountered. It can give more information about the spread of technologies
3. Type of assistive technology

4. Description: the description should give more information about how the technology is used
5. Production details
6. Supplier/Distributor details
7. Comments by user and professionals: these comments could reflect experiences, etc.
8. Log details: date when the technology has been seen and uploaded on the catalogue and the name of the person who brought all information together

More information/fields can be added to the catalogue.

Cataloguing could be an important step to bridge the knowledge gap about used and useful or appropriate/inappropriate technologies. It is also of importance to know where and how such technologies are produced as well as to whom they are distributed. This information could lead to a better understanding of the supply-demand situation. Furthermore, the catalogue should make 'home-made' innovations and creative technology use visible. Thus, the catalogue serves as a tool to pool knowledge about assistive technologies and their distribution. It might inspire practitioners and PwDs, allows professional exchange and can provide evidence for the development of new projects or the production of new technologies.

The technical infrastructure and the user manual can be organized and put into place by the D&T research group. For the collection of the items, the filling of such a catalogue, both the D&T team but also stakeholders should be included to contribute. The idea is to set up an app, which data collectors can use to easily enter data (through a form on a website or in a mobile app). Before the data goes online, proof reading, editing and an approval by a quality control committee needs to take place while data collection could be continuous or organized in update-cycles. The catalogue will be accessible online and it will be of great importance to make the website barrier-free. Different presentation views are possible: a map, a list of items, browsing functions (category, location, type), and a search with keywords.

Raphael mentioned academic benefits as well. The collection gives a broader picture of the distribution of assistive technologies in Uganda. It can also give a first hint of the intersection of the globality and locality of assistive technologies - on the question of how local and global designs, production, distribution and use are entangled. Furthermore, the catalogue can help to detect research gaps, raise new research questions and inform policy recommendations.

The idea about such a catalogue has been inspired by the first Stakeholders' Dialogue held on 2ndJuly 2015 and discussed in more detail during the D&T summer school in August 2015. After this presentation and discussion of the idea, the catalogue needs to be further developed. The project start could be mid/end of 2016. Cooperation in this project is sought in the conceptualization, data collection, quality control, advice, patronage and/or funding.

5.6 Discussion

Such a catalogue has been regarded as a very good and important idea. A catalogue could give much better insights about the needs for and use of technologies for PwDs. Furthermore, it can encourage PwDs to construct technologies on their own and it might even raise self-esteem by placing PwDs in a central position of innovations. A catalogue can also be very helpful to generate more knowledge about technologies and where to find them. It has been regarded of utmost importance to know what kinds of technologies are constructed in Uganda and what kinds of technologies service providers are imported. Such a catalogue provides the good opportunity to understand technologies not in the narrow perception of assistive devices but to include other supportive items as well. Development agencies could take out and build on those (assistive) devices related to their focus of work. Furthermore, especially affordable technologies should be collected.

5.6.1 Recommendations

1. Special attention should be paid to the affordability and accessibility of the technologies (to be integrated as information in the catalogue).
2. Special attention should be paid to what is available for the less visible impairments, like e.g. deaf-blind and cerebral palsy.
3. Different ways for copyrights of innovative technologies have to be discussed.
4. The catalogue should mention good practice, since some technologies are more disabling than enabling.
5. A dissemination strategy is important. Special focus could be given to training institutions for artisans, occupational therapists as well as others connected to constructing technologies for PwDs.
6. The feasibility regarding the regional as well as thematic holistic approach has been questioned and some suggested that it might be better to limit the scope on specific environments, like home-settings or hospitals. The scope of the study as well as the domains of life, like education, agriculture etc. need to be defined.
7. How can such a catalogue be made sustainable? What happens when the funding ends?

6 Introduction of the Advisory Board

Rehema Bavuma gave a short introduction to the establishment of the advisory board. The advisory board should close a gap and link academics and practitioners. It should make research findings more applicable and give advice to the research team. Members of the board were also introduced and warmly welcomed by the group. The chair of the board was requested to say a word on behalf of the entire board.

6.1 Dr. Stanley Bubikire

Dr. Stanley Bubikire is the chair of the advisory board. He emphasized the importance of the presentation and dissemination of research findings, which stimulated the discussions of the day's meeting. For that, the continuity of such Stakeholders' Dialogues as well as the setting up of networks are important. The project D&T, he mentioned, is coming at a right time, in which research is not used or not available but urgently needed in that field. This research may answers some questions, but at the same time it will even raise more new questions. The recent census data for Uganda will be published soon and it will reflect the current picture about the burden of disability.

According to Dr. Stanley Bubikire the process to select the board members took into account different institutional background (government, DPOs, international/national NGOs) and it is gender sensitive and includes PwDs.

6.1.1 Organization of the Advisory Board

Regarding the organization, researchers and supervisors are ex-officials, but they run the day-to-day activities of the project. The board will meet at least three times a year, one month before the stakeholders' meeting takes place. The advisory board can meet any other time if there are matters that need to be addressed urgently. Decisions of the board will be reached through consensus, if not possible by voting. The D&T will give a modest transport refund. The director of the Child Health and Development Centre of Makerere University will officially appoint the members of the board.

6.1.2 Activities of the Board

The Advisory Board will advocate for the project D&T. The focus will be on the dissemination of data, raising public awareness and looking for funding possibilities. National and international Disability Days can offer a good avenue for dissemination but also media and prints are of importance. Brochures and fact-sheets are good to be handed out at bigger forums. When the ministry organises special events in the field of disability, the board can also call on the academia for presentations.

7 Way Forward

The advisory board will start immediately with their work to advocate for the project D&T. For future meetings it has been suggested that not only the researchers give presentations of research findings but that also research undertaken on behalf of NGOs and/or DPOs can be shared and discussed. A website to bundle such reports has been suggested. Furthermore, the mailing list can be used for calling meetings as well as sharing information among each other.

The next stakeholders' meeting is proposed around the month of February 2016, depending on the political situation in the country, i.e. the upcoming elections. The advisory board will be in charge of setting and communicating the actual dates and this will be communicated to the stakeholders.

8 Appendix 1: List of Participants

Ambrose Murangira
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Uganda National Association of the Blind

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Ministry of Health

Desmond Kahard
Uganda National Association of the Deaf (UNAD)

Dolorence Were
Uganda Society for Disabled Children (USDC)

Gitte Beckmann
Department of Social and Cultural Anthropology, University of Zurich, Switzerland

Herbert Muyinda, Dr.
Child Health and Development Centre, Makerere University, Kampala, Uganda

Joan Cynthia Akol
Uganda National Association of the Blind

Joseph Walugembe
ADD International

Marie-Theres Schuler
Department of Social and Cultural Anthropology, University of Zurich, Switzerland

Masiga Samson
Ministry of Gender, Labour and Social Development

Rehema Bavuma
Child Health and Development Centre, Makerere University

Opori Jonan
UNAD/ UBC Sign Language Interpreter

Raphael Schwere
Department of Social and Cultural Anthropology, University of Zurich

Ronald Luwangula, Dr.
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