

# Kimbowa For Parliament

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Kiteezi Kasangati Town Council

## ***Legislative Proposal First of Twenty-Five***

### ***First Aid, CPR, Disaster Training and Covid-19 Training***

#### **PROGRAM SPECIFICS**

##### **IMPACT**

Like many around the world, Uganda's citizenry has many educational needs, especially when it comes to the impacts and effects manmade and natural disasters have on them, the economy and the nation. As such, Uganda is not alone.

Every country on the planet has two specific disaster related problems that are often ignored: Natural and Manmade disasters. Ugandan natural disasters range from A to Z, and range from animal bites and airborne diseases to drought, earthquakes, hailstorms, landslides and fires. Manmade disasters also range from A to Z and include armed conflicts, building and infrastructure failures, as well as machinery and car accidents. Combined, these two areas directly impact the lives of each and every Ugandan citizen, as well as impacts the economy and government. They share this commonality: First-Aid and Disaster training will benefit the nation by training nationals how to deal with emergencies that require basic First Aid or CPR, saving lives and money.

Morally speaking, First Aid and CPR knowledge will lead to a healthier nation and save lives, benefiting all aspects of Uganda – Citizens, Business and Government. The icing on the cake is this: over time, the project will

- Ease the pain of growing health costs;
- Pay for itself through savings;
- Maintain worker productivity that is often lost due to health problems.

##### **Example(s):**

Let's take a closer look at how this program will benefit Uganda.

Natural disasters regularly occur in all countries, and are often hard to avoid. In Uganda's mountainous regions, landslides regularly claim lives during the rainy season. For example, in October to December 2019, landslides occurred in Uganda's Bududa District that claimed a number of lives. The slides also blocked roads, destroying infrastructure. Additionally, housing was negatively impacted, as well as important operations, including farms. This directly impacted the Ugandan economy, government and her people through the form of lost productivity and wages. During these slides, people had minor injuries that were not taken care of meaning that scrapes became infected, those who had major injuries like broken bones were not able to receive proper treatment, and died, or, many died from poor operations. To make matters worse, people died from natural diseases that come from improper sanitation grow just as the population does. This was clearly evident in the

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Congo's Katanga Region where there was an outbreak of Cholera which forced refugees to migrate to Uganda to seek medication, often putting Ugandans in Jeopardy. We believe that simple training can mitigate many of these risks, lowering infections, saving lives and yes, money.

This begs the question, what programs are in place that will ensure that Ugandan's are prepared for either of these calamities, and are capable of helping save lives or stop the spread of disease?

Here are some direct examples of what this program will teach citizens.

## **Example 1**

A 9-year-old boy is digging in the dirt, and cuts his left hand on an old, rusty nail. The cut is about 4 inches long, about 1/8<sup>th</sup> of an inch wide, and not really very deep. It was deep enough to bleed, but that stopped after a few minutes.

What steps should the boy take to ensure that the cut does not become infected or start bleeding again?

## **Example 2**

A 13-year-old girl is boiling water with her mother for dinner. As they prepare dinner, she accidentally knocks the boiling water off the heat, and onto her mother and herself. Both of them are burned - the mother in the face and upper body, with the daughter on her back and left leg.

What steps should be taken to identify and properly treat the burns? What should the burns be treated with to minimize pain and foster proper healing?

## **Example 3**

A car is traveling at 25 KM and hits a woman walking down the street as she crosses the street while shopping. Upon being hit, she flies through the air and as she lands, she hits her head on the ground and her head starts to bleed through the mouth and nose. As by-standers gather around, they point and gawk, and notice that her right leg is oddly twisted off to the side. One notices that she has a bone sticking out of her leg, and its bleeding, while calling for help. She is clearly hurt, and needs immediate help. As the witnesses stand around wondering what to do, she cries for help, but no one knows what to do. While they wait for emergency help to show up, she passes out.

While someone calls for medical help, what should those standing around do to help the woman until help shows up?

## **Example 4**

A tour group stops at a site, and as the people walk around taking pictures and interacting with the public, a man trips, falls and twists his ankle. Holding his leg, it's clear he has a problem.

What should the public (or tour group leader) do to help?

## **Example 5**

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An avalanche occurs and devours a town and the road leading up to it. This small town has about 400 living there, and although many homes are destroyed and people die, many survive. Many are injured, not to mention missing and presumed buried under the rubble.

What should those who have survived do to secure the town and help the wounded until help arrives?

## **SOLUTION(S):**

Of course, I can go on and on with very specific examples that are progressively worse than the previous, but I don't need to because the need is clear - whether it's a heart attack, someone mugged for their possessions or a regionalized disaster – emergency First Aid and safety training is needed.

To tackle these problems and kick start the program, my campaign is willing to work with all who will listen and work with us – from local governments, cities, towns, schools and of course, voters. The 5-year plan we have developed educates students while in schools, while providing opportunities for adults in private seminars. These programs are outlined below, and will be implemented in targeted districts and. The idea is to put on a set of seminars, with one eventually being held in every district on a yearly basis, including the Kampala. For the first two years, the focus will be on educating students in elementary grades and tourist based service staffs and emergency personnel of all ages. We will also conduct programming for adults. It is hoped that in year one, we will educate 1,000 people, with year two seeing 2,500. After 5 years, we hope to have 250,000 people trained in one fashion or another.

To achieve these goals, we are willing to:

- 1) Work with local officials to create programs that address local community needs while educating and preparing communities for disasters;
- 2) Work with the Parliament to declare a specific time period (suggested as November) as **First Aid, CPR, Disaster Training and Covid-19 Training Month or Week** (please see the attached resolution);
- 3) Work with business and political leaders from the national, state or local levels to develop specific protocols, programs and seminars for dealing with disasters, and that those protocols will include community planning, stockpiling and training;
- 4) Operate on multiple governmental levels to establish effective definitions, policies and training programs that will make saving lives, easier;
- 5) Produce and distribute educational material for use in the print, radio and TV medias;
- 6) Conduct programs that will educate targeted persons, including students, parents and personnel who come into contact with tourists and other international business;
- 7) Establish a 5-year plan that will help us roll out the program throughout preselected regions;
- 8) Create programming that can be used in Schools (for students) and in seminars (for adults);
- 9) Conduct a nationwide PR campaign to involve and educate the citizenry.

## **TEST PROJECT:**

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It took a while for us to figure out how to implement this concept, especially in Uganda. After discussions, we found a regional school where the test took place. The school's name is the Joles Junior School. The school is located in the Buganda region, and is specifically located in the Luwero District of Katikamu County. The school's address is in Kasozi Village.

The programming we developed for the school consisted of the following:

- 1) Designing programming and supporting material;
- 2) Identifying a protected group that we could test teaching concepts on;
- 3) Conducted a 4-week course that combined both Emergency and CPR training;
- 4) Creating materials that were specifically used to learn and train, as well as impact in the community;
- 5) Undertake analysis to see if we meet our target goals, as well as the needs of the public. We also were looking for both commentary on the programming, and new ideas that can be used to enhance the program.

Combined, it helped us create material, while upgrading our standards. Here is what we found:

- 1) Students were missing this type of education in their day to day lives;
- 2) Subject matter comprehension appeared to be the same, comparatively speaking, with learning levels for other subjects;
- 3) Students learned complex concepts, with minimal equipment;
- 4) One student was immediately able to put their education to use when they took care of a family member who fell and was hurt;
- 5) Parents called and asked about the program, including if there was a program for them;
- 6) Our board members went from being a 6 on a 1 to 10 scale to being a 9 (the logic: no program is perfect and there is always room for improvement).

These conclusions are reflected in the following statements:

## **Joles Junior School Students:**

- Am Nakayenga "I have achieved much from this training" and "the little knowledge have got can help me take care of a friend who is injured".
- Am Kafeero Fred "I am privileged to take part of this trained it has taught me much I didn't know".
- Am Tayitika "I have learned how to stop bleeding and how to give first aid for a burn".

## **Joles Junion School Parents:**

- Am Ssemwore S "This program is great, I just wished it was in our native language"
- Am Kafeero F, the Father of Kafeero Fred "I am proud of what the school has started in our village how I wish other schools would adopt this same program"

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- Am Nazinda F, Vicclaim Bosa's mother, "This program is good and I think if well handled and spread around our country it can help to save lives".

## Community Leaders:

- Am Sebuguzi Paddy, Joles Junior School Board Member "at first I never believed in the program, but now I have evidence that the program is good and I think all of Uganda should support it."
- Thanks am Semwanga Deo, the Kasozi Village Chairman "I couldn't imagine that your school came up with such a great idea of saving lives to me have liked it and am ready to give full support".
- Uganda Member of Parliament, Am Semwanga said "This program is valuable and should be taught throughout the nation."

## PROGRAM PLAN: Sample Elements

### FIRST AID: *elements of the program include*

- Introduction to First Aid & Emergency Training
- Vocabulary
- Ambulance and emergency services
- Cleaning wounds
- Stings and bites
- Burns
- Thunder and lightning
- How to treat shock, stop bleeding and temporarily treat broken bones;

### CPR:

- What CPR is;
- How to administer CPR;

### DISASTER PLANNING:

- Family and Community Emergency Plans;
- Natural Disaster Response;
- Manmade Disaster Response;

### COVID-19:

- Causes & Symptoms
- Medical Protections & Safety
- Governmental Policy

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## **CURRICULUM:**

In order to implement this program, we created material from scratch, practiced the class, and have tested it several times in various formats. Each test consisted of classroom instruction and live practice and demonstrations. In total, we have taught over 200 current and future voters. The classes consisted of 45 minutes of instruction and questions and 60 to 90 minutes of demonstrations.

## **ARGUMENTS IN SUPPORT:** Why we should be supported

- 1) Programs like this will save lives;
- 2) Educating civilians on how to survive disasters of any kind is important;
- 3) The more who participate in this program, the more lives that will be saved;
- 4) All ideas discussed and adopted will need an “arm” specifically designed to educate the public;
- 5) Transparency will ensure that taxpayer money is spent properly;
- 6) National and State legislative involvement will promote the idea;
- 7) Programs like this will help educate consumers while helping businesses plan future operations, locations and product sales;
- 8) The program allows us to work closely with voters.

## **CONCLUSION:** Will This Project Make A Difference?

At this point, the question arises, how will this project/program make a difference? Yes, it will on two levels. First, it will get us working closely with voters on important issues that have come into focus thanks to the Pandemic. Second, this program will make a difference on the following three levels:

- Personal
  - o On this level, students will learn three things that will enhance their lives:
    - How to take care of their medical needs;
    - How to take care of basic family needs;
    - What a medical career could/should be like, and how important it is to the Ugandan people;
- Public
  - o According to the WHO from data published in 2017, Road Traffic Accident Death in Uganda reached 10,675 or 4.13% of all total deaths in the country;
  - o This program will help save lives;
  - o This program will help increase the quality of life, and thus lower Ugandan death rates;
  - o It allows us to work directly with voters.
- Tourist
  - o A Canadian tourist notification dated 10/10/19, they state that although there is no ban on travel to the country, they state that one must exercise a high degree of caution due to muggings and thefts, especially in urban centers;
  - o By training Tourist Service Professionals, tourists will be better protected;
  - o Knowing that people are trained, will benefit tourism.