

# Application form: **PARTNERSHIP INTERVENTION & SMALL SCALE PROJECT** (up to 500.000 DKK.)

December 2013

This form must be used when applying for funding for Partnership Interventions and Small Scale Projects. The form is divided into four parts:

- Part 1. Cover page**  
Basic and brief information regarding applicant and partner as well as the partnership intervention/small scale project (summary, title, the amount applied, etc.).
- Part 2. Application text**  
This part contains a description of the partnership intervention/small scale project. Instructions (shaded grey) are provided in each section.
- The application text (Part 2) must not exceed 15 normal pages. Applications exceeding 15 pages will be declined.
- Part 3. Budget summary**  
This part contains the main budget items for the partnership intervention/small scale project. Please note that the budget summary must be elaborated upon in the annex 'Budget format'.
- Part 4. Annexes**  
A list of the obligatory and supplementary annexes supporting the application.

**Please, note:** *The application must be developed in close collaboration between the implementing local partner organisation and the Danish organisation. Consequently, a project document must be available in a language commanded by the local partner. The application, however, can only be submitted in Danish or English.*

The signed application form (including annexes) must be submitted in print to:

**Danske Handicaporganisationer  
Afdeling for Internationalt Samarbejde  
Blekinge Boulevard 2  
2630 Taastrup**

In addition, the application form and Annexes must be sent electronically to:  
[ansogning@handicap.dk](mailto:ansogning@handicap.dk)

J.no. ( to be filled by DPOD)

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# 1. Cover page

## PARTNERSHIP INTERVENTION & SMALL SCALE PROJECT (up to 500.000 DKK.)

<b>Applied for (please tick):</b>	
Partnership intervention	
Small scale project	X

<b>Intervention/project title:</b>	<b>Latrines for disabled school children in Uganda</b>	
Applicant Danish organisation (financial responsible)	Dandk Handicap Forbund (DHF)	
Other Danish partner(s), if any:	-	
Local partner organisation(s):	Uganda National Action on Physical Disability (UNAPD)	
Country: Uganda	Country's BNI per capita: 470 USD (2011, Atlas method, World Bank)	
Project commencement date: July 1 2015	Project completion date: June 30 2016	Total number of months: 1 year
Contact person: Name: Sven Gårn Hansen Email address:svendhf@gmail.com Telephone no.:+45 24980588		
<b>Amount requested from the Danish Disability Fund:</b> 499.289 kr	<b>Annual project cost:</b> 499.289 Kr	
Is this a re-submission? (i.e. a revised application, which has previously been submitted) <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, previous date of application:		
Is this a: <input checked="" type="checkbox"/> A new project? <input type="checkbox"/> A project in extension of a project previously supported by DPOD, Danida or others?		
In which language should the response letter from the Danish Disability Fund be written (choose one): <input type="checkbox"/> Danish <input checked="" type="checkbox"/> English		
<b>Summary of the partnership intervention or small-scale project</b> Udvikling og test af prototype til handicap latrin på Kyambogo Primary School, Kampala. Projektet støtter den lokale handicaporganisation UNAPD i at påvirke det ugandiske ministerium for uddannelse og sport så skolebyggeri i Uganda får velfungerende handicaplatriner, og børn med fysisk handicap kan komme i skole på lige fod med andre. Målet er at udvikle og afprøve prototyper for handicaplatriner i skoler med henblik på implementering og skallering. Projektet tager udgangspunkt i den nationale strategi om at etablere tilgængelige latriner på alle offentlige skoler i Uganda. Prototyperne vil blive vurderet i forhold til den eksisterende model beskrevet i tilgængelighedsstandard, ift brugervenlighed og pris. Udviklingen af latrinerne foregår i en samskabende designproces med ugandiske og danske studerende samt frivillige omkring handicaporganisationen UNAPD Uganda og lokale fagpersoner og eksperter. Det sker på en 2 ½ ugers workshop med 20-24 deltagere i Kampala.		

\_\_\_\_\_

Date

\_\_\_\_\_

Person responsible (signature)

\_\_\_\_\_

Place

\_\_\_\_\_

Person responsible and position (block letters)

## 2. Application text

### A. THE PARTNERS (indicative length 3 pages)

#### A.1 The Danish organisation

This project draws together three contributing Danish stakeholders: *DHF* is the Danish organization responsible to the Disability Fund for implementing and funding the project. *Architects Rie Ollendorff and Sille Askefrø Bjørn* are the initiators of the project and the proposed facilitators of the co-creation workshop in Uganda. *The Danish Association for Sustainable Development (UBU)* participates in an advisory role.

*The Danish Association of Physically Disabled/Dansk Handicap Forbund (DHF)* was founded in 1925 as an interest organization representing and speaking on behalf of people with physical disabilities. DHF is an organization of disabled, and is run by persons with disabilities (PWD). DHF has 8000 members, 51 local branches and 4 wings (amputation, spinal injury, youth and parents).

DHF has since its beginning worked to improve the conditions of PWP in Denmark, which has been done simultaneously with Denmark creating its welfare model. Often DHF has tested different models in areas such as housing, education or integration in the labour market, which the state or the municipalities have then adopted and copied. DHF has always been involved in shaping legislation. DHF is a member of a numerous advisory councils and boards at national as well as local level.

The highest authority in DHF is the Congress, which elects the Executive Council and the Executive Committee. There are a number of permanent committees, including a Developing Countries Committee, which is politically responsible for the development work of DHF. DHF has its main secretariat in Taastrup, headed by the national director.

The development work started in 1989 and DHF has been active in a number of countries. Today the development efforts are concentrated in five countries: Bolivia, Honduras, Vietnam, Ghana and Uganda. In all countries the main focus of work is helping build capacity of Organizations of People with Disability (DPOs) in order to advocate effectively for rights of People with Disability (PWDs). This closely parallels the work of DHF in Denmark and we draw extensively on our Danish organization and experience. A large part of our work has involved cooperating with several Southern partners (Latin America), several North partners (Vietnam), or both (Nicaragua, Uganda, Ghana). We systematically use the concepts of Development Triangle (Change Triangle)<sup>1</sup> as a tool for project analysis and design. The development work of DHF is guided by a strategy approved by the national board.<sup>2</sup>

The development department is part of the DHF main secretariat. The development department employs three program officers and a communication officer and has a number of volunteers attached. DHF also has offices in Honduras, Bolivia and Vietnam, staffed by local professionals. The team on this project is:

- *Sven Gårn Hansen* (born 1961) will be lead desk officer on this project. He has academic degrees in history (MA), physics (MS) and sociology (BS). He has worked professionally with development since 1994 and has been with DHF since April 2012 as program officer for Ghana and Uganda.
- *Rie Ollendorf* has been accessibility consultant for 13 years, and been accessibility advisor for architects, engineers and builder. Her assignments include preparation accessibility guidelines, design guidelines and developing concepts of accessibility, including wayfinding concept for hospitals. Rie has previously worked in Uganda for DHF to prepare the first Accessibility Standard in Africa together with UNAPD, and in Ghana to prepare an Accessibility Standard and an Accessibility Check

<sup>1</sup> CISU: "The Development Triangle", Position Paper #3, <http://www.cisu.dk/Default.aspx?ID=29514>. Anders Riis-Hansen, "Fra brugte kørestole til magtens korridorer", DHF/CISU, 2012.

<sup>2</sup> [www.danskhandicapforbund.dk/det\\_arbejder\\_vi\\_for/uland/strategier/](http://www.danskhandicapforbund.dk/det_arbejder_vi_for/uland/strategier/)

List together with GSPD. Rie has substantial experiences in Accessibility, Universal Design, Project Managing, facilitating and implementing co-creations processes with participants.

- *Sille Bjørn* has substantial experiences in planning, facilitating and implementing co-creations processes with participants from different cultural backgrounds. She has been head of Education in the Danish NGO INDEX: Design to Improve Life, where she was responsible for a 3 years EU funded pilot project, “Design to Improve Life Education”, aiming to develop and test a holistic and creative teaching format to balance and integrate society’s need for competencies with the individual’s need for meaningful learning, while fostering innovation and entrepreneurial power. Sille was in 2011 been responsible for Yonsei/INDEX: Design to Improve Life Summer School(YIDSS,) a 4 weeks summer University in Seoul, Korea, 80 participants from all over the world, 2012: How to make a happy Guangzhou by Design, a 4 days co-creation workshop for 50 Chinese students, 2014: Designlab\_Orissa, a 3 week co-creation workshop in India with 30 participants from India, Nepal, Estonia and Denmark. Common for the three projects was that the participants should work in a facilitated design process aiming to identify, understand and address a concrete challenges in the local context.

## **A.2 Other Danish partners**

*The Danish Association for Sustainable Development (UBU)* contributes to the project in an advisory role. (UBU) has great experience in rural sanitation in Asia, Africa and Central America. UBU participates in a voluntary advisory role through the person of engineer Erik Thorbjørn Nørremark, giving input to idea generation, proposal development and quality control, and linking to students at DTU.

## **A.3 The local partner organisation**

UNAPD is a non-governmental organisation of persons with physical disabilities with experience in accessibility advocacy, mainstreaming and training. In partnership with DHF, UNAPD in 2008 implemented an accessibility advocacy project and during the project period, UNAPD team (led by Mukasa Apollo), Danish Accessibility Expert (Rie Ollendorf) and Ugandan Architect (Phyllis Kwesiga) with support of government and other stakeholders developed and launched the Accessibility Standards. Since then, UNAPD has been leading advocacy campaigns to ensure that the accessibility needs and indicators are mainstreamed in all construction projects in the country with special emphasis to education sector. In 2013, UNAPD influenced the Ugandan Parliament to ensure that the Accessibility Standards are part of the Building Control Act, signed by the President of Uganda in the same year. Currently, UNAPD is working with the relevant stakeholders to ensure that the regulations of the Act have accessibility indicators. This will make enforcements of accessibility mainstreamed in the construction industry very easy and provide an opportunity to make this proposed project a success in Uganda. UNAPD currently is recognized as the leading organisation in Uganda in accessibility advocacy and as a resource centre for information related to accessibility needs of persons with disabilities. The National Accessibility Audit Team, which is mandated to conduct accessibility audits at national and district levels, is chaired by a UNAPD staff member (Mukasa Apollo). Other staff voluntarily conducts these audits. UNAPD currently is implementing three different projects (Accessible and Inclusive Education Project, Capacity Building for Sustainable Development Project and Accessibility Improvement Project) which are aimed at ensuring that children with disabilities are enrolled and stay in the mainstream education system, the success of these advocacy projects mostly depends on improvements of accessibility situation/environments of schools.

## **A.4 The cooperative relationship and its prospects:**

Yes  Please, insert the 6-digit no./HP no.: HP 141-065  
 No

DHF and UNAPD have a long standing partnership. Since 2010 the partnership has focused on capacity building of UNAPD as a democratic membership based organization advocating for PWD rights. We are presently implementing the Capacity Building for Sustainable Development Project together (HP 141-031). This project is empowering advocacy work being carried out by UNAPD at National and District level in favour of the right to education for children with disabilities. Access to public schools for children with physical disabilities is a long standing priority on the cooperation, and is figured as a spearhead advocacy activity at both District and National level in various projects. Work supported has included:

- Design of draft Accessibility Standards for Uganda in 2008, with the help of Rie Ollendorf as development worker, since adopted as official standards.
- Training of UNAPD District Executives in advocacy work and in how to conduct accessibility audits for buildings and other facilities.
- Support for building audits for accessibility and local advocacy by various District Executives to ensure inclusion of PWDs in government and non government programs.
- Support of Parent Support Groups of parents with CWP, to ensure that their children go to school.
- National advocacy campaigns in support of implementation of the building accessibility standards.

The accessible sanitation design lab will give added value to this work and help ensure its sustainability. It will in turn draw on the contacts and experience of UNAPD staff and District Executives that has been built with the help of the HP 141-031 and previous projects. The workshop also represents the return of Rie Ollendorf to Uganda, and will help reinforce the impact of her previous work there in 2008, funded by DPOD.

The current project with UNAPD ends in 2017. UNAPD and DHF plan to continue as partners after 2017, with a choice of focus to help UNAPD serve as a resource base for other less experienced DPOs.

## **B. PROJECT ANALYSIS (indicative length 5 pages)**

### **B.1 Preparation**

The Accessible pit latrine types described in the Accessibility Standard in 2008, 'A practical guide to create a barrier-free physical environment in Uganda', were based on measured latrines from an existing school for disabled children in Kampala. Since the Accessibility standard project in 2008, DHF, Rie Ollendorff and the local partner UNAPD have been looking for an opportunity which could follow up on the standard by developing latrines for disabled school children. Due to lack of prioritization of disability issues, many new schools are built in Uganda without accessible pit latrines. Lack of proper and functional latrines for this group means that many of these children will not get enrolled and retained in schools.

Rie and Sille have previously been working on projects together e.g. on a Way finding- and accessibility project at a Danish hospital where they combined Rie's knowledge and expertise on accessibility and way finding with Sille's experiences and knowledge about empowerment and co-creative design processes. As this combination seems to work really well, it would be an ideal foundation for a co-creation process in Uganda.

As a foundation for the project described in this application, Rie and Sille were in Uganda on a Feasibility study carried out together with our local partners UNAPD, The trip took place between 31 January – 6. February 2015. The purpose of the feasibility study was to clarify the following questions:

- The purpose and defined goals of the project and overall framework
- The activity plan for the workshop and follow-up advocacy
- The design process and the methods to be used in the process
- The context and location of the workshop whether it fit our needs/how can we improve it?
- Review of typical school sanitation budget and construction process, material and costs.

- The school leaders and teachers on the school management to agree to the conditions of the project
- The workshop facilities and décor
- Review and complete material lists
- Identify and appoint stakeholders, beneficiaries and workshop participants
- Involvement of stakeholders and target groups – how and how much?
- Pre-involvement of key stakeholders (Architect Institute, Construction Unit of Ministry of Education)
- Organize the recruitment process
- Review and determine the overall project schedule
- Review and determine the budget
- Look at logistics decisions on accommodation, local transport, etc.

The process around the feasibility study was facilitated by Rie and Silje and carried out through a mixture of different working methods including presentations, meetings, study, photo observations and registrations on test school and workshop venue. The feasibility study was carried out as close collaboration with our local partner and involved the local stakeholders and target groups in defining and developing the project. The main purpose of the trip was to make a shared foundation for the project with both partners, stakeholders and target groups in order to create the best conditions for a successful project that lives on after the co-creative workshop. One of the purposes with the feasibility study was to find out how- and how much we can involve the school children and the stakeholders e.g. teachers, school leaders and ministry administrators.

#### *Results of feasibility study:*

During the feasibility study, we have had meetings and interviews with the Kampala Capital City Authority (KCCA) and the Ministry of Education and Sports. The outcome of these activities is:

- The overall strategy of the Ministry of Education and Sports is to implement pit latrines which are accessible for children with disabilities (CWDs) at all governmental primary schools throughout Uganda
- The strategy of KCCA is to implement water based toilets which are accessible to pupils with disabilities at all governmental schools in Kampala. KCCA have agreed to use the Kyambogo Primary School in Kampala as test school for the development and test of a pit latrine, recognizing that it will have a great impact to follow the national strategy of accessible pit latrines to be duplicated beyond Kampala district.

We have during the feasibility study succeeded in building a shared understanding and foundation of the overall purpose and framework of the project, which is:

- To develop and test prototypes of two accessible pit latrines for children with disabilities in governmental primary schools in Uganda, based on the national strategy of Ministry of Education and Sports,
- Choice of Kyambogo Primary School in Kampala as test school of the following reasons: The school has at the moment 90 children/pupils with disabilities. The head of the school is very motivated to collaborate. The teachers taking special care of the children with disabilities are motivated to collaborate. It is possible to involve pupils/children with different disabilities and normal children in the development and test of the proposed accessible pit latrines. The school agrees to be an example school especially for “design for all”. Kampala Capital City Authority (KCCA) agrees to use the school as test school for the project. The school is used by Special Needs Department of Kyambogo University to send the students to get hands on experience of handling children with special needs before graduate as qualified teachers.
- To use the design process as the foundation of the 2 ½ week co-creation workshop with students
- To carry out the co-creation process with 6 Ugandan students, 6 Danish students, 6 volunteers from UNAPD and up to 4 professionals from e.g. KCCA and the Ministry of Education and Sports

- The venues for the co-creation process/project are close to the school and include: Kyambogo Primary School, Workshop facilities at Kyambogo University (building prototypes), Conference facilities and accommodation on Arch Hotel (design), Local craftsmen and constructors within the nearby areas.

## **B.2 Context analysis**

According to the Uganda National Housing Survey (UNHS), the disability rate is 16% that is estimated at 5.5 million children (UBOS, 2010). Out of the 17.7 million children, 16% (2.8) million are children with disabilities (UBOS November 2010). Only 5% of children with disabilities are able to access education within inclusive settings in the regular schools while 10% access through special schools and annexes (UNICEF 2012). The Government of Uganda has made efforts towards this by introducing Universal Primary Education (UPE) in 1997 that gave an opportunity for children with disabilities to start school. However, the government has not adequately established accessible physical structures including walkways, latrines and corridors. Programmes in schools are characterised by too much integrated classes, which makes it impossible for teachers to attend to children with special learning. The pit latrine stand to child national ratio is at 1:40, which implies too many children to a latrine, leading to poor maintenance. This is one of the causes of school dropout of children with disabilities. Many disabled children cannot use the normal pit latrine where there is only provision for squatting over a hole in the floor. They will therefore drop out of school. Schools claim not to have resources towards accessibility sensitive latrines for children with disabilities. If the disabled child does not have the opportunity to access school, they will also fail to be consistent in school thus fail the necessary training, which can reduce chances for them to get job and support themselves later in life. An accessible pit latrine can cause comfort for children to be in school and be empowered as children with disabilities.

The project is implemented with the consent of the authorities, the Ministry of Education and Sports, and KCCA. They are interested in, and supporting the objectives of the project, and want to contribute in the future implementation of disability latrines in schools. The authorities are invited to participate in a “Knowledge board” to contribute to the process so that they can provide relevant input to the project, and thus ownership of the prototypes.

## **B.3 Problem analysis**

The project expects to resolve some of the problems school children with disabilities in relation to attend school on an equal basis with other children. The project expects to get commitment from the authorities, including the Ministry of Sports and Education in the future to establish disability latrines when renovating existing or build new latrines in schools. The causes of this problem are:

- There are not enough attention from the authorities and the schools, of children with disabilities challenges in relation to the physical environment and what it means to them in relation to attend school on an equal basis with others.
- Most school management look at creating facilities and making modifications as an expensive venture especially if there is inadequate resources from local governments. Provision of accessible facilities is not a highly ranked thus less or no contribution are given to it some of the construction ventures are contracted out and sometimes, due to few resources, the structures are not completed.
- Despite that the local authorities have provided ramps and other accessible facilities, the pit latrines designed by the Ministry of Education and Sports, are not sufficient and accessible for children in wheelchairs. Possible improvement wishes including functional requirements, hygiene conditions, sustainability and scalability especially for implementation in other schools.
- The authorities, the schools and the stakeholders do not cooperate enough regarding accessibility design. This means that, the Master plan and the signs coming from the authorities do not meet the challenge in the local contexts of the schools.

- A child with a disability in most cases is a responsibility of the mother who are poor and can not afford to take these children to the few specialised schools for children with disabilities

## **C. PROJECT DESCRIPTION (indicative length 5 pages)**

### **C.1 Target group and participants**

Our project is a partnership between UNAPD and DHF being the primary partners. The following persons represent UNAPD in the partnership:

- Monica Nadiope (F), ED, communication with authorities and implementation strategy
- Apollo Mukasa (M), Project coordinator, planning and coordination of co-creation workshop and communication with local stakeholders
- Vincent Kafeero (M): Project officer, practical framework of the co-creation workshop
- Sulaiman Mpagi (M): Project officer, practical framework of the construction of pit latrines

The following persons represent DHF in the partnership:

- Rie Ollendorff, Architect and specialist in Universal design,
- Sille Askefrø Bjørn, Architect and specialist in co-creation processes.

Primary target groups:

The primary target group for the pit latrine is schoolchildren with disabilities throughout Uganda. They will be represented by pupils and teachers of the test school, Kyambogo Primary School.

- 10 children of different ages and with different disabilities such as severe physical disabilities (including children in wheelchairs), blind children, deaf and mentally retarded.
- 10 children of different ages and background without disabilities.
- 4-6 teachers including the teachers of special needs who are involved in teaching children with disabilities.
- Head of the school

The primary target group for the co-creation process is the students, volunteers and professionals involved, who after the project will be advocates and ambassadors for the implementation of the prototypes: this target group will include:

- 6 to 8 Ugandan volunteers from UNAPD, including people with disabilities + their helpers.
- 6 to 8 Ugandan students with various educational backgrounds.
- 6 Danish students with various educational backgrounds.
- 2-4 professionals, e.g. architects and engineers from KCCA and/or Ministry of Education and Sports

Students and volunteers, who wish to participate, must submit a reasoned application, where they describe why they want to attend and how they can contribute in the collaborative process.

Secondary target groups/stakeholders:

It is essential for the success of the project, to involve local specialists, strategists and decision makers throughout the co-creation process where the prototypes are developed and tested. To secure their continuous input and feedback we will establish a "Knowledge board", who will be involved in input and feedback sessions during the design process:

- Session 1 will be at the start of the co-creation workshop, where the knowledge board will meet the participants, introduce themselves and present their special approach and knowledge on the subject.
- Session 2-4 will be in the end of the 3 phases, Planning, Researching and Developing, where the knowledge board will be presented for - and give feedback on - the work the students have been doing in these phases.



- Session 5 will be in the end of the co-creation process, where the participants will present their final work including their work process and the prototypes and the Knowledge board will have the opportunity to give their final feedback and advises.

The Knowledge board will include 10-15 specialist and professionals from:

- Ministry of Education and Sports (Commissioner for Special Needs of Ministry of Education and Sports, Head of Planning Unit of Ministry of Education and Sports, District Education Officers of Wakiso and Kampala)
- KCCA (City Physical/Sanitation Engineer), Wakiso District Engineer, NUDIPU, Head of Physical Planning Department for of KCCA,)
- UNAPD (UNAPD chairpersons of Kampala and Wakiso, 3 Board Members, and Media).
- Kyambogo Primary School (headmaster and board)
- Architect organisations (President of Uganda Society of Architect, Executive Secretary of Architect Registration Board,)
- Uganda Society for Disabled Children,

Indirect target groups of the project:

- The implementation of the project very much rely on our ability to involve UNAPD and the people around the organization throughout the process. Therefore we are focusing on UNAPD as an indirect target group, who will:
- Roll out the product of this project to Association District Executives, Parents Support Groups of Children with Disabilities, and PWD Councillors,
- Include the results of the project in on going accessibility advocacy campaigns with Construction Unit of Ministry of Education and Sports, Local Government stakeholders such as District Education Officer, Special Needs Education Officer, School Inspectors, District Chairperson, Community Development Officers, school owners/administrators, Private Schools Owners Associations and school management committees as well as teachers parents association.
- The long term indirect target group will be the pupils with disability at schools under the direction of these institutions.

## **C.2 Objectives and success criteria's (indicators)**

The overall development objective:

To support UNAPD in influencing the Ministry of Education and Sports to ensure that existing and future governmental schools in Uganda have functioning latrines, which can independently be used by school children with disabilities.

The immediate objectives:

1. To develop 2 prototypes of accessible pit latrines at Kyambogo primary school and thereby to improve the sanitation conditions for pupils and children with disabilities in the school and neighbourhood community.
2. To introduce the co-creative learning process, to local partners and students in Uganda.
3. The Ministry of Education and Sports commits itself to adopt the developed designs for general use in public schools in Uganda, in the form of and MOU signed With UNAPD.

Success criteria:

- 1.1 That the number of children in weelchairs are increased with 5 children at the end of the project and 10 children in 2017.
- 1.2 That the price is competitive to other accessible school latrines build by Ministry of Educaption and Sports.

- 1.3 That materials and craftsmanship used in the prototypes, are available in schools districts outside Kampala.
- 1.1 That UNAPD has used the co-creative learning process, together with local members, target groups and stakeholders, in local schools in two of the four districts, (in which UNAPD are working with education) by the end of the project and in other two districts in 2017. The goal of this co-creating process, is to implement the prototype pit latrine in the local context of the school.
- 1.2 That the participants have gained knowledge and understanding regarding sanitation and disability, which is shown through a auto evaluation exercise at the end of the work shop
- 1.3 That we have developed a cultural encounter between Danish and Ugandan youth and build intercultural and global understanding, which is shown through their reflections at the final evaluation.
- 1.4 That local producers/craftsmen have gained knowledge and a product they can sell, which is shown through their further engagement in producing accessible pit latrines in their local context.
- 3.1 That a MOU (memorandum of understanding) signed between Ministry of Education and Sports and UNAPD by June 2016.
- 3.2 That the Accessibility Standard on disability latrines is amended through the knowledge gained from the co-creative process and the prototypes, by June 2016
- 3.3 That Kyambogo Primary School is an model school for implementation of accessible pit latrines for school children, which is shown by a continuous number of visitors from organisations, institutions and governmental schools from different parts of Uganda (at least 5 visits in the first 6 months of 2016).
- 3.4 To the knowledge of UNAPD, at least eight national schools in Uganda have established disability latrines according to new design by the end of 2017, as recorded by UNAPD District Branches..

Indicators before June 2016 will be included in the final report for this project. Indicators after June 2016 will be tracked by the Capacity Building for Sustainable Development Project and will be included in its monitoring system.

### C.3 Results and activities

Regarding objectives	Expected outputs	Activities
In pursuit of objective 1	Two 1:1 tested and functioning prototypes of accessible pit latrines at Kyambogo primary school which improves the sanitation conditions for pupils with disabilities.	1.1: The co-creative process as a whole, especially: <ul style="list-style-type: none"> <li>The continuous fieldwork and test with the target group, the test group in particular</li> </ul> 1.2: The continuous feedback from the knowledge board (Activity 1.2).
	Knowledge and understanding of how to use and maintain the accessible pit latrine and the hygiene around pupils and teachers.	1.1: The co-creative process as a whole, especially: <ul style="list-style-type: none"> <li>The continuous involvement of the children and teachers in the holistic process which focus on the whole situation around the challenge</li> <li>The development of a full service design including “hygiene and behaviour design” which can help the school in the implementation process over time.</li> </ul>
In pursuit of objective 2	Knowledge and learnings among the participants and stakeholders, regarding both process tools and practical design skills in a local context.	1.1 The co-creative process as a whole, especially the field work. 1.2 The input and feedback sessions with the knowledge board.

	Cross cultural encounter between Ugandan and Danish participants.	1.1 The co-creative process as a whole, especially: <ul style="list-style-type: none"> <li>• The relation building exercises included in the co-creative process in particular</li> <li>• The cultural trip</li> </ul>
In pursuit of objective 3	A realistic strategy for UNAPD to carry out in order to support the implementation of the pit latrine at schools throughout the country	3.1.1 Lobby the Ministry of Education and Sports to embrace and adopt the model latrines in all latrine designs for government school. 3.1.2 Continuously engage the Knowledge Board and District Advocacy Committees to monitor all the on-going constructions of latrines in at least the four districts to be in line with Accessibility Standards (meeting the disability needs) 3.1.3 Signing MOU between UNAPD and Ministry of Education and Sport.
	A solid foundation for further collaboration between UNAPD and primary stakeholders	1.1 The co-creation process as a whole 1.2 The Knowledge board sessions in particular <ul style="list-style-type: none"> <li>• The collaboration around the preparations in particular</li> </ul>

#### C.4 Strategy

The project basically consists of designing a model for accessible sanitation for Ugandan Schools (this is strategic service and capacity building at the same time) and empowering UNAPD advocacy structures to use it in their work (capacity building). The project will draw in duty bearers in the design process and so also includes an element of advocacy. The project also ties into ongoing advocacy work funded by other sources (DP 131-041) and existing, sustainable advocacy structures (UNAPD national advocacy team and District Executives). The project will leave behind some working model latrine stands at educational institution that is accessible for visits, demonstration tours at Kyambogo Primary School etc.

Task: Based on the national strategy of the implementation of accessible pit latrines at governmental schools in Uganda and on the test of three existing disability latrines at the Kampala School, prototypes of disability latrines will be developed in order to meet or improve the standards of the existing accessibility standard at a cost that lessens the budget barrier to accessible sanitation in schools. In addition, the project will include education about hygiene and maintenance, accessibility, behavioural changes, production plans, business plans and plans for scaling.

#### Process: The project has three phases:

1. A feasibility study that aimed to develop the project and the co-creative process in collaboration with the local organization (carried out 31. January – 06. February 2015).
2. A co-creative process with 24 participants from Uganda and Denmark, which runs as a workshop in the local context in Kampala in a period of 2 1/2 weeks. The workshop will be conducted in a structured and facilitated design process with a mix of fieldwork, development and testing in the real context. The participants work in four design teams with local volunteers/students/professionals and Danish students. The co-creation process will be followed and supported by a local knowledge board throughout the process.
3. Empowered UNAPD volunteers will use the model latrines from selected schools to disseminate experience, practical skills and knowledge of simple procedures, low cost methods of constructing accessible latrines in other schools among the relevant stakeholders such as Uganda Society of Architects, Architect Registration Board, Associations of School Owners, Construction Unit of Ministry of

Education and Sports, Education Standards Agency, Ministry of Gender, Labor and Social Dev't (mother ministry for disability). This will be aimed at changing the attitudes at high level, whose instructions can descend to lower levels for implementation.

4. In the same spirit, UNAPD's structures at local level (District Associations) who are the center of advocacy, will use mobile demonstration models to advocate among local stake-holders such as the district engineers, physical planners, P Councillors to test and adopt the model latrines in the local context of construction industry. This in the long run will lead to wide spread adoption of accessible latrines in schools, and in other administrative public buildings.

### **The co-creation workshop**

The co-creation workshop is planned to take place in Uganda/Kampala during 2 1/2 weeks from 13. -30. July 2015. We aim for 24 participants from Uganda and Denmark. The participants will work in 4 teams in a facilitated design process including 4 phases:

#### *Phase 1: Introduction and team building (2 days)*

In this phase, the participants will be introduced to the context and the overall goals for the workshop. They will meet the Knowledge board and gain knowledge about the challenges, the policies and the strategies regarding disability and accessibility in Uganda. Through various activities, they will get to know each other regarding both professional and personal issues and they will establish the design teams they are going to work with during the workshop. They will also learn about the design process and methodologies we will be using during the process. The phase will be finalized by a input and feedback session with the Knowledge board, which helps the design teams to focus their process towards the Fieldwork phase.

#### *Phase 2: fieldwork, analysing challenges and defining the task (3 days)*

During this phase, the participants will plan and do fieldwork in the local context being the school and surroundings chosen area for the latrine project. The fieldwork will include different forms of interactions with the target group and stakeholders such as interviews, observations, small tests of behaviour and habits. The findings and experiences from the fieldwork will be analyzed and the concrete task will be defined. The phase will be finalized by a input and feedback session with the Knowledge board, which helps the design teams to focus their process towards the development phase.

#### *Phase 3: developing and testing ideas for prototypes (4 days)*

In this phase, the participants will start developing ideas for a sustainable latrine for disabled school children in the concrete context. These ideas will be tested in various ways and in relation to central parameters such as: accessibility, usability, maintenance and sustainability by the target group and the stakeholders. Finally in this phase the teams will choose which solution idea they want to take to the next phase. The phase will be finalized by a input and feedback session with the Knowledge board, which helps the design teams to focus their process towards the building phase.

#### *Phase 4: Building and evaluating 1:1 prototypes (4 days)*

In the final phase, the design teams will design and build a 1:1 prototype based on their solution idea and they will test the model throughout the process. Finally the 1:1 prototypes are presented and evaluated by stakeholders and experts who will choose which prototypes they want to use for further development and implementation.

The process will be finalized by a presentation and evaluation session with the Knowledge board (and other invited stakeholders) focusing on how the knowledge and concrete results can be carried out and implemented in the existing and future governmental schools in Uganda.

Parallel to the design process, the facilitators and stakeholders from UNAPD and from the Knowledge Board will develop a strategy for implementation and scaling of the best prototype. The strategy will include concrete guidelines for the implementation and scaling process and will be formalized in the form of an MOU with the Ministry of Education and Sports by June 2016.

### **C.5 Sustainability**

After the project being successful, it's hoped to be sustained in the following ways;

- The project final output will be a prototype accessible pit latrine for CWDs, which by nature of being a structure will have to be based on an architectural drawing. Being in a school setting, it's within the mandate of Ministry of Education and Sport to approve and disseminate the required drawings of this structure to all District Education Departments (DED). Therefore if the Ministry appreciates and adopts this project both in terms of drawing and even the real structure in all projects for latrines in schools, it will mean that DED will have to incorporate such drawings in their plans and budgets at district levels. This will guarantee the continuity and sustainability of this project in all future similar constructions. Its one of the most realistic long term strategy of sustaining the project.
- Secondly, the capacity built during the co-creation process of the different participants including the students (both Ugandan and Danish), will be an indication of continued professional development and transfer of skills. The participants involved will be ambassadors of change in all projects of constructing facilities for CWDs or PWDs in general.
- UNAPD being the leading Non-Governmental Agency in advocating for improved accessible environment for CWDs/PWDs will be instrumental in enforcing the campaign even after the expiry of the project. It will even achieve more results if the regulations/guidelines for the Building Control Act (2013) which are in the pipeline have clear indicators for accessibility since the Accessibility Standards are already part of the Act.

### **C. 6 Assumptions and risks**

#### Key assumptions:

- The test group includes a variety of disabilities so the prototypes can meet different types of needs
- The project is actively supported by all primary partners and stakeholders especially KCCA, the school management and the Ministry of Education and Sports
- The preparations including the construction of the pit latrine building and the pit is carried out according to the timetable

#### Risks:

- That the pit latrine building and the pit is not ready when the co-creative workshop begins.
- That the test group is too limited regarding the disability challenges the children have
- The Ministry does not fulfill their part of the agreement, so disability latrines will not be considered important among the constructors of schools

#### Steps taken:

- Regarding the physical preparations UNAPD will work closely together with KCCA and the construction company to secure that the time schedule is followed. The schedule operates with a construction period 1/3 longer than expected.
- Regarding the test group. The school management at Kyambogo Primary School knows that there are a larger number of children with severe disabilities in the neighbourhood which are not attending the school at the moment due to the lack of accessible sanitation. UNAPD will work closely with the school management to establish the test group according to the requirements we have.
- UNAPD will make sure that the ministry signed MOU to ensure the establishment of disability latrines at national schools in the future, in connection with the construction of new latrines.

## **D. PROJECT ORGANISATION AND FOLLOW UP (indicative length 1 ½ pages)**

### **D.1 Division of roles in project implementation**

#### **Partner roles**

The project includes two partners and each partner will have her own responsibilities.

**DHF** will be responsible to the Disability Fund for financial management, monitoring and reporting.

Under DHF are the two Danish Architect experts (Rie and Sille) will be the key facilitators of this project in Uganda. Their major role in the 21/2 weeks will be build the capacity, guide, advice and play a leading role on how the whole process of co-creation will be managed until the final output is achieved. They are responsible for the identification of the Danish students with the relevant background who will be part of the participants for the project and lastly to share an accessible drawing of a proposed latrine with Uganda counterparts. Rie and Sille also have to ensure that funds are disbursed to Uganda in time to enable the project be implemented in the stipulated time period.

**UNAPD** is responsible to ensure that the project take off smoothly and successfully implemented in Uganda. The role of UNAPD includes among others; identification of the suitable school for the project which meets requirements like being an inclusive school with some CWDs, with willing and positive management, strategically position to be a learning centre among others. UNAPD is responsible for ensuring that the architectural drawing of a latrine drawn in Denmark (by Rie and Sille) is shared and approved the Ministry of Education and Sports (MoES) and Kampala City Capital Authority (KCCA). UNAPD is responsible for identification of appropriate and reliable local craftsman's workshops both for metal and wood which will be engaged to mould metal and wood materials as may be required by the participants.

The project period will engage a number of participants both from Denmark and Uganda, therefore there is need to identify a hotel with the following indicators; accessible to PWDs, affordable to the project budget, strategically located inline with the identified school, able to cook both African and European dishes, UNAPD also has to ensure that the Ugandan participants are identified and informed in time to be guaranteed of their availability during the project period. These participants include the students and those from other relevant stakeholders like Ministry of Education and Sports (MoES), Uganda Society for Disabled Children (USDC), Uganda Society of Architects.

UNAPD is also be responsible to design strategies of scaling down this project in other areas of Uganda, either by writing other project proposals, strengthened advocacy campaigns, among others.

A team of three project staff will directly be responsible to coordinate the activities of the project and supervised by the Executive Director (Monica Nadiope). These include; UNAPD Project's Coordinator (Mukasa Apollo), 2 Project Officers (Sulaiman Mpagi and Kafeero Vincent)

## **D.2 Monitoring and evaluation**

Just like other projects implemented in partnership with DHF, there will be much emphasis the value of internalizing a practice of systematic monitoring in the organizational life of a partner. The nature of the project will involve a lot of learning, shared experience and practice. Therefore the successful stages of co-creation, best practices, shared experiences and methodologies will not only be a good tool for individual capacity building but also equally important for organisational learning, which can form a basis for future project designs and a guide to decision makers.

UNAPD has a well structured financial management system, project implementation guidelines, monitoring and reporting system. These will guide the project implementation and reporting back to DHF.

Being a short term project but aimed at producing an output, UNAPD will place emphasis on collection of stories of most significant change. This will guide and monitor the dynamics of learning, ongoing change and capture the usability of the facility through a pre-test by CWDs. It will also track the different successful stages of co-creation until the final output.

**Project monitoring will follow the following scheme:**

Immediately following the workshop Rie and Sille will submit an activity and a financial report to UNAPD and DHF. UNAPD will likewise prepare and activity report and a financial report on the Workshop activity, which will be submitted to DHF. These reports will be discussed at a debriefing meeting in Denmark between Sille, Rie and DHF.

Subsequently, UNAPD will report on follow up activities quarterly, beginning with quarter 3 2015 (July-Sep). Reporting will consist of a narrative and a financial report using the standard reporting deadlines, practices

and formats already established by the ongoing Capacity Building for Sustainable Development project. After the Sanitation Project terminates, reporting on remaining milestones will be included in the monitoring and reporting of the CBSD project. DHF will monitor and review progress on Sanitation project Indicators during the half year during the half year monitoring visits by our Program Officer Sven Hansen (upcoming visit is December 2015).

The estimated 25 hours for monitoring include the above activities: debriefing meeting in Denmark, Skype and Mail conversations with UNAPD, and hours used during monitoring visits to Uganda (Dec 15, May 16, and Dec 16). In the budget (attached) we have moved some Danish hours to "hours abroad" to more accurately reflect this.

## **E. INFORMATION WORK (indicative length ½ page)**

### **E.1 Project or partnership related information work in Denmark**

A DHF communication worker will participate in the workshop as a base for articles for the DHF member bulletin, social media and talks to DHF local branches. We think this event may be interesting enough that articles can also be placed in relevant external media. Media directed at the student bodies of DTU and Danish Design Schools will be targeted. This project will contribute 50% of travel costs for the CO and his helper. DHF will find funding for his salary and the other half of the travel costs.

### 3. Budget summary

Please provide a summary of the main budget items. A detailed budget with notes must be submitted in the annex 'Budget format'. See also "DPODs guide on how to budget for the Danish Disability Fund".

NOTICE: Remember to click on all the tabs in order to fill in all the spread sheets.

Budget summary		Currency
Indicate the total cost (i.e. including contributions from the Disability Fund as well as others)	<u>499.289</u>	DKK
Of this, the Disability Fund is to contribute	<u>499.289</u>	DKK
Of this, indicate the amount to be contributed by other sources, including self-funding by the Danish organisation or its local partner, if any		
Indicate total cost in local currency	<u>229.672.988</u>	UGX
Indicate exchange rate applied	<u>460</u>	

Main budget items:	Full amount	Financing plan	
		Of this, from the Disability Fund	Of this, from other sources
1. Activities	371.067	371.067	
2. Investments			
3. Expatriate staff			
4. Local staff	15.130	15.130	
5. Local administration	4.212	4.212	
6. Project monitoring (by the Danish organisation)	11.250	11.250	
7. Evaluation			
8. Information in Denmark (a maximum of 2% of budget line 1 - 7)	10.000	10.000	
9. Disability compensation	8.000	8.000	
10. Budget margin (a minimum of 6% and a maximum of 10% of budget line 1 - 9)	41.966	41.966	
11. Project expenses in total (budget line 1 - 10)	461.625	461.625	
12. Auditing in Denmark	5.000	5.000	
13. Subtotal (budget line 11 - 12)	466.625	466.625	
14. Administration in Denmark (a maximum 7% of the subtotal 13.)	32.664	32.664	
15. Total	499.289	499.289	



## 4. Annexes

### OBLIGATORY ANNEXES

The following annexes must be submitted by post as well as electronically:

- A. Organisational factsheet (for the local partner organisation(s))
- B. Budget format

Please note that annex A should be filled in and signed by the local partner. The signed factsheet can be submitted in a copied/scanned version.

The following annexes regarding the Danish organisation must be submitted electronically, if not already submitted to DPOD:

- C. The organisation's statutes
- D. The latest annual report
- E. The latest audited annual accounts

**SUPPLEMENTARY ANNEXES:** for example reports and analysis that directly support the project's objectives and rationale (max 30 pages)

Annex no.	Annex title

**Notice:**

*The application form inclusive of annex A – B must be submitted electronically and in print in one copy. If annex A is completed in Spanish or French, please enclose a Danish or English translation.*

*All annexes should be submitted in a format allowing easy photocopying (i.e. no magazines, books, newspaper cuttings - but A4 copies of relevant excerpts thereof).*