**THE CIVIL SOCIETY FUND**

**development interventions**

**Right to inclusion and livelihood:** improved access to education and social resources for youth with disability in the Kenema district of Sierra Leone



**Engineers without Borders Denmark & Opportunity Training Centre Sierra Leone**

Application 2019

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# LIST OF ACRONYMS

EWB-DK Engineers without Borders Denmark

DHF The Danish Association of the Physically Disabled

DPO Disabled Persons Organisation

MGT Management at the OTC (board of directors, management/admin staff)

OTC Opportunity Training Centre

OYLP OTC Young Leaders Program

NCPD National Commission for Persons with Disability

PDA Persons with Disability Act of 2011

PWD People with disability

SB Student body at the OTC (enrolled, graduated and potential students)

SLUDI Sierra Leone Union on Disability Issues

TB Teacher body at the OTC (staff, volunteers)

UNCRPD United Nations’ Convention on the Rights of Persons with Disability

UNSDG United Nations’ Sustainable Development Goals

YWD Youth with disability

**Outline**

Despite legislation in Sierra Leone being more and more inclusive of PWDs and educational plans focusing on improved access to education for children with disability, a vast gap exists between policy and actual implementation. Especially in the rural districts like Kenema, access to education is little to none for youth with disability. The Opportunity Training Centre (OTC) is one of very few providers in the area providing youth with disability a possibility to obtain basic vocational education and life skills for free, which can help them create an independent future. As one of the oldest Disabled Persons Organisations in Sierra Leone, the OTC has become a strong voice towards government regarding fulfilment of the rights for people with disability. At district level, it is seeking to reach the able community and district government in order to raise awareness on the marginalised situation of the youth with disability and the possibility of training that OTC offers.

To reach the project’s objective on inclusion and awareness of people with disabilities’ situation, particularly in relation to access to education, the project partners will focus on improved education, empowerment of the youth, outreach and awareness raising among rights-holders and on advocacy towards duty-bearers. The rights-holders in this project are the persons with disability (primarily youth) in the Kenema area, their families and the communities as a whole, and activities will aim to raise their knowledge on the socio-economic rights of persons with disabilities, especially the right to education. Duty-bearers such as local, regional and national authorities, ministries and others stakeholders and decision-makers will be the target for advocacy related activities, aiming to increase their sense of responsibility for service delivery and inclusion of this marginalised group.

# Objective and relevance

## What is the objective of the intervention?

This project aims to contribute to the fulfilment of the right to education, the right to livelihood and access to resources for people with disability in Kenema, Sierra Leone, as set forth in the UNCRPD[[1]](#footnote-1) and the UN Sustainable Development Goals (SDGs). This will be done through working with local partner Opportunity Training Centre (OTC) on advocacy and outreach regarding the rights and inclusion of persons with disability into society, and through strengthening their position as a provider of education and skills training to establish a livelihood and thereby immensely improve living conditions for this marginalised group.

Engineers without Borders Denmark has since 2017 worked together with the OTC in Kenema, Sierra Leone. The OTC is a vocational training centre that offers basic education and skills training for youth with disability in the Kenema area, giving them an opportunity for an independent future. The partners have been working together on improving the infrastructure and physical conditions at the training centre and on strengthening organisational capacity and management at the OTC. Building on these previous efforts, this project has the objective to further strengthen the OTC in becoming not only a well-established training centre providing solid opportunities for a strongly marginalised demographic group, but also in consolidating their position as a strong actor and advocate for the rights of PWD in Sierra Leone. This will be achieved through the following immediate objectives:

1. Higher number of students enrolled at or graduated from the OTC
2. Enhanced capacity for outreach and advocacy
3. Organisational development (improved management, organisation and governance)

### UN Sustainable Development Goals

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| --- |
| **SDG and connection to this project and long-term vision** |
| Billedresultat for un sustainable development goal 4 | **#4 Quality education**Access to education offered at OTC - improved skills, physical frame and capacity. |
| Billedresultat for un sustainable development goal 8 | **#8 Decent Work and Economic Growth**Improved livelihood strategy for the disabled youth in the region. |
| Billedresultat for un sustainable development goal 10 | **#10 Reduced Inequalities**Fight marginalisation and inequality facing PWDs in Sierra Leone. |
|  | **#16 Peace, Justice and Strong Institutions**Organisational development of OTC with focus on good government, economic resilience and improved capacity.  |
|  | **#17 Partnership**Partnership (value and professional based) - transfer of knowledge and skills between OTC and EWB-DK. |

## How does the intervention contribute towards strengthening civil society organising that promotes compliance with rights and equal access to resources and participation?

Due to its experience and scope, the OTC has a unique strategic position to become a strong advocate for the rights and inclusion of people with disability (PWD) in Sierra Leone, focusing on the Kenema district. Their main target group is youth with disability (YWD) in the rural districts, which they aim to reach through families and other ambassadors. The OTC therefore already mobilises civil society in many of their activities, and the aim of the project is to improve and systematise these efforts through outreach and advocacy. The capacity building activities in the project will enable the OTC to increase their outreach and advocacy activities. This is expected to lead to increased mobilisation and organisation of YWD, former students, families, connected communities or other affiliates, raise awareness and knowledge about the rights of PWDs and thereby strengthen civil society in engaging in matters related to this. During the project, the partners will establish a ‘young leaders program’ at the OTC focusing on education in rights and leadership, aiming to expand and empower the students’ knowledge on basic rights and creating a pool of potential future leaders of the disability movement in the country. Another aspect of the project is to document and systematise cases of discrimination and marginalisation of PWDs by state and non-state actors, and present the results as a way to engage the communities/civil society in the promotion of people with disabilities’ participation and access to society.

## How does the intervention contribute towards bringing about lasting improvements for poor, marginalised and vulnerable target groups?

The OTC provides an opportunity for an independent life for a target group that is excluded from most of society and represents some of the most marginalised people in Sierra Leone. The vocational training that the centre can provide delivers an immediate and direct benefit to the YWD in the area, and offers a skill they can utilise to establish a livelihood for the rest of their lives. For many of the students a first part of their education at the school consists of basic elements such as reading and writing as many have never been allowed to attend public schools. An education at the OTC therefore immensely improves their possibilities for a livelihood, independence and a life away from begging on the streets. To strengthen the OTC on an organisational level and improve its educational quality, in combination with improvements to their infrastructure, enables the centre to include even more students in their programs and give a larger part of this marginalised group a chance at better living conditions.

As the oldest disabled persons organisation (DPO) in the county, the OTC is already a beacon within the area of rights and inclusion of PWDs and has already gained interest from other organisations or associations with similar platforms (blind/dumb/deaf/war-wounded/amputees). It is the aim that the OTC will illustrate and create examples of advocacy experience and systematically share these with other DPOs in order to inspire or provide tools and approaches for outreach and advocacy. During the formulation and presentation of their 2019-2024 organisational strategy (funded by CISU, supported by EWB-DK) the OTC already did something similar and this was applauded and welcomed warmly. These activities will thus strengthen other DPOs in the area, which in turn will further contribute to lasting improvements for the target group. On a long-term perspective, strengthening the OTC in evidence-based advocacy and outreach will expand their reach, establish strategic alliances and increase access to government officials and programs targeting PWDs. In combination with documenting and presenting cases of discrimination or marginalisation, it is the aim that these elements establish an entry point for further political debate and policy proposals on regional and national level, in line with the national movement on the rights of PWDs, and contribute to lasting improvements for the target group.

## Describe the context of the intervention, i.e. the conditions prevailing in the intervention area which are expected to shape the intervention.

### Economic/social – focus on education

Sierra Leone is one of the poorest countries in the world and the country is still struggling to get back on its feet after the civil war. Sierra Leone remains a fragile state even after years of efforts for development, ranking as low as 184 of 189 on the Human Development Index[[2]](#footnote-2), and 60% of the population is estimated to live under the poverty line, with a concentration in rural areas. On their INFORM country risk profile[[3]](#footnote-3), results indicate that coping capacity is low. This especially concerns communication, infrastructure and access to health care, posing a correlated risk to health conditions and food security and creating a high aid dependency. Sierra Leone further suffered a major setback during the 2015 Ebola outbreak, also regarding the educational system, which caused delays in among other the implementation of the Education Sector Plan (ESP).

The provision of quality education is considered a key factor for the growth and development of Sierra Leone[[4]](#footnote-4). Children and youth with disability are especially disadvantaged when it comes to accessing education, and the eastern part of the country has the lowest rate (35%) of disability friendly schools4. According to a UNPFA report[[5]](#footnote-5), 63% of PWDs have never attended school. 24% have attained basic education (16% primary, 8% junior secondary), 6.4% have attained senior secondary school, 1.9% have attained technical or vocational education and 1.6% have attained Quranic education. All the other educational levels represent less than 1% of persons with disabilities. For 2% of PWDs, it was unknown whether they went to school or not. The trend shows that it is very difficult for persons with disabilities to continue their education after primary level.

### National legislation concerning PWD

During the civil war in Sierra Leone, civilians were left at the mercy of rebels, with the result that many people came out of the war with physical disabilities. There are very limited options for PWDs in Sierra Leone, as transportation generally is challenging and public support is basically non-existent. Social and economic conditions become especially challenging for people living with disability, as no public health programs targeting this group are effectively in place. Disabled persons are often discriminated against, and they are even more marginalised in terms of access to water and sanitation, education, livelihood and general access to society. Considering the overall struggle within development and economic growth, Sierra Leone has a long way to go before achieving inclusion of PWDs and securing basic rights of this especially marginalised group.

The Sierra Leonean Constitution of 1991 explicitly protects the rights of PWDs within areas of care, welfare and educational opportunities, with specific articles stating the promotion and safeguarding of welfare and security of marginalised groups, including the disabled, in care and educational facilities[[6]](#footnote-6). In 2011, the legal framework concerning the social protection and promotion of rights of PWDs considerably improved with the Persons with Disability Act. The 2011 Act largely reflects the UNCRPD, ratified in 2009. Responding to a clear call from the national DPO platform identifying a lack of actual implementation of the act, the National Commission for Persons with Disability was established in 2012, to ensure enactment. The NCPD Chairman is appointed by Government and must be a person with knowledge on disability issues. The board additionally consists of four PWDs representing the disabled community around the country, representatives from key government ministries and two partners; one local, one international. The NCPD collaborates with DPOs to ensure the well-being of persons with disability and prohibit discrimination and exclusion. The OTC is a constituent member of the NCPD and the Sierra Leone Union on Disability Issues (SLUDI). The advantage OTC holds at SLUDI is that since its inception the OTC has been represented on the executive board. The current Executive Director of OTC has served as District Coordinator in Kenema and the current SLUDI Secretary General is from OTC.

The latest government initiatives include ambitions to expand the existing social security programs at local level to include PWDs, the development of a ‘Transform Freetown Plan’ seeking to combat street begging by PWDs and provide accommodation and for the first time in Sierra Leonean history, the new National Development Plan for 2019-2023 includes a sub-cluster *Empowering Persons with Disabilities*. On regional level, a MOU has been signed with the republic of Guinea for South-South cooperation on the empowerment of PWDs. This enables sharing and transfer of knowledge and expertise in the field, and immensely contributes to addressing challenges faced by PWDs. Despite an advanced legal framework, the implementation felt and experienced by the disability community is less positive, confirmed by statistics on employment, housing and education for PWDs[[7]](#footnote-7). An important note is that legislation does not guarantee funding, and government budgetary allocation remains low. In its 2019-2023 plan, government has included that initiatives should be donor funded and thereby takes no financial responsibility nor commits to that services will be delivered by the state. Basic social and economic infrastructure for PWDs to grow and develop thus remains weak, and therefore constitutes a central focus area for the advocacy activities towards duty-bearers in this project.

### Local context

The Kenema district is located in the Eastern region of Sierra Leone, and is one of the poorest districts in the country. EWB-DK has worked in the Kenema district for several years on projects within WASH, sustainable energy, construction of rural health clinics, food security and waste management and the need for access to basic service delivery seems bottomless. Poverty and marginalisation is concentrated in rural areas, and conditions for disabled persons are increasingly challenging here. The Kenema district has the third highest number of PWDs in the country, and inclusion of this group into society remains weak7. In relation to the 2011 PDA, the Eastern Region Secretariat (covering also the Kenema district) has started some incipient work for the inclusion and empowering of PWDs, including the formation of a DPO Development Committee, observation of regular meetings, and attendance in radio discussions. Their work is however much restricted by a lack of funds/governmental budget allocations, as well as insufficient capacity on awareness raising and outreach activities. The ESR can however be valuable for reaching and establishing contact to strategic partners and stakeholders in this project.

EWB-DK has also worked on projects targeting PWDs specifically, and through these efforts has gotten to know the OTC. The OTC aims to be a strong actor in the advocacy and work for the rights of youth living with disability and has a goal to enrol more students and thus improve the livelihood of even more PWDs. To achieve this, the OTC has formulated an organisational strategy for 2019-2024, under supervision and support from EWB-DK and DHF and funded by CISU. This intervention builds upon the activities and achievements in this previous cooperation, and the vision and mission of their strategy. Through its work, the OTC fills an important gap in society by offering YWD a way to a sustainable future. They are one of very few options for PWDs in the area, and therefore strategically positioned to create lasting improvements for the target group. However, even though important steps have been taken for the OTC to reach even more youth these have been initial and more support is needed for the organisation to really consolidate itself and reach its potential as a voice and actor for the rights and inclusion of persons with disability. Teachers, management and students at the OTC have knowledge of many more disabled young persons in the rural areas surrounding Kenema, but lack of resources and a clear outreach strategy hinders the centre from reaching them. These persons therefore remain at home, are not aware of the existence of the OTC, and do no obtain basic nor vocational education.

# Partnership/partners

## Describe the experiences, capacities and resources of participant partners and of other actors, if any. If there has been previous cooperation, also describe how these experiences have fed constructively into the design of the proposed intervention.

### Experiences, capacities and resources of participant partners

EWB-DK

EWB-DK as lead international partner provides extensive experience in international project management and technical humanitarian assistance. EWB-DK has a membership base of 1300+ members with about 250 being actively engaged in various project and working groups. EWB-DK has worked in the Kenema area since 2009 on various technical development projects, has gained substantial experience with working within this context, and has furthermore established itself as a respected international partner that delivers results. EWB-DK has also worked on projects targeting PWDs in the Kenema district, for instance through a food security project in three war amputee townships, working together with the local Amputees and War Wounded Association on building a school and a health clinic in the community of Norway.

In prioritising its efforts to assist the most vulnerable groups in Sierra Leone and the Kenema district, EWB-DK initiated dialogue with the OTC in 2016, and the partnership has been built upon ever since. Early 2019, once the first CISU supported project activities with OTC started, a member of the EWB-DK project team completed an on-ground training session with the OTC regarding double-bookkeeping and the use of E-conomic, an online accounting system. The local partner has embraced this with outstanding delivery, and the Danish volunteer controller has been able to follow their accounting online from Denmark, and has provided support on an ongoing basis when necessary. The partners have thus taken important steps to ensure satisfactory, transparent and quality implementation of activities, ongoing as well as upcoming.

In order to secure adequate and relevant knowledge regarding disability issues in a development context EWB-DK has cooperated with The Danish Association of the Physically Disabled (DHF)[[8]](#footnote-8), to ensure that all special concerns in relation to this specific target group are taken into account. For the strategy development project, representatives both from EWB-DK and from DHF participated in the seminar where OTC presented its strategy and the Danish partners supported the facilitation of knowledge and experience sharing with multiple stakeholders from the disability platform in Kenema/Sierra Leone. In Denmark, representatives from DHF are part of the project group and thereby bring their knowledge and experience of target group specific challenges and needs.

Professional resources in the project group: EWB-DK’s volunteers

EWB-DK thus brings experience within organisational and financial management of international development projects as well as high-level resources in the form of knowledge and professional experience from its member base regarding technical and organisational matters. The project management team for this project offers skills and professional experience within project management, development of educational programs, experience with vocational education in West Africa, technical assistance and capacity building, financial management and controlling, and mobilisation and organisation of civil society, to name a few. Several members of the project team have been on-ground at the OTC for capacity building or joint formulation and development of this project and its activities. The project group consists of:

* Project Manager Erland Stubkjær esc@iug.dk (construction/technical training). Experience form Sierra Leone and Nigeria as manager/trainer at a vocational skills training centre for youth
* Ida Højgaard imhj@iug.dk (assisting project manager). Experience in WASH and has interned with EWB-DK in Sierra Leone in connection to activities at the OTC.
* Christina Juel Dietlefsen cjd@rts.dk (education/technical training). Experience in building/construction from Sierra Leone and as vocational skills trainer in DK
* Peter Fangel Poulsen fp@bauherr.dk (construction). Experience from Sierra Leone on construction and management.
* Carsten Koch ck@iug.dk (construction). Chairperson in EWB-DK’s building and construction network. Experience from construction and partner relations in Sierra Leone.
* Preben Byberg preben.byberg@gmail.com (POW education/training).
* Jakob Glarbo Møller jgm@iug.dk (POW education/training)
* Bo Neergaard Jacobsen bnj@iug.dk (WASH construction)
* Lars Falkenberg lfalk@iug.dk (economy/E-conomic)
* Hans Møller lemon@oncable.dk (DHF – rights and advocacy/organisational development)
* Steen Christiansen steen0199@gmail.com (DHF – rights and advocacy/organisational development)

OTC

As local implementing partner, the OTC brings its local knowledge. This consists of knowledge of local structures and authorities, local requirements and demand for educational programs, local demand for vocational skills, but most importantly; local conditions and possibilities for PWDs.

The OTC was founded by Mr. Ekundyor Scotland in 1994 with the purpose of supporting disabled people in their survival, with a focus on help to self-help. Shifting from a focus on polio survivors to including all types of physical disabilities, the organisation now focuses on ensuring dignified lives for PWDs by offering trainings and facilitating internships within different sectors, such as tailoring and sewing, blacksmith work, hairdressing, and on a small-scale also IT. There are currently approx. 60 students enrolled, and the staff consist of a board, management and teachers of approx. 20 persons. All persons at the OTC are living with a physical disability, including management and staff. The teacher staff and management furthermore work on a volunteer basis. When there is a small profit from the products sold through the various workshops, the staff receives a small stipend, but when there is not the teachers are motivated by the cause and their common struggle for a better situation. In all its activities with the OTC, EWB-DK has been very clear that it will not provide teacher salaries. This is both to avoid a change in balance and motivation for the teachers, but also because it is important for a sustainable growth that profits and income increase come from within the training centre, and not as an external factor that will not be upheld. This has been the foundation for all EWB-DK/OTC activities, and has been agreed on by both partners.

The OTC is an important provider of education for disabled people in the Kenema district, and one of the only options for them to learn skills that can provide them with an income and livelihood. The OTC therefore contributes to decreasing the social stigma and neglect of PWDs, by providing education and a livelihood and thereby increase their dignity and ability to become independent, and is an important actor in securing their human rights as set forth in the UNCRPD. In addition to offering skills training, incipient work on outreach/advocacy has been launched at the OTC, showing a willingness and eagerness to strengthen these capacities further. As the OTC is also conducting outreach activity and minor advocacy work, they are registered as an NGO at district level. The OTC thereby brings experience on working with outreach that can be built upon in this project. The various members of the OTC provide an astounding knowledge on PWDs in the area; not only in terms of who they are and where they are located, but also regarding their current access to public systems and social support. OTC’s current Director has a strategic insight in how to create the best possible opportunities for the centre and its students, and cooperates with the board and local stakeholders on making this happen.

During the implementation of previous and ongoing activities such as the strategy development and construction of a WASH facility and solar power system, the OTC has shown an impressive eagerness to learn and develop. With continuous follow-up and support from the EWB-DK project team, OTC has shown interest and progress in sustainable management and implementation of development initiatives, has delivered timely and high-quality results, and has been strategic in including local officials and stakeholders where necessary or impactful. During the activities in the partnership, the OTC has proven itself as a relevant and capable partner in working for lasting improvement of a vulnerable and strongly marginalised target group in the Kenema district. The ambitions at the OTC are inspiring, and the willingness to work for their vision even though resources are very limited is impressive. The OTC thus brings not only local knowledge of the context and conditions for PWDs, but experience with project management and implementation and a strategic position and network for realisation of the activities in this project.

For the purpose of this application, the different groups at the OTC will be divided as followed:

* Management (MGT): board of directors, admin/management staff
* Teacher body (TB): teacher staff and volunteers
* Student body (SB): enrolled students, graduated students, potential students and their families

OTC Strategy 2019-2024

In order to further develop OTC both as an educational institution but also as a platform for advocacy on disabled peoples’ rights, a strategy was developed during spring 2019. In a participatory and inclusive process, students, families and surrounding strategic stakeholders were involved in the process, each party contributing from its respective platform and experience, to formulate a holistic and comprehensive 5-year future strategy for OTC. With illiteracy rates being generally high in the country (above 70%) and worse-off in the rural areas of Sierra Leone, OTC’s role in providing technical vocational education and training becomes even more significant. The strategy has a vision to establish the OTC as a “*premier advocacy and empowerment DPO, dedicated towards contributing to the creation of a safe; healthy; educative and productive disabled population in Sierra Leone*”. The vision is supported by a mission to “*educate persons living with physical disabilities through livelihood skills training opportunities, promotion of social justice and inclusion to harness initiatives for holistic development”*. The core values of the strategy include:

* participation and inclusiveness at all levels
* accountability and transparency
* respect for an individual’s dignity
* gender equity and justice
* self-determination
* teamwork and collectivism
* voice for the voiceless

To achieve its mission, the OTC has formulated five strategic goals:

* Strengthen OTC’s organizational capacity to develop and implement high-impact advocacy and empowerment projects for PWDs
* Empowered technical and vocational skills training centre to deliver effective and efficient courses for students (mostly PWDs)
* Increased staff capacity to deal with current and emerging advocacy issues on disability rights and inclusion
* Managed strategic partnerships for the attainment of OTC’s vision and mission
* Strengthened democratic governance, human resource and financial management capacity of OTC to manage and implement prudent democratic practices as well as financial, procurement and human resource policies, procedures and systems

EWB-DK and OTC have sought to develop a strategic focus of the present intervention that supports the initiation of the rollout of the OTC’s strategic plan 2019-2024, and a main focus is therefore the capacity building of the OTC at all levels. EWB-DK sees the project as a catalyst for the OTC to enact its strategic goals regarding advocacy, and influencing the surrounding able society in favour of meeting PWDs’ rights

OTC’s strategy on inclusion

It is important to stress that the OTC is not too concerned about social or ethnic groups. On the contrary, the student base covers all social strata, though with a predominance of people living under the poverty line. OTC’s awareness on the triple discrimination of women with disability (being women, poor and disabled) constitutes a central focus in the caretaking of the female students and the wish to safeguard them. Finally, it is important to mention that the school does not have any entry requirements for its students. Because many students have never been to school, they start from an educational zero and will not be able to reach a level to obtain an accredited certificate. However, they are still enrolled at the school, as the OTC’s aim is life skills and equality in access to education.

### Previous cooperation

The partnership between EWB-DK and the OTC has so far consisted of several different aspects. The first activity was a fact-finding mission, and shipment of a container with donated equipment to Sierra Leone in December 2017, where the OTC received various equipment to improve their services. The OTC has expressed a deep-felt wish to become financially self-sustainable, and simultaneously increase their students’ ability for entrepreneurship after graduation. For this purpose, EWB-DK spearheaded a collaboration with 180° Consulting[[9]](#footnote-9) who, through research and multiple interviews with OTC management and strategic stakeholders in Sierra Leone, formulated a strategic paper analysing and presenting a business plan for the OTC and its students. The report has informed the development of this project, as several strategic elements aim at greater financial sustainability of the OTC, and at strengthening entrepreneurship as an exit plan for graduating students[[10]](#footnote-10).

The development of a business plan was followed by improvement of water and sanitation facilities and strengthening of the OTC’s physical facilities, financed by the Rambøll Foundation. The new WASH building was finished in August 2019, and it ensures that the OTC has disability-friendly toilets and showers. To improve stability of the various workshops at the school, a sustainable solar energy system is currently being established at the centre and is aimed to be completed September 2019. The WASH facility benefitted by a donation from the Danish company ICONO, which in collaboration with UNICEF has developed disability-friendly squatter-slaps for latrines. OTC is currently testing and reporting to ICONO and UNICEF on the use and functionality of the latrines. The activities in this application are part of a larger vision for the partnership between EWB-DK and the OTC, which includes several other activities in the upcoming future.

Simultaneously to the technical upgrades, EWB-DK in cooperation with DHF has supported the OTC in a strategy development process, with funding obtained from CISU. This has resulted in the formulation of an organisational strategy for the OTC in 2019-2024, where the organisation expresses its ambition to establish itself as a premier advocacy and empowerment DPO. For the ambitions in the strategy to be achieved, the OTC will need to be increasingly strengthened at organisational level, and improve the quality and capacity of their educational program. The first CISU funded cooperation enabled some important steps in this direction. However, as mentioned these were only initial and for the OTC to really reach its potential, more capacity building is needed.

## Roles and areas of responsibility of the partners and of any other actors.

EWB-DK as lead implementing partner will:

* be the main responsible administrative partner in the initiative, supervise project implementation, monitor progress and results and report to donor(s) on implementation,
* be responsible for overall financial management and secure sufficient local capacity to manage funds (administrative capacity building)
* facilitate and ensure the quality of the planned activities, assist with organisational capacity building and advise on technical matters
* continuously ensure that the Danish project management team includes representation of the target group/PWD community, to secure and maintain relevant and first-hand experience and input on the needs, challenges and priorities among the target group
* provide the technical and professional knowledge necessary to lead the OTC Young Leaders Program (OYLP) modules

EWB-DK’s volunteers will be present and conduct specific training where it is deemed that they hold better, more advanced and innovative methods then would be possible to identify at local level. This concerns for example the training on electronics and sustainable energy, and experience with student involvement in the school’s decision-making, applying the Danish democratic and transparent model of school management. This has already been successfully conducted previously, and will give a highest possible outcome of training.

OTC as local implementing partner will:

* be responsible for local implementation and daily management of activities, in close dialogue with EWB-DK
* secure local administration of funds and activities and provide local progress reporting
* continuously identify relevant actors working with disability issues in the Kenema area
* mobilise and include their staff and students to contribute with their particular knowledge and experience
* contact and secure the support from the NCPD’s office in order to secure their presence and support during the initiative
* facilitate local contact to vital stakeholders to be engaged in the initiative (local authorities, former students, local chiefs, health and educational institutions and particularly other DPOs in the region)

## How will the intervention develop the relationship between the partners?

The project will consolidate EWB-DK and OTC’s joint knowledge and relevance for working with the rights and inclusion of PWDs in Sierra Leone, and confirm the partnerships’ relevance and capability as an actor for improved conditions for YWD in the Kenema district. OTC’s longstanding experience working with marginalised PWDs will contribute to a solid and relevant intervention from EWB-DK’s perspective and enhance its knowledge on working with inequality, individual and organisational empowerment from a rights-based approach. The value added and the qualitative gain OTC obtains in the partnership is EWB-DK’s experience in applying strategic service delivery as a tool for civic mobilisation and a rights-based approach to development. EWB-DK’s strategic offer to the partnership is its high technical skills, its members’ experience with development contexts and the ability to transform the actual activities in the project to experience-based advocacy. EWB-DK has also demonstrated its strategic advantage in facilitating new and important partnerships for the OTC, like with the development of the business plan with 180° and the exchange of experience with DHF. It is believed that EWB-DK due to its technical focus will hold a comparative advantage in order to foster a dialogue with technical educational institution and the private sector. Hence, EWB-DK provides a possibility for the OTC to reach beyond the Kenema district and to foster national and international new partnerships to further its strategic goals. The partnership in itself has already generated significant international cooperation with benefit for all parties. EWB-DK has recently established a corporate partnership with architecture and engineering consultancy firm Arup Denmark, who is placing its staff available to design a future student hostel building at the school.

In conclusion, the partnership represents a value based and professional international cooperation, focusing on the transfer of technical skills, values of transparency, democracy, good governance and the formation of strategical (international) alliances, and the activities in this project will further consolidate and strengthen the partners’ position for this.

## How will the intervention contribute to the partners acting as a catalyst?

The OTC will grow as a school and organisation and, under the guidance of the Danish project team, become stronger on an organisational level and in developing international relations. The OTC will furthermore strengthen their position within the PWD community by harvesting experience both from international partners, but also from national actors and stakeholders within the DPO platform. Based on the OTC’s extensive networking in Sierra Leone, the experiences, results and methods will be shared with other DPOs in the country. The main platform will be the district level information and knowledge sharing meetings, to be facilitated by the initiative amongst the DPOs.

The openness and sharing of knowledge facilitated in the recent strategy process was highly applauded by the other DPOs in the Kenema district, and the present project will utilise this positive response to foster a continued sharing of knowledge and coordination at district level. The relations to local authorities are well established and the OTC operates in a local enabling environment politically speaking. At national level, the OTC’s long-standing membership with the Sierra Leone Union on Disability Issues (SLUDI) is instrumental to foster coordination and to act as catalyst for the activities in the project. The systematic outreach and the development of a stronger communication platform (SoMe/homepage) is envisioned to make issues more visible. This is expected to place more pressure on local and national government to fight discrimination in public programs, and to allocate more resources to the education and livelihood programs for YWD.

# The target groups

## Describe the target groups’ relevance in view of the objective pursued and set out their role/participation in the intervention.

As the initiative is to improve the fulfilment of educational and livelihood rights for YWDs, the *primary target group* consists of three groups; the student body (enrolled, graduated, external and potential), the teacher body (staff and volunteer) and management at the OTC. Working with all groups secures an immediate specific result for the participating students (enhanced skills). In the future, it is the expectation to increase the student base to 100, with a 50/50 gender division. A *secondary target group* consist of external actors that are involved either through cooperation with the OTC or as targets for awareness raising and advocacy. This includes families of PWDs, local communities, local government/official authorities, other DPOs, former students and other educational institutions in the area.

## Describe the composition of the target groups, specifying the number of persons in the primary and secondary target group disaggregated by gender, social group and, if relevant, ethnic or other affiliation.

Primary beneficiaries:

* Students at the OTC (currently 60+ persons aged 17-30, 60% male/40% female) – estimated to be 100 by the end of project
* Students enrolled in the young leaders program, inclusive from other Kenema based DPOs (30 persons, 50/50 male/female (20 students from OTC, 10 from other DPOs in the region))
* Teachers at OTC (currently 10 persons – 80% male/20% female)
* Management and board (currently 10 persons – 60% male/40 % female)

Secondary beneficiaries

* Citizens of Kenema through local radio and TV (210.000 inhabitants)
* Local businesses (50): to be approached in order to facilitate technical internships for students at school and thus labour market inclusion
* Educational institutions (3): university and vocational skills (tertiary or above) in Kenema
* Government officials (100): line ministries at district and national level (health, education and social security) to be approached concerning advocacy for inclusion and implementation of the social rights of PWD
* Other DPOs (50 representatives)
* Former students (potentially 400 persons however realistically it is difficult to obtain contact to all as they are scattered all over the country with limited channels of communication to the OTC)
* Local rural authorities and headmaster at local schools (50): to be approached for awareness raising and advocacy for inclusion
* Rural families at community level (500): to be reached as targets for awareness raising on the right to education and family rights

## Describe the partners’ legitimacy vis-à-vis the target groups and as champions of the target groups’ cause.

The OTC was founded by a group of disabled persons headed by Mr. Ekundyor Scotland in 1994 with the purpose of supporting disabled people in their survival. The school is the oldest existing DPO in the country. In Kenema, it is the far most vocal and organised with a strong “spill-over” potential to support other DPOs in their learning process of available resources. The OTC intends to include all types of physical disabilities in the mere future and does not discriminate on ‘type’ of disability. The organisation now focuses on ensuring dignified lives for PWDs by offering trainings within different sectors, such as tailoring and sewing, blacksmith work, hairdressing and ICT, which is scheduled to start in the 2019/2020 academic year. Due to its outreach and advocacy work it has developed into a hybrid between a traditional school and a DPO with a more advocacy and rights based approach. The OTC does not have a constituency with the right to elect the board and management. However, there is a strong focus on creating more involvement, engagement and direct participation from the current and former student base. In connection to the strategy development, a SWOT analysis was completed analysing the OTC’s current position, its strengths and weaknesses for reaching its ambitions and is attached below, demonstrating their legitimacy towards the target group.

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| * A legally constituted and registered DPO, operating as a local NGO
* Office Space and workshops strategically located hence can access basic social amenities (water, electricity, market/ shopping centers) as well as other strategic partners and services (MBBSE, MSWGCA, KDC, SLRC, TEC, UNICEF, NASSIT, Police Station, banks etc.) easily.
* OTC - SL is owned and managed solely by itself (polio survivors)
* Have strong lobbying and advocacy skills
* Partnership with state and non-state actors on issues affecting PwDs in Kenema Township.
* Have reasonable trained members of PWDs in various skills available at the center and are now self-reliant.
* Help change mind set of and public perception about PWDs particularly in Kenema.
* Have good team work.
* Can tap individual talents, skills and opinions through discussion and collaboration.
* Reliability and resourcefulness to community through services provided or rendered to members of the community.
* Meaningful contribution to community development project and aspirations.
 | * No Website available to publish OTC-SL’s activities
* Limited management and administrative capacity to set-up adequate internal control processes, systems and procedures
* Limited outreach activities to facilitate programme visibility
* Lack of highly skilled teachers to meet the growing global technological trend.
* Lack of modern training and learning equipment and materials.
* Limited resource to meet the high number of PWDs in vulnerable rural communities (accommodation, feeding, Medication and transportation)
* Inadequate academic requirement by trainers to access scholarship opportunities slated for PWDs in government owned or assisted tertiary institutions
* Mobility constraints in terms of assistive devices
* Limited teaching and research skills utilized by trainers due to their level of academic qualification
* Lack of a clearly defined succession plan
 |

# Strategy and expected results

## Describe the intervention’s objectives, activities, expected outputs and indicators to be applied.

The overall goal of the project is to improve the livelihood of people living with disability through a focus on youth and education (vocational skills training). Results and activities are presented in an LFA matrix below.



|  |  |
| --- | --- |
| **Results/outputs** | **Activity** |
| 1.1 | Enhanced knowledge and capacity of teacher body to deliver quality education | 1.1.1 | Educational needs assessment and development of training/ teaching materials and methods/pedagogy |
| 1.1.2 | Technical training and capacity building of teacher staff in order to deliver quality technical education  |
| 1.1.3 | Training in accelerated learning methods for adults  |
| 1.1.4 | Upgraded training equipment for the various technical workshops |
| 1.1.5 | Development of a maintenance manual/routine for technical equipment |
| 1.1.6 | Training in income generation and business management |
| 1.2 | Increased enrolment and provision of a higher quality education enabling students to enter either a formal educational track or obtain work after graduation | 1.2.1 | Establishment of communication and coordination (MoU) with other schools in the area – exchange visits – lobbying for free education at the schools |
| 1.2.2 | Awareness raising at community level towards parents, schools and local traditional leaders about OTC offer on education,  |
| 1.3 | Improved physical space for learning | 1.3.1 | Improvement of existing class rooms/learning facilities |



|  |  |
| --- | --- |
| **Results/outputs** | **Activity** |
| 2.1 | Enhanced knowledge on national agenda on PWDs and social programs (MGT, TB and SB) | 2.1.1 | Coordination/meetings with regional/national office of NCPD and SLUDI (min. 30 meetings (one monthly). |
| 2.2 | Enhanced knowledge/capacity among MGT, TB and SB on how to advocate and conduct outreach activities  | 2.2.1 | Workshops with OTC administration members to assess strengths and weaknesses in current outreach practices |
| 2.2.2 | Mobilisation and organisation of affiliates of the OTC to participate and contribute to advocacy and outreach activities (MGT, TB, SB) |
| 2.2.3 | Development of an advocate strategy |
| 2.2.4 | A student database covering current and former students has been established and means of communication have been established.  |
| 2.3 | Individual empowerment of students: Young Leaders Program - students empowered within rights, values of inclusion and democracy and skills to become young leaders. | 2.3.1 | Development of a student council to represent students' interests at OTC towards management  |
| 2.3.2 | Identification of trainers, contracts and development of a curriculum on civic education within the (Young Leaders Program)  |
| 2.3.3 | Capacity building workshops (8 modules x 2 days) under the Young Leaders Program (OYLP) – civic education of SB and TB |
| 2.3.4 | Exchange program with young leaders from the Danish disability movement (in the frame of the Young Leaders Program) |
| 2.4 | Enhanced capacity for counselling, awareness raising and evidence based advocacy on PDWs’ rights | 2.4.1 | Office established for counselling students and families on social rights, tasks and responsibilities defined and counsellor hired |
| 2.4.2 | Formulation/production of plan and tools for identification and handling of counselling cases - systematic documentation |
| 2.4.3 | Training/provision of social counselling/protection and support to SB, families and others |
| 2.4.4 | Launch of annual report on cases documented by student counsellor |
| 2.5 | Outreach/awareness raising and information sharing | 2.5.1 | Awareness raising campaigns towards the general public and advocacy towards government agencies and ministries and the international donor community - targeting the educational sector and institutions.  |
| 2.5.2 | Knowledge sharing/demonstrating the strategies and results of OTC - acting as a motivating factor for other DPOs on regional and national level |
| 2.5.3 | Sharing of knowledge on SoMe - development of a school newsletter/small news feeds, others |
| 2.6 | OTC has enhanced capacity to communicate and advocate for the school and student's right to education | 2.6.1 | Development of a website/SoMe platform supported by the TB and SB to share information about the school |



|  |  |
| --- | --- |
| **Results/outputs** | **Activity** |
| 3.1 | OTC has enhanced its organisational and administrative capabilities and systems in order to be an efficient educational institution and advocate on behalf of its constituency  | 3.1.1 | Development of transparent management procedures and internal oversight mechanisms involving board of directors and management |
| 3.1.2 | Description of responsibilities of administrative positions and teachers (HR manual)  |
| 3.1.3 | Capacity building of selected members of the administration in project management |
| 3.1.4 | Implementation of new income generating activities at school |

Indicators

*Regarding immediate objective 1:*

Output 1.1:

* Curriculum has been formalised and training materials exist for all thematic areas at the school supported by a defined pedagogical approach and guidelines. Means of verification (MOV): trainings and maintenance manuals produced, relevant equipment in workshops

Output 1.2:

* OTC has formalised it relation with at least two other formal educational institution in the district, securing space and free education for its students and for its teacher body. MOV: MoU signed with local educational institutions.

Output 1.3:

* 50 rural communities (teachers, chiefs and parents) are aware of the offer OTC has for the youth with disability. MOV: documented community awareness sessions/lists of participants
* 40 more students are enrolled at OTC (equal amount of female as male students). MOV: student database

*Regarding immediate objective 2:*

Output 2.1:

* OTC’s management has participated in 30 regular meetings of national or regional SLUDI and/or NCPD’s office. MOV: records of meetings

Output 2.2

* A student database covering current and former students has been established and means of communication have been established. MOV: electronic database with information on current and former students

Output 2.3:

* 80% of the enrolled students in the OYLP program graduate. MOV: student database/certificates
* OTC has developed a student body with bylaws, regular meetings and representation of the students at the school board. MOV: governing bylaws and list of participants/records of meetings
* OTC has developed a curriculum for the OYLP covering civic education targeted YWD, has evaluated the material and adjusted accordingly after end of first cycle of the OYLP. MOV: trainings program and material developed and adjusted according to lessons learned

Output 2.4:

* School counsellor has engaged in 100 cases and documented the claims systematically. MOV: electronic logging of each case.
* Annual report produced and launched publically (online and hard copy). MOV: annual report.

Output 2.5:

* An advocacy and outreach strategy has been developed, 20 radio programs have been developed by the students along with 20 short documentaries on inclusion in the educational system and livelihood skills amongst YWD. MOV: recordings of programs.

Output 2.6

* OTC has developed and regularly updates it website and SoMe platform. MOV: public access to an OTC website and Facebook profile

*Regarding immediate objective 3:*

Output 3.1:

* OTC is managed through a set of specific guidelines, which are transparent and accessible for all students, teachers, board of directors and other partners. MOV: public access to school policies and guidelines – posted on website.
* OTC has strengthened its economic sustainability through the application of at least two of the initiatives outlined in the business plan produced by 180°. MOV: estimation of a 20% increase in income – accounting records
* OTC has undergone its first external local audit. MOV: publication of local audit report
* OTC has produced its first annual report (activity and financial). MOV: publication of annual report online and in 300 hardcopies yearly.

## Describe the interlinkage and balance between capacity development, advocacy and possible strategic deliveries (the Development Triangle).

The elements of the intervention are tightly linked insofar that the students’ training and capacity building aims at awareness raising and training in advocacy and communication tools. The training/education at the school is transformed into advocacy activities conducted by the school/students. Hence, capacity building/awareness raising of the students is transformed into tangible results and products (story of self/documentaries/media appearances/debates) used to conduct both awareness raising and advocacy towards the surrounding society, from the poor rural family to the district level politician. The educational components and the physical improvement of the learning environment are equal to a strategic service delivery insofar that the students have a right to free education in the public system, which they get fulfilled through the offer of education that the OTC provides. The physical investments in the project are to create a more enabling, disability-friendly learning environment for the students and make the facilities attractive also for external students. A development triangle illustration can be found in Figure 1 below.

The OTC has for many years performed/delivered social counselling to its students and families. The enhanced ability for student and family counselling is both linked to a direct service to the students and their families, however it also constitutes an important strategic component in order to raise awareness on needs, discrimination and marginalisation. The documentation of the cases is valuable for the advocacy work to be conducted towards duty-bearers at family level or political/administrative level. The documentation of cases and the use of the information as advocacy material is central to reaching the objective on fulfilment of rights of the PWDs. Specific political targets for advocacy are

* to hold government accountable on[[11]](#footnote-11):
	+ its commitment to support 60 technical and vocational training centres for the empowerment of PWDs nationwide (national development plan)
	+ inclusion and engagement of DPOs for the realization of free tertiary education at universities and colleges as well as free medical services for PWDs in all government hospitals, as provided for in the 2011 Act
	+ Establish contact and foster collaboration with financial institutions (government programs and private sector) to explore opportunities for the provision of business loans to students and graduates of the OTC (LAPO Micro Finance, Finance Salone etc.)
* link graduates with institutions that provide business support services such as the [Sierra Leone Investment & Export Promotion Agency](http://sliepa.org/) and Sierra Leone Produce Marketing Company Limited (both government institutions), as platform for them to market their business proposal or seek professional advice.



Figure 1 Development Triangle

## How are priorities, plans and resources existing within the context taken into account?

The initiative rests on a joint analysis of the strategic vision of the OTC, how it is linked to the political context and the identified strategic opportunities to be harvested in the surrounding context. The OTC will structure and implement its advocacy work working closely together with the existing platform of SLUDI and the NCPD’s office at regional and national level. The OTC will also seek to consolidate the incipient dialogue with the educational institutions in the region in order to develop MoUs securing free education for its students. The collaboration on accelerated learning with the Eastern Polytechnic Institute is identified as a potential entry point for further collaboration. Enhancing the OTC’s teachers and students with technical knowledge from Danish resource persons is also foreseen to foster an enabling environment with small-scale businesses/service providers in Kenema in order to support their intake of interns from OTC. In addition, it is worth mentioning that EWB-DK also holds good relations with the Polytechnic Institute via former donations and training of teacher staff and with small-scale technical service providers in Kenema. In conclusion, the initiative is closely linked to national plans on PWDs’ rights and targets very specific provisions and policies at national level working from within existing platforms.

## What possible factors (risks) may hinder or delay fulfilment of the intervention’s objective? And what are the conceivable solutions aimed at mitigating the risks concerned?

* *Lack of ownership* can be caused if activities are implemented too rapidly with insufficient capacity to build upon each other, or if MGT or TB become unfamiliar or overwhelmed by new structures. To mitigate this, well-planned preparation of activities and a realistic timeline is included to ensure sufficient capacity building at every step. The OTC has already demonstrated a high capacity for implementation and administration, and it is expected that the risk for lack of ownership is low.
* *Lack of interest* among teachers can lead to staff being unwilling to work on a voluntary basis and thereby avoid their responsibilities. To avoid this, clear definitions of responsibilities and salary structures will be formulated and as mentioned previously, any increase in salary should come from within the OTC and will not be provided through the project.
* *Corruption or mismanagement of funds* can include theft of tools/equipment from the workshops, or the emergence of side tracking of income. Security measures will be installed to avoid theft, and further training in E-conomic and transparent accounting is deemed to minimise the risk of corruption. The OTC has so far excelled in the use of E-conomic, and this is only expected to improve.
* *Sustainability* can be challenged if activities at the OTC expand to a level where staff cannot keep up, if the OTC is unable to increase their part of a national DPO platform or if graduating students only go back to a marginalised position in society. To mitigate these risks and increase sustainability of activities, cooperation/alliances with DPOs in the area is a priority and will connect the OTC with others networks and movements and sign MOUs with the NCPD office and other DPOs. Timely and thorough investigations for professionalization and expansion of business activities will be central for financial management, separating educational from production activities.

## Describe how and with which methods the intervention is to be carried out so as to make it likely to lead to the objectives defined, including how the role as a catalyst has been considered.

The activities are arranged around methods of: strategic service delivery and technical capacity building; organisational capacity building; facilitation of an affiliated structure; knowledge exchange/networking and advocacy. These approaches are combined to ensure a holistic approach, to establish a solid platform for the OTC to conduct its important work from and to ensure local engagement, commitment and ownership.

1: Strategic service delivery and technical capacity building

Improvement of educational facilities is a strategic service delivery in the project, applied to create an enabling learning environment and make the OTC an attractive option for students. The delivery of the actual education can also be seen as a strategic service delivery insofar that is an inherent right currently unfulfilled by the state (duty-bearer).

*Sequence of technical capacity building/education:*

After an initial presentation of the project to the students, affiliates, other DPOs in Kenema and local state and district stakeholders, the TB and MGT will conduct a survey on specific training needs in each of the technical areas offered by the school. The technical training of the TB will have the duration of one year and will have the character of on-the-job training involving both students and teacher staff. Technical training will be combined with training in accelerated adult literacy, as many students are at an educational zero when starting at the OTC[[12]](#footnote-12). The OTC’s current pedagogical approach is based on the notion that everyone has a personal and professional potential for development. Education is practice-oriented and aims to strengthen the student’s ability to connect theory and practice. This requires teachers to take a point of departure in the individual student’s academic and personal qualifications, which vary a lot among the students. To enable the teachers to provide the students with feedback and motivation for continued learning and talent development, they will benefit significantly from pedagogical capacity building, and training in accelerated learning methods. Parallel to the development of training material and curriculum for technical vocational training, the physical environment will also be improved to host a more learning and disability friendly environment. Technical courses are organised and facilitated by EWB-DK volunteers, local consultants and school staff. Teaching material will be developed and adapted to the (low) level of literacy of students and other beneficiaries.

2: Capacity building/individual empowerment

All current training and capacity building is action and experience based in the sense that students and teachers apply and obtain knowledge through activities in the workshops. This project will continue and build upon this successful approach and all activities aiming to build capacity or skills will take offset in actual activities at the school and make them relevant and practical. Capacity building will target all levels at the OTC (MGT, TB, SB), and will in some cases invite YWD not affiliated with the OTC to participate in activities. Areas of capacity building across the objectives of the project are:

1. *Improved educational skills and pedagogical skills*: capacity building of teachers in technical areas and in the delivery of the training.
2. *Introduction of strategic new learning areas:* sustainable energy in rural areas, operation and maintenance of technical equipment (SB and TB).
3. *Civic education* as educational component: Young Leaders Program (SB, MGT and TB). A particular element here is the establishment of a student body representation to form part of the board of directors.
4. *Outreach/advocacy:* improved outreach skills and strategies, mainly targeted community level and rural authorities (traditional and elected).
5. *Entrepreneurship*: financial sustainability for the OTC, improved exit strategy for students. The business plan developed by 180° Consulting in 2018 will be the point of departure. The approach will be linked to experienced based learning and involve formulation/support to minor community projects supported by seed funding.
6. *Strengthening of management and administrative skills* and practices/policies internally at OTC.

Young Leaders Program

The OTC Young Leaders Program (OYLP) will have a duration of 8 months and will involve 30 students per run (20 from OTC and 10 from other DPOs). It is a platform for empowerment where students can develop skills to become active citizens based on reflections on their social situation and their rights as PWDs. It will contain eight modules, each with two lessons:

* International and national framework on the rights of PWD
* Context and problem analysis on PWDs situation in Sierra Leone
* Gender/family rights analysis on PWD challenges
* Leadership training
* Advocacy training
* Project formulation/management
* Exchange visits with other youth driven DPOs locally and internationally with youth representatives from Denmark
* Formation of a student council with elected representatives to form part of the school board

Over the course of one program, students in the OYLP will be given the chance to broaden their critical thinking/reflection, communication skills and touch upon experience-based advocacy. Students will get to know themselves and their individual abilities and skills during trainings and sessions dedicated to the effects, implications and possibilities of personal action and development. Additionally, students will be required to conceptualise and undertake small projects in the connection to the OTC’s overall advocacy activities. This can be radio programs, writing articles or making short videos, and gives them a unique opportunity to explore and expand their influence, self-awareness and emotional maturity. The aim is that the program can contribute to students becoming dynamic, resilient leaders/voices for PWDs at community level and hopefully foster a next generation of DPO leadership.

Students and teachers at the OTC live and learn next to each other at the training centre, hence they have solid experience with a joint teacher/student learning process. Teaching is not only based on a specific skill, it takes point of departure in the specific context and situations of the students and teachers and as such, both students and teachers become wiser about their lives as PWDs. The OTC is therefore as much a school as a place where students and teachers become wiser about their common struggles as PWDs. To a certain extent, the setup much resembles the Danish *Højskole*. Along that thought, the aim of the OYLP is also to inspire all persons at the OTC to see their position as social beings and active citizens with the courage to develop and influence society. Due to its more context specific character, the program is envisioned to be delivered by national resource persons, with an international exchange with disabled youth from DK. A central benchmark of the project is the evaluation of the first batch of students in order to revise and adjust methods and material applied in the OYLP in order to run a second term.

3: Organisational development

The consolidation of a transparent and board-approved set of administrative guidelines and code of conduct will provide guidance and tools of good governance to the daily management of OTC in the delivery of education and in its outreach activities targeting affiliates (ethics, gender policy, child-safety policy, code of conduct for teachers, students and management, admin guidelines, anti-corruption policy amongst others). The organisational development will also target the democratic and inclusive governance of the school. Representatives from the SB will be included in the management of the school. In addition to institutionalisation of the daily management, OTC’s ability to guide and support the SB will be strengthened with the position of a counsellor. This support will be provided throughout the project and will also be a significant tool in the documentation of challenges faced by the PWD community. A final element in the organisational development of the school is the focus on financial sustainability, which has been a fundamental aim at the school since its establishment back in 1994.

*Sequence of organisational development:*

The first activity in the project will be an internal project launch seminar with participation of all students, management and board of directors at OTC along with the Danish partner(s). The project will be explained in detail to all stakeholders at the OTC and a detailed implementation plan will be agreed upon. Means of communication and reporting tools/schedules will be agreed on as well. Besides upgrading of educational skills and methods, the main components for organisational development are institutionalisation of management practices and enhanced ability to counsel YWDs and their families. A process for the hiring of a counsellor and the competency/task profile of the various positions to support the project will be defined jointly between the parties. Tools and instruments to document the cases addressed by the student counsellor will form part of an annual report to be presented to relevant authorities and through the NCPD. The report will be published at the school’s website and presented in advocacy efforts.

4: Facilitation of affiliated structures (student database)

The identification and systematisation of former students as an affiliated support structure is an important tool for harvesting experiences and continue awareness raising in the PWD community at large. The affiliated structure can provide a support network for graduating students, and facilitate communication (awareness raising/advocacy) in the surrounding society. The project will target former students and their families to establish ambassadors at community level and use their examples and experiences in the guidance of new(er) students. A database of students/others affiliates will be established at the OTC and will create a larger network of ambassadors. The database will allow the OTC to identify and present positive examples of how it is possible to break the chain of social exclusion and how to secure inclusion of PWDs in the work force and society as a whole. The former students are also to be seen as the consolidation of the OTC’s constituency and the group for whom the OTC speaks up. The database will be managed and run by the headmaster’s office and it will be the obligation of this office to involve students in gathering of data and systematise it in a database. The annual meeting will be used to communicate and engage with the former students and continuous messages/information will be conducted through SMS and the OTC newsletter.

5: Knowledge exchange/networking

Networking between DPOs is a vital instrument in order to facilitate knowledge sharing and a coordinated approach across organisations. Due to limited funding to the movement as a whole, it is important to share knowledge and make methodologies and experience known across the platform. This will secure that DPOs representing other pillars of the disability platform gain knowledge and inspiration to pursue their specific goals, and thereby strengthen the overall movement. The former strategy development project clearly demonstrated that communication and information sharing is vital in order to mitigate tensions between different organisations working on the issue. The exchange with DHF was also highly successful insofar that much inspiration on future strategic focus was developed during sparring with the DHF representative. Another exchange visit between is envisioned during this project.

*Sequence knowledge exchange/networking:*

OTC’s management participates on a regular basis in regional and national meetings called by DPOs, NCPD, government institutions and donor agencies. The project will also call for seminars to share information and to secure continued support and coordination amongst stakeholders, mainly other DPOs. Hence, the project will place a large focus and effort in a continuous dialog and information sharing with the organisations representing other sectors of the disability platform in Sierra Leone.

6: Advocacy

The public awareness raising activities combined with advocacy towards targeted public and private institutions aim to inform and gain public support for the full realisation of the rights of PWDs, from family level to national level. Ownership of the project among students and their participation and engagement are key elements for a successful advocacy approach. All activities on outreach, awareness raising and advocacy will therefore be linked closely to the OYLP.

The advocacy activities have a broad scope as they aim to address the rights of PWDs from an evidence-based approach, and aim at social welfare, government programs, line ministries and particular educational authorities. At community level, the awareness raising activities will target health committees, community chiefs/leaders, local school authorities (headmasters) and individual families. Based on the partner’s analysis of the legal framework concerning PWDs, it can be concluded that there exists an overall positive political climate towards the issue in Sierra Leone, in the sense that legal frameworks exists and the special considerations needed for this demographic group are acknowledged. It is thus not expected that the advocacy activities in this project will face a hostile political response. The main instruments for awareness raising and advocacy will be the engagement of the OTC’s student body as ambassadors, the development of evidence-based case studies and the establishment of a SoMe platform for communication, campaigns and information.

*Sequence advocacy and awareness raising:*

As the formation of an affiliated structure is seen as instrumental for establishing a support network and ambassador platform, the design of a student database and the identification of former students and their current life situation will be launched as one of the first task in project. Connected to this, an initial activity is the development of an online platform for the communication of messages and news from OTC. The students will be trained in the development/maintenance of websites, Facebook platforms and how to best use these media via development of small video documentaries and news tweets. Within the frame of the OYLP, a task force of students will be established to produce a news feed and videos to homepage and SoMe platform, and will develop a periodic online newsletter. The newsletter is instrumental in reaching the affiliated structure of the school and for communicating activities and news from the school to a wider audience. Radio programs developed by students as part of the OYLP will run throughout the project period. Small documentaries from the activities at the school and at community level will be developed by students and launched at the SoMe platform during the project.

Exchange of methods and experience with other youth groups from the disability platform will be developed and an international exchange conducted with a DK based youth group (also with participation of other youth disability SL groups). Awareness raising outreach will be conducted to reach rural communities and community level teachers and chiefs. The publication of annual report on neglect, discrimination and marginalisation towards youth with disability by the student counsellor will be concluded twice in the project and is seen as a central instrument in advocacy. The report is to be distributed in hard copy and online.

## Describe the plans with regard to monitoring as well as systematisation and use of experiences both along the way and at the end of the intervention. If an external evaluation has been planned (obligatory for interventions above DKK 2 million), this should be described.

In order to enhance OTCs ability to monitor and identify results and effects due to intervention the project will launch a baseline based on outcome and output indicators and finalise project with an end line survey based on same indicators.

In addition to regular monitoring, key milestones are planned. After the end of the first cycle of the OYLP, EWB-DK and OTC will conduct a review of the performance of the educational components implemented at the school and of the awareness raising and advocacy strategies launched and implemented by the students. The review will use the indicators described in the LFA and in a pre-developed format. The indicators are among other the quantitative data related to the attendance of students, the specific activities launched under the advocacy strategy, the cases attended by the student counsellor and the number of outreach visits conducted at community level.

During the mid-term evaluation, the lessons learnt from the project’s first phase will be summarised in a narrative and financial project report in accordance with EWB-DK guidelines, exchanged with partners and serve as guideline for the second half of project. EWB-DK and partner OTC will apply online data monitoring of activities conducted at the school and in field. Hence, the implementing team at the OTC will be trained in using an online monitoring system (also functioning offline in field) to log activity and indicators for the activities during the project. The narrative reporting between partners will in the initial phase of the project be on a monthly basis with the aim to reach a point where bi-monthly reporting is adequate and sufficient (supported by the continued online monitoring of activity). The financial reporting is monitored on a continued basis, as the project group will have access to online revision of expenditures and bookkeeping in E-conomic. Transfer of funds depends on a 100% upload of documentation of former expenditures and presentation of a budget for the subsequent transfer funds.

* **Description of end evaluation:**

End evaluation will be a participatory investigation conducted by an external local consultant combined with the data from the end line survey and data generated from the projects Monitoring & Evaluation (M&E) system.

The end evaluation of the outcome will rest on two pillars

Pillar I.) *Participatory survey and focal groups/individual interviews with beneficiaries and other central* stakeholders. During the elaboration of the recent OTC five-year strategy, the organization and the hired external consultant conducted such a participatory survey in order to obtain input to the strategy development. Hence OTC has by now obtained an incipient experience with this tool.

Pillar II.) *Compilation and desk study of data gathered through the project M&E system*

Desk study will investigate the information generated during the project amongst other through the compilation and analysis of data monitoring information (View World), midterm evaluation and the regular project reporting from OTC management. EWB-DK has generated a solid experience with other SL partner in the application and use of View World, hence we are confident the system will be a valuable tool also for OTC in the systematization of information.

The experiences and results at outcome and output level will be systematized and documented through the end evaluation where bot qualitative and quantitative results and changes will be documented.

During the project it is envisioned to use visual SoMe tools (small personal cases documented through video and radio) these will form part of the documentation of the results of the project as well. The Project will also finalize with a participatory event of dissemination with the aim to transmit the results and lessons learned to beneficiaries and stakeholders.

# Phase-out and sustainability

## How will it be ensured that neither local partners nor target groups are left in an inappropriate relationship of dependency when the intervention period expires?

The phase out is to be divided on two levels; the OTC (teachers/management/running costs of the school) and the individual student.

OTC

The general strategy is equipping the OTC and the students with improved technical education along with improved understanding of rights from the civic education in the OYLP. All activities in the initiative are ‘stand alone’ activities insofar that it is expected that the OTC can integrate the new knowledge, method and skills into its current curriculum without a need for economic support after the end of the project. The educational training cycle of the OYLP, has a foreseen duration of 8 months. It is the intention that the project will run two full terms of the program, support the adaption/lessons learned, and following support the launch of a second term.

The project will not boost the TB’s salary level (hence give teacher salary). The income generation and increase for the OTC must be indigenous and as a result of higher activity level in workshops due to more students and improved skills/quality in production, and income generation activities launched at OTC. The latter will be based on the business plan suggested by 180° in 2018 (training of external students, sale of computer lab times, sale of products, printing shop etc.). On the advocacy component, the OTC has a historically rich experience of conducting outreach and voicing the socially marginalised position of its students and larger constituency. Besides the newsletter and the SoMe platform the project will as such not introduce advocacy activities that have not to some extent already been conducted by the OTC. As the economic costs of continuing the use of the new platforms are limited, the issue of economic sustainability for these activities is not seen as problematic.

Student/individual level

The exit plan for the individual student rests on enhanced technical skills and the creation of an affiliated structure at the OTC. This will allow a closer contact to former students and secure sharing of knowledge, possibilities of entrepreneurship and capacity building to the benefit of both groups. The goal of signing MOUs with local educational institutions is also an important exit strategy for the individual student.

To further support a sustainable continuation of the activities, the students will not be offered stipends for attendance. The OTC has a firm strategy on economic viability based on sharing the income generated at the school, allocating 50% of the profit to the individual student and 50% of the profit to the OTC. It is a firm conviction that this approach must be upheld in order to secure a continued focus on production and entrepreneurship. It is important for the project not to create a financial dependency on project activities that will damage the incentive of the individual student or the sustainability of activities. The project’s exit strategy is thus based on the assumption that the OTC will have developed skills and experience in conducting the activities/training as an integral part of their curriculum.

The exit strategy is designed to connect the individual student to the affiliated structure and to secure a continued contact to the OTC, and thereby involvement in the activities conducted at the school. The project does not entail the launch of a loans/savings program. However, if results are satisfactory in terms of improved access to public education, improved technical skills and improved ability to launch small-scale enterprises/success to government support programs, a phase-out strategy including a loans/savings program for the students should be considered as a possibility for a second phase of project, as recommended by the business plan produced for 180°.

## How is the intervention envisaged to lead to lasting improvements for the target groups?

It is expected that a larger part of YWD obtains a relevant technical education at the OTC, and that a larger part of the students is granted government supported free education at educational institutions in Kenema (for instance at the Polytechnic Institute). In an overall perspective, it is envisaged that after the project, the livelihood possibility is enhanced and social marginalisation decreased.

At the OTC it is expected that the quality, facilities and relevance of the education has been enhanced, which in turn will enable a higher intake of students and a higher quality of the delivery to the students. On an institutional level, the OTC is expected to finalise the initiative with a stronger identity as advocate for the rights of PWDs, particularly on livelihood and education. It is also the expectation that the institutional setup with transparent and more democratic management has been established.

## How can the strengthening of partners’ and other actors’ capacity be continued when the implementation period expires?

The continued exploration of synergy and joint activities with the disability platform as a whole in Kenema is instrumental in fostering a united and joint platform. The establishment of channels of communication, institutionalised meetings between the DPOs and the sharing of knowledge and opportunities are important for the continued growth of the DPO platform and its-rights based work, and for the OTC in particular. The project has a strong focus on creating an enabling environment through the identification of strategic alliances to form part of and deliver training and capacity building at the OTC. The OTC is to nurse these relationships beyond the duration of the project.

# Planned intervention-related information work in Denmark

EWB-DK conducts information work on all its activities in Denmark, aiming to raise awareness among Danish youth and the overall society regarding development and international projects. For this purpose, EWB-DK participates at job exhibitions and cultural events (*DSE messe, Ajour, Kulturnat*) with exhibitions about Sierra Leone and EWB-DK’s work, showing examples of technical solutions for sustainable development. EWB-DK further communicates through various platforms, including SoMe, websites and newsletters (EWB-DK, IDA’s *Viden der styrker*, *Verdens bedste nyheder*).

# Supplementary financing

EWB DK will provide 50.000 DKK for the renovation of the classrooms in order to support the infrastructure for improved education. The supplementary financing is secured at the time of submitting the application. EWB-DK does not see the supplementary financing as a prerequisite for implementing the activities, however improvement of the learning environment will significantly improve the esteem and the environment of the students and make the school attractive with respect to income generation activities, such as computer training/hair dressing and vocational skills training.

# Annex I: Project timeline

1. UN Convention on the Rights of Persons with Disability [↑](#footnote-ref-1)
2. <http://hdr.undp.org/en/countries/profiles/SLE> [↑](#footnote-ref-2)
3. <http://www.inform-index.org/Portals/0/InfoRM/2019/Country_Profiles/SLE.pdf> [↑](#footnote-ref-3)
4. <https://www.globalpartnership.org/sites/default/files/2018-10-sierra-leone-esp.pdf> [↑](#footnote-ref-4)
5. United Nations Population Fund Thematic Report on Disability and Education (2015) [↑](#footnote-ref-5)
6. Article 8(3)(f) regarding care and welfare and Article 9(b) regarding security and educational facilities [↑](#footnote-ref-6)
7. United Nations Population Fund Thematic Report on Disability and Education (2015) [↑](#footnote-ref-7)
8. https://danskhandicapforbund.dk/da/ [↑](#footnote-ref-8)
9. <https://180dc.org/branch/copenhagen/> [↑](#footnote-ref-9)
10. https://drive.google.com/file/d/1ct8YButKGAgD5vAgkKBVHHF8l58ILyET/view?usp=sharing [↑](#footnote-ref-10)
11. <http://www.moped.gov.sl/wp-content/uploads/2019/03/Medium-Term-National-Development-Plan-Volume-I.pdf> [↑](#footnote-ref-11)
12. <http://www.education.gov.sl/PDF/Diretorate/Non-Formal%20Education%20Directorate.pdf> [↑](#footnote-ref-12)