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 **UNPRPD R2 – PHASE 2 SUPPORT**

**Name of Project: Promoting the rights of persons with disabilities**

 **Country: Uganda**

# PART 2. PROJECT PROPOSAL

## Introduction

In keeping with Article 24 of the CRPD, and General Comment 4 of the CRPD Committee, in the first phase of the UNPRPD project in Uganda significant advancements were made towards facilitating access to inclusive education in Uganda for children with disabilities through the creation of an enabling policy environment and piloting a model for the creation, dissemination and use of accessible learning materials for the primary school students. The project aimed to address one of the key barriers to inclusive education resulting from the inaccessibility of core learning materials through the use of assistive technology and creation of accessible learning materials. It did so in the close collaboration of the Ministry of Education and Sports, the Ministry of Ministry of Gender, Labor and Social Development (MGLSD), the National Information and Technology Authority, key DPOs such as the National Union of Disabled People of Uganda (NUDIPU); Uganda National Association of the Blind (UNAB); National Council for Higher Education (NCHE); National Library of Uganda; Uganda Technology & Management University (UTAMU); Publishing companies.

The UNESCO Model Policy on Inclusive Information and Communication Technologies in Education, serves as a possible audit tool for Member States to identify their current progress in relation to key objectives and actions. In Uganda, the audit pointed to the need for new policy instruments to facilitate access to information. As a result, 3 policy instruments were developed: the Annex on the use of assistive technology and accessible learning materials to the Draft Policy on Inclusive Education, Accessible ICT procurement Policy and Guidelines for creating accessible publications. In Phase II, following further technical inputs, these policies are expected to be approved by Top Management and the Cabinet. The process will also be supported by the Policy Board and Management Committee established through the UNPRPD projected composed of a range of stakeholders, including DPOs. The policy analysis and tools that were drafted through the support of the project are owned by the National Information Technology Authority and other stakeholders and a real engagement exists to populate further and make use of the tools for policy decisions and on the ground interventions. Furthermore, in phase I materials (textbooks) pertaining to the primary school curriculum were produced in alternative formats, tested and deployed in pilot schools along with the associated capacity building necessary for learners, teachers, teacher educators, parents and the local community on the use of accessible learning materials and assistive technology.

Three main potential elements for consolidation and scaling up proposed in Phase II are:

1) Advocacy and provision of technical support for the adoption of the policy instruments (Accessible ICT Procurement Policy, Guidelines for creating accessible publications, ICT and Disability Policy and Draft Policy on Inclusive Education) that have been formulated in the first phase of the project and for the ratification of the Marrakesh Treaty;

2) Building capacity and evidence on the use of accessible learning materials to advance inclusive education with a view towards scaling up operationalization, distribution and capacity of key stakeholders such as teachers, special educators, publishers, parents and children with disabilities

3) The monitoring tool for the use of inclusive technology will be populated and used for policy decisions and implementation of targeted interventions.

Total budget allocated for Phase 1: US$ 349,890.

## Objectives and expected results

### 2.1 Expected impact (there will be only one such table in the programme proposal)

|  **Impact** |
| --- |
| Girls and boys with disabilities are able to better access information and inclusive education through an enabling policy environment on ICT, disability and education and the enhanced availability of accessible learning materials. |

### Impact Indicators

| **Indicator\*** | **Baseline\*** | **Goal\*** | **Means of verification** |
| --- | --- | --- | --- |
| Number of policy instruments adopted as a result of technical expertise of the Policy Board and Management Committee and impacting the approximately 2.5 million children with disabilities (42% girls and 56% boys with disabilities) in Uganda.  | 0 policy documents developed in Phase I adopted | 3 policy documents developed in Phase I adopted | Top Management Minutes |
| Improved learning achievement of the targeted children (girls and boys) in the 20 primary schools piloting the development and use of accessible learning materials. | TBD (baseline survey) | TBD | Field reports/ classroom assessments and tests. |
| Ratification of the Marrakesh Treaty so that more learning materials can be adapted to accessible formats. | Treaty not Ratified | Marrakesh Treaty ratified by Uganda | Document of Ratification |

*\* Please provide sex disaggregation here and where relevant please include gender responsive indicators.*

### 2.2 Expected outcome

| **Outcome 1** |
| --- |
| An enabling policy environment for the use of Assistive Technology to ensure Inclusive Education and Access to Information. |

### Outcome 1 Indicators

| **Indicator\*** | **Baseline\*** | **Goal\*** | **Means of verification** |
| --- | --- | --- | --- |
| The Policy Board and Management Committee comprising representatives of women and men with disabilities ensure the adoption and monitoring of the implementation of the 3 frameworks for Assistive Technology to ensure Inclusive Education and Access to Information. | 8 meetings in Phase I. | 12 meetings of the Policy Board and Management Committee. | Minutes of the Policy Board and Management Committee. |
| Ratification of the Marrakesh Treaty so that more learning materials can be adapted to accessible formats. | The Marrakesh Treaty is not ratified | Marrakesh Treaty Ratified | Report of consultations.  |
| Enhanced capacity of relevant government officials and parliamentarians to implement the 3 policy frameworks and production and procurement of accessible materials. | Baseline information will be collected at the start of the project. | 80% of government officials and parliamentarians report enhanced capacity to implement the 3 policy frameworks and production and procurement of accessible materials. | Pre and post training/sensitization forms. |

*\* Please provide sex disaggregation here and where relevant please include gender responsive indicators.*

### Outcome 1 Expected Outputs

| **Formulation** | **Tentative timeline**  |
| --- | --- |
| * 1. Input on queries on the 3 policy documents
 | June 2017 |
| * 1. 4 Marrakesh Treaty Consultations ensuring the meaningful participation of rural and urban Ugandans, DPOs and women with disabilities (50-50 gender ratio).
 | October 2017 |
| 1.3. 2 Capacity building initiatives on Assistive Technology to ensure Inclusive Education and Access to Information | March 2017 and July 2017 |

| **Outcome 2** |
| --- |
| Model for production and use of accessible learning materials piloted and evidence built for further advocacy and scale up through systemic capacity building of key government stakeholders, teachers, special educators, publishers, parents and children with disabilities |

### Outcome 2 Indicators

| **Indicator\*** | **Baseline\*** | **Goal\*** | **Means of verification** |
| --- | --- | --- | --- |
| No of government stakeholders, Disabled Persons Organizations (DPOs), Children with Disabilities (CWD) and their parents trained on the use of Assistive Technology to ensure Inclusive Education and Access to Information. | 954 (582 female and 372 male) stakeholders including DPOs are aware of inclusive accessible materials in the 20 schools communities reached | Additional 950 (450 female and 500 male stakeholders trained in effectively use accessible learning materials. | Training Implementation reports. |
| Teachers and special educators with strengthened practical and pedagogical skills in the use of accessible assistive technology in pilot 20 schools |  % of teachers and special educators with enhanced competence and confidence in the use of ICTs to support the learning of pupils with disabilities in their classroom.  | % increase of teachers and special educators with enhanced competence and confidence in the use of ICTs to support the learning of pupils with disabilities in their classroom. | Implementation reports.School visit support supervision tools and reports. |
| Evidence base on the impact of use of accessible learning materials for inclusive education | Impact of the use of accessible learning materials not yet reviewed and evaluated. | Data available on the use of accessible learning materials including a gender analysis of the impact and use of assistive technology.  | M and E Report available on policy tracking tool.Report on impact evaluation |

*\* Please provide sex disaggregation here and where relevant please include gender responsive indicators.*

### Outcome 2 Outputs

| **Formulation** | **Tentative timeline**  |
| --- | --- |
| * 1. School communities including parents and Children with Disabilities in additional 20 schools sensitized on the use and availability of accessible learning materials
 | October 2017 – June 2018 |
| * 1. Hands on support supervision provided by teacher training institutions and DPOs to teacher educators, teachers and special educators on the use and usefulness of accessible learning materials in creating better learning outcomes.
 | May 2017 – October 2018  |
| * 1. The current accessible learning materials reviewed incorporating final feedback generated key stakeholders including teachers, special educators, parents, DPOs and MoES for submission for approval by the Ministry of Education and Sports.
 | November 2017 – August 2018 |
| * 1. Impact evaluation on children with disabilities, spin offs on children without disabilities, teachers and parent conducted with DPOs participation and including a gender analysis on the use of accessible learning materials and recommendations provided to inform future undertakings and scale up.
 | October 2017– December 2018  |
| * 1. Development of a knowledge document based on the pilot and the impact assessment, capturing the whole process, shifts and impact on learning.
 | October – December 2018. |

| **Outcome 3** |
| --- |
| Effective monitoring of the use of Assistive Technology to ensure Inclusive Education and Access to Information mainstreamed. |

### Outcome 3 Indicators

| **Indicator\*** | **Baseline\*** | **Goal\*** | **Means of verification** |
| --- | --- | --- | --- |
| Expanded and representative data in the monitoring tool for the use of inclusive technology to be further populated. | Limited information and use of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information. | 50% increase in information on Assistive Technology to ensure Inclusive Education and Access to Information in Uganda. | Online policy tracking tool. |
| Capacity of stakeholders in the Policy Board and Management Committee on the use of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information. | 50% of stakeholders in the Policy Board and Management Committee report enhanced capacity on the use of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information.  | 80% of stakeholders in the Policy Board and Management Committee report enhanced capacity on the use of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information. | Training reports. |

*\* Please provide sex disaggregation here and where relevant please include gender responsive indicators.*

### Outcome 3 Outputs

| **Formulation** | **Tentative timeline**  |
| --- | --- |
| * 1. The monitoring tool for the use of inclusive technology is populated with additional information following advocacy sessions.
 | November 2017 |
| * 1. Development of guidelines for the usage and population of the monitoring tool
 | November 2017 |
| * 1. 3 Trainings for NITA-U, Ministry of ICT and DPOs on the use and population of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information.
 | April, June, August 2018 |
| * 1. Monitoring of data entry for improving data quality
 | January to October 2018 |

## Management arrangements

**Implementation arrangements**

| **Outcome number** | **UNPRPD Focal Point** | **Implementing agencies**  | **Other partners** |
| --- | --- | --- | --- |
| 1 | UNESCO | UNESCOUNICEF | National Union of Disabled People of Uganda (NUDIPU);Uganda National Association of the Blind (UNAB);Ministry of Education and Sports;Ministry of Gender, Labor and Social Development (MGLSD);National Library of Uganda;United Nations Development Programme (UNDP);Uganda Publishers Association;Uganda Technology & Management University (UTAMU);National Information Technology Authority (NITA) |
| 2 | UNICEF | UNESCOUNICEF | National Union of Disabled People of Uganda (NUDIPU);Uganda National Association of the Blind (UNAB);Ministry of Education and Sports;Ministry of Gender, Labor and Social Development (MGLSD);National Curriculum Development Centre (NCDC);National Council for Higher Education (NCHE);National Library of Uganda;Uganda Technology & Management University (UTAMU);Publishing companies. |
| 3 | UNESCO | UNESCOUNICEFUNU | National Union of Disabled People of Uganda (NUDIPU);Uganda National Association of the Blind (UNAB);Ministry of Education and Sports;Ministry of Gender, Labor and Social Development (MGLSD);National Curriculum Development Centre (NCDC);National Council for Higher Education (NCHE);National Library of Uganda;Uganda Technology & Management University (UTAMU);United Nations Development Programme;Kyambogo University Kampala;Publishing companies. |

The implementation of the three outcomes of the programme will be done in collaboration between the relevant UN agencies and programmes. All UN agencies and programmes will contribute with expertise within their mandates and capacities and collaborate with national Disabled Persons Organizations (DPOs), key government stakeholders and publishing companies to advocate for and promote the use of Assistive Technology to ensure Inclusive Education and Access to Information.

### Responsible parties

| **Outcome number** | **UNPRPD Focal Point** | **Implementing agencies**  | **Other partners** |
| --- | --- | --- | --- |
| 1 | Jaco du Toit, UNESCO | * UNESCO
 | Policy Board and Management Committee with participation of DPOs |
| 2 | Esther Akwii, UNICEF | * UNESCO
* UNICEF
 | The Ministry of Education and SportsKyambogo UniversityRelevant DPOs |
| 3 | Jaco du Toit, UNESCO | * UNESCO
 | NITA UMinistry of ICTUNU |

## National ownership, participation and partnership-building

Uganda has signed and ratified UNCRPD as well as the Optional Protocol, therewith expressing its commitment for persons with disabilities. The proposed programme will be carried out in close cooperation with the two key ministries, the Ministry of Education and Sport, and the Ministry of Gender, Labor and Social Development. National Disabled Persons Organizations (DPOs), such as the National Union of Disabled People of Uganda and the two relevant ministries will be stakeholders of the programme that have come together in a Policy Board and Management Committee meeting on a quarterly basis to review progress, provide leadership and coordination. The Policy Board and Management Committee reflect already a positive 50% participation of women representatives. The committee will provide technical guidance of the programme and advocacy support to all activities, leveraging results in the enabling environment. The Policy Board and Management Committee will also strengthen existing partnerships and capacity.

Persons with visual and hearing impairments and their representative national DPOs will play a crucial and instrumental role in the implementation and the evaluation of the proposed programme, as they will be directly involved in the implementation of the programme.

### Meaningful participation of persons with disabilities

| **Meaningful participation objective** |
| --- |
| * Persons with disabilities are actively engaged in the governance and implementation of the UNPRPD project
 |

### Indicators- Meaningful participation of persons with disabilities

| **Indicator\*** | **Baseline\*** | **Goal\*** | **Means of verification** |
| --- | --- | --- | --- |
| Participation and input to the adoption 3 ICT, Education and Disability policy instruments. | 50% of designated members in all meetings of the Policy Board and management Committee. | 80% of designated members in all meetings of the Policy Board and management Committee. | Minutes/reports. |
| Participation in Marrakesh Treaty Consultations. | Limited participation in all Consultations. | Full participation in all Consultations with 50-50 sex ratio. | Consultation Reports. |
| The monitoring tool for the use of inclusive technology to be further populated. | Limited information and use of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information. | Full participation in populating the monitoring tools. | Online policy tracking tool. |
| Training on the use of the policy tracking tool on Assistive Technology to ensure Inclusive Education and Access to Information. | No of targeted training for DPOs in Phase 1. Baseline:12 | 1 additional dedicated training for DPOs so that they can demand action based on data generated by the tool. | Training reports. |

### Long-term UN engagement in the area of disability rights

|  **UN engagement objective** |
| --- |
| The rights of persons with disabilities is mainstreamed into annual workplans of the UNDAF and priority SDGs as identified by the government of Uganda as well as their implementation as a result of the standards and tools developed by the Project. Input from DPOs will also be sought in the establishment of the annual workplans. |

### Indicators- Long-term UN engagement in the area of disability rights

| **Indicator** | **Baseline** | **Goal** | **Means of verification** |
| --- | --- | --- | --- |
| Standards developed, promulgated and monitored on accessible content for Inclusive ICTs in Education | Draft regulatory frameworks developed and monitoring tool established | Regulatory frameworks adopted, implemented and monitored | Government Gazette and monitoring tool data |
| Learners with disabilities can access an inclusive, quality primary education on an equal basis with others in the communities in which they live  | Support for the development of the Inclusive Education policy is the current UNDAF as an undertaking. Technology for development of accessible learning materials will be incorporated within the new policy. | The use of assistive technology to promote access to information and inclusive education incorporated in the new policy. UN relevant UN agencies support scale up of accessible information and learning materials for ALL persons with disabilities | UNDAF reports and UNDAF evaluation reports. |

## Knowledge generation and potential for replication

A cornerstone of the programme is the generation of localized instruments and knowledge and capacity building as well as awareness raising. In keeping with the programme's aim to support the establishment of a strategic coalition of major and relevant stakeholders, all activities carried out will be conducted with shared knowledge of the processes and objectives. This collaborative approach will enhance the knowledge of issue areas, effective systems for achieving solutions and strengthen capacity among the stakeholders.

Through capacity building and awareness raising for key government stakeholders and parliamentarians, teachers, special educators, publishers and parents and the subsequent formulation of a policy and guidelines for the use of assistive technology and devices, Inclusive Education and Access to Information will be pursued. The awareness and capacity building for Disabled Persons Organizations (DPOs), and parents groups of children with disability will allow them to more effectively demand their rights in education and access to information. Knowledge about the development of accessible learning materials and the potential and use of Assistive Technology by learners with disabilities in the classroom to ensure Inclusive Education and Access to Information will be captured in advocacy materials and documentary capturing the whole process to showcase the experience of the UNPRPD project in Uganda piloting the use of accessible learning materials and ICTs and the impact of the same on enhancing inclusion in education and learning.

The creation of educational material in accessible formats for visually and hearing impaired persons will be combined with the creation of training educational materials for DPOs, key government stakeholders and teachers. The training materials will be used during the training activities foreseen in the programme, and will remain available for other interested users as Open Education Resources (OER).

Ongoing monitoring and feedback on activities will be ensured through the use of the U-report system and the policy tracking tool, which allows for ongoing knowledge building and also adjustment of the programme activities if needed.

## Budget

*Please use the template below, based on the format approved by the UNDG Financial Policy Working Group, to provide overall budget information. Please also utilize the attached Excel spreadsheet to provide a budget breakdown by fund recipient (Sheet 1) and by outcome (Sheet 2).*

*Please provide only a consolidated budget for the project (not for each agency separately) and use the format below, these are the latest budget categories as per UNDG guidance.*

| **Category** | **Item** | **Unit Cost** | **No units** | **Total cost** | **Request from UNPRPD Fund** | **UNPRPD POs cost-sharing** | **Other partners cost-sharing** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Staff and Personnel Costs** | Internal Staff time | 733 | 60 | 43,980 |  | 43980 |  |
| **…** | Service Contract | 1027 | 12 | 12,324 | 12,324 |  |  |
| **Supplies, commodities and materials** |  |  |  |  |  |  |  |
| **Equipment vehicles, furniture depreciation** | Equipment (Daisy devices like Victor readers, plexytalks, computers, solar systems and projectors) | 279.41 | 20 | 5,588 |  | 5,588 |  |
|  | Maintenance of assistive technology equipment 6 projectors, 40 classmate laptops, victor 17 reader streams, 20 solar power systems.  | 2,400 | 3 | 7,200 | 7,200 |  |  |
| **Contractual Services** | External trainings on the tracking tool usage and implementation of policy tools | 3,559.25 | 4 | 14,237 | 14,237 |  |  |
|  | Teacher training and support supervision in practical and pedagogical skills in the use of accessible assistive technology. | 10,000 | 5 | 50,000 | 40,000 | 10,000 |  |
|  | Contracts for trainers and technical support | 11,848 | 4 | 47,392 | 47,392 |  |  |
|  | Meetings of the Policy Board and Management Committee | 3,000 | 3 | 9,000 | 9,000 |  |  |
|  | International evaluator of the accessible materials developed. | 20,000 | 1 | 20,000 |  | 20,000 |  |
|  | Documentary | 3,000 | 1 | 3,000 | 2,000 | 1,000 |  |
|  | Impact evaluation | 20,000 | 1 | 20,000 | 17,800 | 2,200 |  |
| **Travel** | Staff Mission Cost (UNESCO travel from Nairobi) | 1,294 | 8 | 10,352 | 10,352 |  |  |
|  | Staff Mission Cost (UNICEF) | 3000 | 2 | 6000 | 6000 |  |  |
| **Transfers and grants** |  |  |  |  |  |  |  |
| **General Operating expenses**  | Communication Utilities | 1,600 | 1 | 1,600 | 1,600 |  |  |
|  | Other supplies | 1,400 | 1 | 1,400 | 1,400 |  |  |
|  | Finance Cost | 2,000 | 1 | 2,000 | 2,000 |  |  |
|  | Office running Cost | 10,300 | 1 | 10,300 | 10,300 |  |  |
| **Subtotal** |  |  |  | 264,373 | 181,605 | 82,768 |  |
| **Indirect costs (7%)** |  | 12,712.35 | 1 | 12,712.35 | 12,712.35 |  |  |
| **Total** |  |  | […] | 277,085 | **194,317.35** | 82,768 |  |

*\*Please add extra lines to include more than 1 item for each budget category. Please include a separate row for each budget line, do not spilt or merge cells. This will help to preserve the accessibility feature of the budget table.*