FINAL REPORT

*Please always download the latest version of this format from the DPOD homepage before you start your report*

**B1 SMALL-SCALE PROJECT**

**(Less than DKK 500,000)**

**Must be submitted no later than 4 months after project completion**

 **– however, no later than 1st of April if the project is completed in December**

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| --- |
| **Front page** |

|  |  |
| --- | --- |
| **Date of submitting report:** |  |
| **Disability Fund ref. no.** |  |
| **Danish applicant organization**(primary grant holder) |  |
| **Contact person** | Name:Email address:Telephone no.: |
| **Other Danish partner(s)**: (if relevant) |  |

|  |  |
| --- | --- |
| **South partner(s)** |  |
| **Country(ies)** |  |
| **Districts / provinces / regions covered by the project** |  |
| **Project title** |  |
| **Project period** | According to the agreement:  | Actual project period: |
| **Forbrug** | Amount granted: | Amount disbursed: | Expenses: | Unspent funds: |
| **Language preference for response from DPOD** | [ ]  Danish[ ]  English |
| **Short summary of report in Danish:** (Max 200 words for DPOD’s website. Specify the purpose of the project, the most important results and lessons learnt.) |

*NB: You can choose to report partly verbally – see explanation next page.*

**Explanation**

**Verbal or written reporting**: A final report is required for all B1 (small-scale project) grants. You can choose whether you prefer to do the reporting:

- **in writing**, with detailed answers to the questions in this reporting form.

- **or verbally**, in which case you only need to submit **short bullet point-style answers**, which can then be elaborated in a meeting.

Your DPOD advisor will join the verbal reporting, with the possibility of the South partner(s) participating. At the meeting, the DPOD advisor notes down additional info. Notes and other material are included with the bullet point report as documentation on the grant.

Regardless of whether you choose the written or the verbal reporting, **you must fill in a form with numbers and short info on the target groups reached** (at the end of this document).

We also ask you to submit a few photos to document activities and/or results.

**When to submit the report**: The written report must be submitted to DPOD **no later than four months after the end of the project** and must cover the entire project period. This also applies to the bullet point-style report. However, if the project is completed in December, the final report must be submitted **no later than 1st of April in** order for the information to be included in DPOD’s annual Results Report.

**Purpose**: The information and reflections you provide are important and serve several purposes. First and foremost, the report covers your specific grant, documenting how the funds were spent, what the results were, and what learning you gained – positive and negative. In addition to that, the purpose is to learn how the Danish member organisation(s) has monitored, supported and collaborated with the South partner(s) on the project. Last but not least, the report feeds into monitoring, reporting and learning across the Danish Disability Fund.

**Note:** For the sake of clarity and brevity of the report, please delete these instructions and those at the end of the document before submitting the report.

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## Part I: Report (please provide comprehensive answers for a written report or bullet points as the basis for verbal reporting)

# Implementation

### How did the project implementation go? Were there any delays, unforeseen events or new opportunities? If so, please explain which ones and what impact – positive or negative – they had on the project.

## Results / success criteria

### What results[[1]](#footnote-1) / change are you most proud of, why and how have they been achieved? (Describe the results one by one)

Result 1

#### What is the result / change (who changed, how, where and when)?

#### Why is it important?

#### How has it been achieved / how has/have the South partner(s) contributed?

Result 2

#### What is the result / change (who changed, how, where and when)?

#### Why is it important?

#### How has it been achieved / how has/have the South partner(s) contributed?

Result 3.

#### What is the result / change (who changed, how, where and when)?

#### Why is it important?

#### How has it been achieved / how has/have the South partner(s) contributed?

### Please reflect - to what extent have you achieved your (other) goals or success criteria?

## Challenges, experience and learning

### What were the most important challenges in the project? (Anything that did not succeed, unexpected developments, assumptions that did not hold up, target groups that were difficult to reach, etc.?) Did they result in any adjustments to the project?

### What were the most important lessons learnt in relation to the project or the collaboration, and what advice would you give yourself if you were to run the project again?

### Did anything surprise you in relation to the project implementation and what would you like to know more about or understand better?

## Project monitoring

### How did the South partner(s) monitor the project?

### How did the Danish partner(s) follow up with the South parnter(s) on project progress, results and experiences? (monitoring trips, evaluations, learning workshops, etc.)

## Financial monitoring

### Did the audit of the South partner(s)’ accounts give rise to any comments[[2]](#footnote-2)? If so, please explain how you have responded to the auditor’s comments.

### Has the Danish partner carried out financial monitoring of the South partner(s) during the project period? If no, please explain why not. If yes, please describe:

* **when and how you carried out the monitoring** – did you use the MANGO handbook or any other tool as a starting point for the dialogue (briefly state what you covered and with whom):
* **the result of the monitoring and whether it resulted in any specific measures:**

### Has/have the South partner(s) received a visit from DPOD’s controller during the project period? If so, briefly describe what specific measures the South partner(s) has/have taken as a follow-up to the requirements or recommendations.

## Project collaboration

### How has the collaboration between the Danish partner(s) and the South partner(s) developed during the project period? Have there been any challenges, and if so, how have they been handled?

# Project relatered information

### If you received funds for information activities, briefly explain the purpose, outline the completed information activities / products (in bullet points), and insert links if relevant.

### Briefly describe the scope of the information efforts. Who was the target group and how many people do you estimate the effort to have reached?

### If you were to carry out a similar information effort again, what advice would you give yourself regarding the planning, implementation or follow-up?

## Part II: Annexes

**Required**

1. Project **accounts** (not audited).
2. **Target groups** reached – see part III.
3. Please attach a few good **photos** from your interventions. Give each photo a meaningful file name indicating: Country-organisation-year-activity.

**If relevant**

1. Any review, evaluation or other learning process to identify key results and learning from the project. Any list of actions points or management response developed as a result of this.

## Part III: Target groups reached

*[The purpose of this Annex is to enable DPOD to make an overview of how many and who benefitted from the work supported by the Danish Disability Fund. Only include the* ***PRIMARY target group*** *– i.e. those* ***directly*** *reached by the project interventions.*

*In order to capture all the target groups that you may, or may not, be working with, we have divided this annex into four parts; a) Rights holders, b) South partner structures, c) Duty bearers and d) Citizens. Please only fill out information on those relevant to this project.]*

**1. Rights holders/members (persons with disabilities and their immediate family)**

Indicate how many **rights holders / members** were reached across all project initiatives. Please see the instructions at the back for how to calculate this.

***Table a: Total number of rights holders / members and their families reached?*** *(please see instructions* ***[[3]](#endnote-1)*** *below)*

|  |  |
| --- | --- |
|  | TOTAL |
| **Persons** with disabilities*(add up numbers of all persons participating in all interventions supported through the project last year)* |  |
| Immediate **families/households** *(do NOT count individuals but number of families/households where one or more family members were reached)* |  |

***Table b: Breakdown of total number of persons with disabilities by sex and by age***

|  | Breakdown of totalBy SEX | Breakdown of totalBy AGE (estimate) |
| --- | --- | --- |
|  | Women | Men | Don’t know | Children (0-17) | Youth | Adults | Don’t know/  |
| **Persons** with disabilities |  |  |  |  |  |  |  |

*Age*: We do not expect you to know the precise age of participants, but ask you to make an estimate of which of these three broad age categories they belong in.

Please indicate which age group you define as youth:

Please check that:

* Women + men + don’t know = Total
* Children + youth + adults + don’t know = Total

***Table c: Rights holders reached – by type of intervention*** *(please see instructions in note* ***[[4]](#endnote-2)*** *below)*

| Indicate the main types of **longer-term** interventions  | Number reached |
| --- | --- |
| Persons with disabilities | Families /households  |
| Long term: |  |  |
| Indicate the main types of **short-term** **/ one-off** interventions (but no numbers needed) |
| Short term |

***Table d: Estimate of unique rights holders / members reached*** *(please see instructions in note* ***[[5]](#endnote-3)****)*

|  | Persons with disabilities | Families/ households |
| --- | --- | --- |
| Estimate no of unique (distinct/different) rights holders / members reached *(often the same person or household will be involved in different activities and will therefore be counted several time in table a, b and c above. But if you* ***only count the same person*** *or household* ***once*** *regardless of how many activities they have participated in, how many do you estimate you have reached in total)*  |  |  |

**2. South partner(s) structures**

Which organisational structures within South partner(s)’ organisation(s) received support for organisational development (OD).

***Table e: Partners structures reached with OD support*** *(please see instructions in note* [[6]](#endnote-4) *below)*

|  | Total | M | F | Briefly specify the main interventions |
| --- | --- | --- | --- | --- |
| Board members |  |  |  |  |
| Secretariat |  |  |  |  |
| Local leaders /branches |  |  |  |  |
| Others |  |  |  |  |
| (Helpers, translators etc.) |  |  |  |  |

***Table f: Local branches reached through project*** *(if any)*

|  | **Number**  | **Level**(province, region, district, other) | How many **supported via project**  |
| --- | --- | --- | --- |
| How many local branches does Southpartner have and at which level(s)  |  |  |  |
| Were any of these established during the project period |  |  |  |

**3. Dutybearers**

In this section we would like to get an idea of the work done in relation to different types of duty bearers during the project. In some cases this might be training of specific individuals, but mostly it would be through meetings, joint activities, joint agreements, presentation of position papers, campaigns etc.

***Table g: Duty bearers (decision-makers / service providers / other organisations) targeted or collaborated with*** *(Please see note* ***[[7]](#endnote-5)*** *below)*

|  |
| --- |
|  *Only include engagements which are supported in some way – big or small – by the project.* |
| List the main duty bearers you influenced / collaborated with / or actively targeted  | For each main duty bearer please mention what you are seeking to achieve/collaborate on:  |
| National level: |  |
| Sub-national level: |  |

**4. Citizens**

Did the project support activities targeting citizens, typically as part of addressing stigma (awareness raising activities)?

***Table h: Community members and general citizens reached*** *(Please see instructions in [[8]](#endnote-6) below)*

|  |  |
| --- | --- |
| **Interventions that target a specific group of people** (typically in the local community or environment of persons with disabilities) | Number reached (estimate) |
| Indicate the main interventions:  |  |
| **Broad information campaigns or other initiatives targeting the general public** (via traditional media e.g. radio, TV, newspapers, magazines, or via social media or other means of communication.) |
| Indicate the main interventions:  |

**Explanation (please remove this last section before submitting)**

1. By change we are not referring to the activities you carried out, but the change that was created: Who did what differently – where and when. You are welcome to mention results that were not planned or anticipated. [↑](#footnote-ref-1)
2. Auditors often write a Management Letter when an audit has been completed. This document is unrelated to the audit report and is addressed to the Board and managers. A Management Letter highlights the weaknesses identified in the internal control systems and makes recommendations for improvements. The organisation has the option to respond to the comments in the Management Letter and explain / describe how they will respond to the auditor’s recommendations. [↑](#footnote-ref-2)
3. **Number of rights holders / members**: In this first table you must provide **as accurate figures as possible** of how many persons with disabilities and (if relevant) how many immediate families you reached in total through the project activities last year. **Immediate families** should only be included if the project has engaged in activities specifically targeting families. You should not count individuals but the number of households that have been directly affected by or involved in the project.

Count the number of persons with disabilities or number of families that have participated in each activity and add them up so that you get a total of how many have participated across all member activities supported through the project. **Here are some examples**:

Here are some examples:

**Self-help groups (including loan and saving groups, sports groups, etc.)**: Count the number of people involved in the groups. Do not count how many times they met during the year or how many came to each meeting, just the total number of active members in the groups, as it is the membership or participation in a group that is the key issue.

**Training sessions**: Count the number of people who have participated in the different types of training. If a fundraising training course runs over 3 days, you should not count the participants three times, as it was the same course they participated in. But if you run two different types of training with different content and purpose – e.g. an advocacy training and later a fundraising training – then count the participants of both trainings, even if it was the same people who participated in both trainings, as the two trainings were two different interventions.

**Member activities**: If a local branch organises recurring activities / support for the same group of specific members as part of a long-term initiative, the participants should only be counted once, as it is the same activity. But when it comes to one-off activities such as a general meeting, a parade or a social event, count the participants of each event.

**Immediate family**: If your project supports families of persons with disabilities, and the support involves different types of interventions, count the number of participating families in each type of intervention. But remember you are counting families/households not individuals. [↑](#endnote-ref-1)
4. **Type of intervention:**

The purpose is to distinguish between long-term/comprehensive initiatives that are expected to have a greater impact on people's lives (eg. participation in a peer group, income generating initiative, extensive training, or children with disabilities who enroll in school) versus short-term / one-off initiatives such as participation in an event, a general meeting or similar. To give an idea of ​​the type of initiatives that have been supported in the long term versus short term category, we ask you to make a short list of the key interventions supported last year. For long term interventions please also provide numbers for each type of intervention. This will allow us to add up how many people are supported through for example peer groups, or income generating activities, or leadership training across different projects. [↑](#endnote-ref-2)
5. **Unique rights holders:** The same person often benefits from several project interventions and is therefore counted several times. This applied to the numbers you have given in table 1a, b and c above. BUT here in 1d we ask you to estimate how many unique (distinct / different) persons with disabilities (and if relevant, unique number of families) the project reached. In other words if you only counted the same person with disability once, how many different persons did you reach last year. Or if you only counted the same family/ household once how many families would you have reached. For example, if you had a total of 200 persons with disabilities participating in project supported activities, but only 73 different people had been involved, then you would report 200 in table 1a and 73 here in table 1d. Just provide *a rough estimate*. [↑](#endnote-ref-3)
6. **South partner(s) structure**

Activities targeted at anyone who plays a part in running the organisation, including employees (paid or unpaid), board members and leaders of local branches, belong here under support for organisational development of the South partner(s). Activities that target members more broadly, should be covered under rights holders / members. [↑](#endnote-ref-4)
7. **Duty bearers**:

The purpose is not to mention everyone you were in contact with last year, but to outline the most important duty bearers targeted with (some level of) support from the project last year – i.e. those you collaborated with, entered into substantial discussions with or otherwise sought to have a real influence on.

This might take place at the **local level** with **service providers** such as schools, health clinics, sign language courses, etc., or **local officials** (district officers) or **decision-makers** (politicians). It may also be at the **national level**, e.g. collaboration/dialogue with a relevant ministry or a public agency, organisations and institutions. Alternatively, you might engage with **private sector actors** that have a responsibility to right holders by virtue of national laws or policies, and thereby have an obligation they must fulfil. [↑](#endnote-ref-5)
8. **Citizens**:

The **first category** of interventions are those **aimed at a specific group of citizens**, typically in the local community or immediate environment of persons with disabilities. These can be people who receive awareness training, are involved in disability clubs, or benefit from awareness raising activities aimed at a small specific audience such as theatre performances, school visits etc., with the intention of making these citizens ambassadors or opinion leaders in the local community, or seeking to change their behaviour towards persons with disabilities and/or their families.

The **second category** are interventions **aimed at the general public** – typically through the use of various types of **media including social media**. The purpose is typically more general information and attitudinal change. In these cases, it is much harder to measure how many you reach, we therefore do not ask for numbers on how many you reach but ask for brief information on each intervention supported through the project. [↑](#endnote-ref-6)