

Application Form: Partner Identification

A Partner Identification offers an opportunity for members of the Danish organization to visit one or several potential partners and explore possibilities for setting up a future partnership.

Before writing the application, go through the DUF guidelines for International Projects and Partnerships for the Project Pool. Please pay special attention to the requirements for Partner Identifications (page 31), the requirements in regard to the purpose of the pools (page 12-13), and to the requirements for the choice of partners (page 20-23). Your project will be evaluated based on the 6 evaluation criteria (page 46-47).

You are welcome to contact DUF for advice on planning a fruitful partner identification visit, choosing a suitable partner and designing a project in accordance to DUFs guidelines. For an explanation of terms used in the application form, please confer with the list of vocabulary on the last pages of the guidelines.

This application should include thorough considerations on your choice of a potential partner and the perspectives for cooperation in alignment with the DUF guidelines. Include only relevant and necessary information and make sure that the total application does not exceed **6 pages** (using Spectral front 10, excluding the introduction and signatures page).

Please read the instructions and guiding questions under each sub headline carefully. By responding to the questions, you will be able to describe all matters required in the guidelines. The instructions and guiding questions should be deleted before submitting the application.

Please attach the budget and a detailed program, and if needed other relevant information not covered in the application form, as annexes. The budget must be done in DUFs budget format.

1.Introduction

Project Information	
Project title	Empowering the Young Democratic Voices of Kampala
Applying DUF member organization(s)	DGS on behalf of Rysensteen Gymnasium
Potential partner organization(s)	Kasubi Parents School
Country	Uganda
Project Period	2020-2021 Friday 06.11 - Saturday 14.11 We are flexible with the dates due to the Corona situation and will also be able to travel in the spring of 2021
Amount applied for (max DKK 50.000)	29.865 DKK

1.1 Summary of the Partner Identification

Partners:

The students of 1k at **Rysensteen high school** are planning to collaborate with partner-students from **Kasubi Parents school in Kampala, Uganda**. The students of Rysensteen are working under the umbrella of **DGS - Danish students` Organisation**.

We are planning to send **2 students and 1 teacher (the students are 16 and 17 years old, and we can therefore not let them travel on their own)** to Uganda for the partnership Identification.

Destination:

The destination is Kampala, Uganda - Concretely: Kasubi Parents School

Overall purpose of project:

1) to help the Ugandan partner-students establish more democratic student institutions - such as a student council with real influence on school decisions - and a culture of more voluntarism, democratic participation and gender equality at Kasubi Parents school, which could - longer term - inspire other schools to take some of the same steps, and then potentially, translate into a more vibrant democratic civil society in general in Uganda. 2) To inspire the Danish students to engage even more in their own democracy and national fight for gender equality, and likewise continue their strive for the world-wide broadening of democratic rights and formation of a gender equal global culture.

Purpose of the partnership identification:

To find out if the values and goals of Kasubi Parents School and Rysensteen are as much aligned on democratic rights and gender equality that they have seemed to be during online conversations. And to agree on the next concrete steps in the project - that is:

- 1) Establishing a functioning student council with real influence on school strategic decisions
- 2) Finding concrete ways to promote a more gender equal culture - through fx. campaigns, leadership programs etc.
- 3) Finding ways to involve as many students in the project, and hereby - through concrete involvement - help promote a culture of voluntarism
- 4) Agreeing on the communication lines and collaboration guidelines between the voluntary students at Kasubi high and Rysensteen high school

The trip and the Corona-virus:

We plan to travel in November, but are - due to the Corona-virus - flexible with regards to the travel dates. We are open potentially open to traveling all of 2021. We are hoping to establish a long term collaboration, that will last for many, many years.

2. Background

2.1 Background for the Partner Identification

We have established contact to our partners through Mellempfolkeligt Samvirke, who has previously had positive experiences with our - hopefully - partner, Kasubi Parents School. We have established contact to the partner school and have been in contact via mail, whatsapp and Skype. The project group of voluntary students has prepared for the visit with our partners via online communication. The preparation has focused on finding out if our democratic and gender equality promoting aims were aligned with that of Kasubi Parents School as well as finding out if the collaboration is logistically and economically feasible.

The Danish member organisation

2.2 Vision and work of the Danish member organization

We are applying as students at Rysensteen High School under the umbrella of DGS, or the Danish High School Students` Association. As such it seems relevant to outline the visions and work of both DGS and Rysensteen.

The vision and aim of DGS is to ensure the influence of the Student Councils around the country have the maximum amount of influence in the policies of the respective schools where they are situated. They do this through both public campaigns and involvement in direct Parliamentary work. As such the idea of the collaboration with Kasubi Parents School reflects the very *raison d'être* of DGS.

The vision of Rysensteen High School is to form citizens with a democratic and open mindset, who are willing and able to contribute to making the world of tomorrow a little better than the world of today through international collaborations which promote cultural understanding, democratic involvement and gender equality. Rysensteen does this through an academic focus in all classes on exactly those aims, through a vibrant culture of democratic student involvement at the school and not least through working with partner schools all over the world to promote the values of democracy and gender equality. And as such the project at hand is directly connected to the vision and work of the school and the student committees at the school.

2.3 The capacity of the Danish member organization

Rysensteen's setup for handling international projects include an international coordinator/secretary, an accounting person and the head of the international programme - these 3 people handle the 14 different partnerships currently functioning at the school from booking tickets to - in collaboration with the teachers and students - planning relevant activities and reporting on the progression of the different projects. On top of all of that, the students at Rysensteen are experienced in handling international projects - both when it comes to working with promoting a political agenda and when it comes to welcoming students from other countries and cultures. Rysensteen is therefore well prepared for this project and the main role of DGS will be to give feedback on the work done at Rysensteen, and ultimately, of course, oversee that the project and the economy lives up to the standards required by DUF. DGS has a lot of experience with such projects, and Rysensteen and DGS have set up and direct line of communication to second in command of the economy at DGS, MS. Elvira Zachariasen.

The management and implementation of the partnership identification will be handled by the applying project group, consisting of students from Rysensteen Gymnasium in collaboration with the international coordinator, Ms. Mia Adrian and the head of Global Citizenship Programme, Mr. Anders Schultz. The Rysensteen students will have the main responsibility for preparing the partnership identification trip to Uganda, the planning and executing of the activities done in Uganda during the trip and and not least for securing that the partnership identification will lead to a long, mutually beneficial and sustainable relationship between

Rysensteen and Kasubi Parents school based on the promotion of democratic citizenship and gender equality. They will do this on a 100 percent voluntary basis. The management and secretarial staff and Rysensteen will mainly play a supporting role to guarantee that the students can realize their ideas.

2.3 Follow up on the Partner Identification in the Danish Member organization

Rysensteen Gymnasium has experience with long-term partnerships and we will use that experience in our project. We will hopefully establish a partnership that will run for multiple years. The collaboration will, hopefully, help establish a functional student engagement at the Ugandan school - managed by Ugandan students. We will follow up on the partner identification by being in close contact with our partner, Kasubi Parents High School. We will also follow up by visiting them and having them visit us throughout the project period to ensure that we are focused on our common goal and to ensure that we keep learning from each other.

A project group consisting of four volunteer students: Amalie Jordansen (16), Clara Baungaard Harden (16), Laura Josefia Falk (17) and Sofie Nørgaard (16), will have the main responsibility for following up on the partner identification along with the international coordinator, Ms. Mia Adrian and the Head of the Global Citizenship Programme, Mr. Anders Schultz. The whole project group is included in the partner identification and will make sure the experiences from it will be evaluated, processed and utilized in further projects. The project group consisting of students from the class graduating 2022, and they will be responsible for the project's progress until the Summer of 2022. After which, the responsibility for the project will pass on to a younger group of students working with Uganda and collaborating with Kasubi Parents School. The existing project group will, every year, include new, younger students who will be taught by their older peers about handling the collaboration. In this way we will ensure that the project will live on from one student generation to the next. The collaboration between the management of the school and the project group will also ensure a safe deliverance from the original project group to the following. Throughout the whole process the project group will stay in close weekly or monthly contact with DGS.

The potential Partner Organization(s)

2.4 Vision and work of the Partner Organization

The vision of our potential partner organization is quite similar to the vision of Rysensteen which is why we have great faith in the success of this project. The vision of our partner school is “to empower all students to acquire, demonstrate, articulate and value knowledge and skills that will support them as lifelong learners, to participate in and contribute to the global world and social growth and development within the school community”. As our partner organization is a school it plays a huge role in encouraging youth to engage in society which our partner organization is also well aware of. The partner organization takes an enormous responsibility in ensuring that their students are engaged in society, which is especially important considering some of the challenges which will be mentioned in the context analysis: E.g. Kasubi Parents school has a program in school called “girls in leadership” where girls are given the opportunity to be mentored in leadership. This program was created to help the girls get a better understanding of what they are capable of and to enlarge the number of females in leadership positions. Also Kasubi Parents school have for many years taught students about the importance of democratic citizenship, and encouraged them to take active part in

strengthening the democratic rights of the Ugandan students. Democratic citizenship is - in other words - an integral part of the values foundation as well as the teaching practices at Kasubi Parents School.

2.5 The capacity of the Partner Organization

Our potential partner has a lot of experience with multiple schools in Europe and USA. Among others they have had a collaboration with a Swedish high school about youth entrepreneurship - which means they already have experience with the Scandinavian culture and comportment. And they are also willing to work together with others to promote and develop youth engagement in for example entrepreneurship and civil work. This is what they write about themselves: *Kasubi Parents has rich experience in international projects and has been engaged in other global collaborations with several schools abroad since 2013 to now. We have hosted several teachers from abroad as well as teachers from Kasubi parents school travelling to our partner schools. Our students have been involved in several global projects. These include;*

- *Entrepreneurship project with Lillerud gymnasium, Sweden*
- *Fashion projects with New Brunswick high school, USA*
- *Dance project with New Brunswick High school, USA*
- *Letter exchange project with several Schools in Greece*
- *Literature (Writing projects) with Blue planet, USA*
- *Letter exchange project with schools in Poland*
- *Letter and exchange with Monomoy regional high school, USA*

They do not have any prior experience in this specific area but in many ways there is a link between entrepreneurship and eventually starting student committees. The students of Kasubi Parents School were essential in both planning and executing the Swedish partnership. The projects were based on their vision and they, together with the Swedish students, came up with a range of ideas on how to start business in Uganda, what products to develop and how to do it, and not least how to best collaborate with a Scandinavian partner. We have been in contact with the potential partner for the last couple of months and through our exchange of information we have come to the agreement that Teddy Nabachwa, a teacher from the Ugandan school, will be the main caretaker of the communication and planning of the partnership and therefore also the contact person.

The students from Kasubi Parents school will be strongly involved in working out the schedule and figuring out the plans for the trip etc. They will be the main responsible in the project in cooperation together with the students from our class.

2.6 The structure and the organization of the Partner Organization

Kasubi Parents School says that they want a project which: “Engages both boys and girls in the same projects without discrimination which promotes gender equality”. The Ugandan and Danish students have been communicating over facebook and both parts show a big interest for the project.

Kasubi Parents School has been involved in different projects: “The school usually identifies a project that engages both genders and the projects are normally skill-based and aimed at promoting student skills”, but they mostly involve students great at math, science and language. Our project will be more based on

voluntarism, interest and commitment to the project. The Ugandan teachers have worked voluntarily in other projects and they are, as well as the Danish student, keen on engaging in this project.

The Ugandan students are taking part in the project as volunteers. They are already involved in the project, as they have set up virtual communication platforms with the Danish students and also engaged in informal virtual dialogues with the Danish students about democratic rights and gender roles. During the next phase of the partnership, they will be in charge of planning the partnership identification activities with their Danish counterparts. Concretely, that means introducing the Danish students to the Kasubi Parents School, especially the academic and extracurricular activities done to promote democratic citizenship and gender equality. It also means setting up formalised conversations between the Ugandan and the Danish students about their concrete understanding of democratic citizenship and gender equality in order to formulate a common value base and action plan for the project for the next three years. After formulating the action plan, the Ugandan students will - together with the Danish students and supported by the teachers and leadership at the respective schools - be in charge of implementing the action plan.

2.7 Perspectives of the cooperation

Our expectation is that the partnership identification will clarify if there is a basis for applying for a preparatory study (which we strongly expect) and later a pilot project. Aforementioned in the application at hand, the idea is to establish a partnership between the voluntary students of Rysensteen high school and Kasubi Parents School that is sustainable and can for many, many years, so that the voluntary students at Rysensteen and Kasubi respectively, can, help influence other schools in the Kampala area and help create a more vibrant democratic civil society in general in Uganda

3. Project description

3.1 Context analysis

Uganda has the second youngest population in the world - 56.1% (2012) being younger than 18, which is the voting age in Uganda. This means that over half of the population has no influence on the question of their country's future. On top of that the electoral turnout is only 59% (general election, 2011). However, around 68% of the Ugandans between the ages of 18-30 participates in the election which could mean that the youth is more motivated to participate in the democratic process, than the rest of the population. This project focuses on student involvement in school democracy in a broad sense because taking part in a student council or a student-lead committee is a way of strengthening your motivation for engaging in the national democracy.

Uganda is a fairly new country as it became independent in 1962. Uganda's political history is marked by dictatorships and European imperialism. This has likely led to a lack of trust in the political system passed down through generation to generation. The school system plays a big role in teaching the youth about democratic participation and therefore it is also important to look at the educational system when determining the cause and the solution to a lack of democratic youth participation in Uganda. For what we have investigated and talked to the Ugandan students about there is a lack of student councils and student-lead committees, which means that the students are not trained in neither formal nor informal participation in a way that we in Denmark take for granted. That is why we seek to strengthen the democratic youth participation through improving democratic education. Kasubi Parents school has - in virtual conversations - stated that

they have strong intentions of creating a school democracy for the students to participate in and learn from. But they lack the experience of how to establish the institutions and how to get the students engaged in them. In other words how to form both the formal school democracy and the informal democratic school culture. A vision of democracy that is very much in line with DUFs understanding and our own understanding of democracy, which is based on Hal Koch's idea of democracy as culture as opposed to being just a formal power distributing structure. Furthermore, they are asking for assistance to bring knowledge of these ideas to other schools in Uganda.

Our target group is Ugandan youth going to school in Kampala. It is very important to us that we keep in mind to target both male and female students as we feel like this would be the only way to ensure the democratic participation. This means that gender equality is equally important - both in its own right and as it is the only way to ensure a fair democracy where everyone's voice is heard and taken into consideration. Uganda is struggling with gender inequality in many areas: equal pay, participation in politics and possibly worst of all, domestic violence. Kasubi Parents school is very engaged creating a culture of gender equality and promoting a sense of empowerment with the school's girls and young women. But as is the case with the democratic culture, they have asked for concrete ideas on how formalise this work, and more broadly on how inspire other schools with the ideas.

3.2 Purpose

With our project we want to strengthen the democratic understanding and participation through democratic education, we want to support the general democratic culture through the establishment of democratic institutions, such as a student council, which can take part in important decisions at the school. From this starting point it is our intention, together with the Ugandan voluntary students, to broaden the knowledge of the democratic institutions and culture at Kasubi Parents school to other schools in the Kampala area. Therefore our partner must be equally engaged in the fight to promote democratic rights. They must also be able to formulate where the challenges lie in implementing a project like this. Hence, they are the experts on their country and their school.

Our goal is therefore to find out how the youth voluntariness is in the schools in Uganda, and tell them how we organise student councils and voluntary committees in our school. And by that we want to help the Ugandan school establish a student council and other voluntary committees.

We want to talk with our potential partner about our expectations and their expectations to the partnership, to make sure that we are on the same page. We want to make sure that both parties will get information, knowledge and inspiration from each other through the partnership. We will meet with our potential partner and hear about their expectation, so that we can make sure that we agree on the ideas and the future of the project, and thereby make a lasting agreement about the cooperation. Lastly we will draft a binding partnership agreement containing the purpose of the project and the concrete steps to be taken over the next three years - steps which will also be the basis of the preparatory study.

3.3 Program and activities

The trip at hand will be the first concrete meeting between the Danish and Ugandan students, teachers and school management. The most important questions, we expect to have answered during the Partnership Identification trip will be the following: (How we will explore them is explained in the attached program)

- Do we share the same values of democratic citizenship and gender equality, also when the concepts are explored in more detail?
- Do female and male students have equal opportunities in participating in the school?
- Will the lack of a culture of voluntarism due to the lacking culture for democratic engagement - in a Hal Kockian understanding of the concept - be problem for us when starting a student council and other student-lead committees?
- Do we have 100 percent backing from the school management for the project?
- How will the parents of the students involved view the project?
- Are the voluntary participants willing to engage in the project for a long duration (at least 3 years)?

3.4 Exploring the match between the Danish organization and the potential partner

We plan to explore if Kasubi Parents School and the voluntary students comply with the Project Pool guidelines through activities planned during our visit: That is, firstly - do the Kasubi Parents school have any formal structures for active democratic student involvement, and are they interested in strengthening these structures and also letting the students being the driving force in this work (our project). Secondly; we will - together with the Ugandan students - plan a workshop on voluntarism to understand how they understand the concept, and also to what degree they are engaged in voluntarism in and around the school. Thirdly; we will - together with the Ugandan students plan for a workshop on gender equality. A workshop that will not only focus on whether or not there exists equal opportunities for the female and male students for participating in decision making activities, but also if there exists differing perceptions of the students themselves based on their gender.

3.5 Future process

During the partnership Identification visit, a detailed action plan will be formulated, consisting of:

- 1: the long term goal of establishing school councils and promoting more democratic school cultures, including more gender equality - not only at Kasubi Parents School but also at other Kampala schools. And of inspiring Danish youth the keep engaging in their own national and international struggles for democratic rights and gender equality.
- 2: The Milestones that must be reached during the next three years.

Concretely, one of the milestones will be to have the Ugandan volunteers visit Denmark and Rysensteen to, first hand, experience how the ideal of forming democratic and gender equal minded citizens is realized at the school through both pedagogy, student involvement in school strategy and not least student involvement in voluntary committees. After experiencing this, the Danish and Ugandan Volunteers will make a detailed plan for how to implement some of these approaches and organisational set-ups at Kasubi Parents school. Another milestone to be reached during this visit, is for the Ugandan students to engage broadly with students from Rysensteen high school through presentations and workshops to tell about their struggle for democratic rights and gender equality and hereby inspire the Danish students to engage further in their own struggles for the same rights and perceptions. During and after the implementation of the approaches and organisational setup at Kasubi Parents School, the Ugandan and Danish Volunteers will come up with a detailed plan for how to inspire other schools in the Kampala area. And also how to use the project at hand to inspire Danish youth to engage more not only in international projects, such as this, but also in their own democracy.

4. Signatures

I hereby confirm that my organization fully supports this partner identification and this project application, that we have knowledge about the DUF guidelines as well as the financial guidelines and that we are prepared to take on all obligations that an approval of the application will put on us as an organization. I furthermore confirm that I have the authority to make decisions and sign agreements on behalf of my organization.

Date/Place

Copenhagen 21/01-2020

Name

Anders Schultz and Gitte Transbøl

Position in organization

GCP-leader and professor, Principal

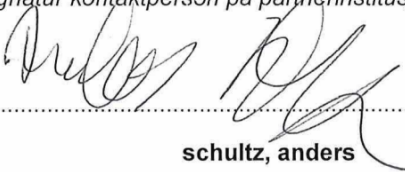
Signature

Place and date / Sted og dato:

Copenhagen 21.01.2020

Signature of contact person at partner institution

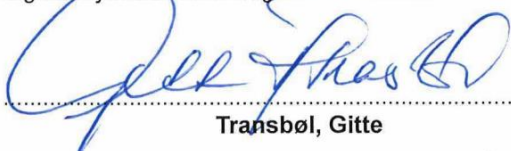
Signatur kontaktperson på partnerinstitution:


.....
schultz, anders

Copenhagen 21.01.2020

Signature of legal representative

Signatur juridisk ansvarlig:


.....
Transbøl, Gitte

Stamp (optional)

5. Contact Information

<p>Contact information - The Danish applicant organization</p> <ul style="list-style-type: none"> • Organization's name • Address • Telephone number • Email address • Website, if any • Name and address of other co-applicant DUF member organizations, if any 	<p>Rysensteen Gymnasium is a member of DGS</p> <ul style="list-style-type: none"> • Rysensteen Gymnasium • Tietgensgade 74, 1704 København • 33 24 43 11 • mail@rysensteen.dk • https://rysensteen.dk
<p>Contact person</p> <ul style="list-style-type: none"> • Name of contact person • Contact person's address (if different from the organization's home address) • Contact person's email • Contact person's telephone number 	

6. Annexes

List of annexes	
Obligatory annexes	
<input type="checkbox"/>	Budget (DUF format)
<input type="checkbox"/>	Detailed program and time plan
Other annexes	
<input type="checkbox"/>	List them here...