

2) Establishing school clubs in selected secondary and vocational schools. The school clubs will act as CBO organizations and become catalyst introducing and guiding secondary students towards civil society engagement.

This will be done through Activities within, the in the Budget named, 1.3.0 "School clubs", 1.5.0 "Community outreach" and 1.1.3.3.

A new focus in this project is to mobilize and strengthen young people by organizing them in school clubs and by giving them the opportunity to participate in radio campaigns and events in their local communities, this project is enabling these young people's voices being heard. The clubs will also be a gateway to civic engagement and the world of civil society organizations.

The purpose of the clubs is to introduce interested youth to what civil society engagement is and how it works. To act as a catalyst and guide the students towards civil society, these school clubs will be established on the same premise as a CBO, with a charter, participation rules, and meeting protocols, etc. Besides a continued focus on developing skills within critical thinking, the youth will through training in both subject analysis and public presentation, prepare for participation in radio shows and public debate meetings in their local community. They will learn to address locale stakeholders and other important actors on their rights and needs and learn how to gain a voice in public debate. The public debate meetings will take inspiration from the Danish concept of HøjlundsForsamlingshus, and have the participation of the parents, area chiefs, religious leaders and sub-county Directors for Education.

The school clubs will be based on a Civic engagement and Life Skills program. The life skills program (focused around a Life Skill manual from Red Cross) will strengthen the student's presentation skills; debate skills; listening skills; skills enabling them to feel secure, ready and comfortable to raise their voices in different audiences and on different platforms. Many studies have shown that life skills are fundamental in developing self-worth and confidence. For the young target group in this intervention, this is particularly important as they can experience marginalization because of their age; gender; sexual orientation; income level and living environment. The inclusion of Life Skills also comes from a wish expressed by Kenyan teachers directly to members of 100% monitoring mission in February 2019. They find it relevant to include Life Skills because it is where the subject of sexual education is situated in school curriculums and it allows for them to work with subjects not necessarily integrated into SRHR education - such as empowerment and civic engagement.

The intervention has as a goal that all the school clubs have a support network by the end of the intervention period. It is to ensure that the school clubs are self-governed - though still supported by HMDS and Positive Life.

There is an integrated peer to peer mechanism in the school clubs, so selected pupils will be trained as facilitators over the course of this intervention. The clubs will also meet with youth, as well as adults, already active in civil society. It is the goal of the school clubs that when youth

knows how civil society engagement works and what civil society organizations are out and about and what focus areas they work with (e.g. youth, local issues, agricultural, health, religion, political, labor rights), that they continue, after leaving the school clubs, as active civil society actors. As students graduate and leave school, their connection to the school clubs should be that of alumni, that can help the clubs as part of its network. Should the school clubs have set in motion issues that the alumni might want to continue working with, a setup for this will be addressed in the plan for how the school clubs can be self-reliant. It might be that another organization will be the natural place to continue the work or the school club leave room for an alumni branch within its structure or a collaboration with a partner organization is the ideal structure.

3) A Digital Ambassadors Programme facilitating intercultural video exchanges between Kenyan youth and Danish youth.

This will be done through Activities within, the in the Budget named, 1.4.0 “Digital Ambassadors Programme” including screenings at the 1.5.2 and 1.5.3 “Højlundsforsamlingshus” activities.

During the pilot monitoring visit, teachers and pupils expressed a need for a forum for discussing topics such as sexual rights, puberty and menstruation/pregnancy. The youths in Baringo County and the slums of Nairobi are missing a platform wherein they can ask questions, get answers and be a part of a youth community. The Digital Ambassadors Programme is one of the new tools used in this intervention to assist young people in breaking the silence through digital tools and dialogue with youths from other parts of the world. It is an approach that aims to teach young people in Kenya about media and how to use them purposefully since Kenya is moving into the digital age, where online spaces become more and more important for young people to express themselves, talk with others and obtain knowledge. It is also a new approach to teach about the SDGs from a perspective that urges young people to identify with- and relate to global development actions. The Digital Ambassadors Programme is also a new way for the young people to be in control of the information shared within- and about this project. A film created from the activities within the Digital Ambassadors Programme also becomes a part of the “Højlundsforsamlingshus” events, where - for the first time - parents, teachers, and local leaders are gathered to become exposed to the voices of the youth.

Table 2: LFA Project Matrix

Element s	Description	Indicators	Assumptions
Develop-ment Objectiv e	A long-term overall objective is to empower young people to have increased control over their own lives and bodies and the community factors which impact upon it. This means that young people have the knowledge and skills to intervene in their surroundings and speak up and advocate for their own rights through civil society engagement.	<p>A minimum of 4080 (with 30 students per class, and at least four classes per school) children and young people have received classroom training, where the participatory education focus has been used to enhance and strengthen their critical independent thinking thereby letting them express themselves.</p> <p>The school club students' local community and further abroad have been engaged through radio, SoMe campaigns, and community outreach where the “Højlundsforamlingshus” approach will be used to critically discuss sensitive issues.</p> <p>A minimum of 68 teachers are trained in youth-inclusive teaching methods through the use of Active Assessment and other participatory teaching tools and can transfer this knowledge and the methods on other teachers.</p>	<p>During the pilot monitoring mission in February 2019 - the relevance of the project was strongly underlined by government regional representatives; school leadership, the teachers and the Kenyan partners. We base this project on the local demand for a continuation.</p> <p>A minimum of 34 school management/leadership finds the focus on participatory methods to enhance students' ability around critical thinking in education relevant.</p> <p>12 secondary and vocational schools each accept to host school clubs - and to run them after the project ends.</p>
Immedi-ate Objectiv e	1. Institutionalization of the pedagogical method Active Assessment in	<p>1.1. A methodology manual for school management and teachers has been produced</p> <p>1.2. 68 teachers are capable of using the</p>	1.1.1 Readiness from school management and teachers to engage in the teaching methodology facilitated by Positive Life and HMDS

	<p>project schools, to continue the trust-based dialogue between the teachers and the pupils started in the pilot.</p>	<p>methodology Active Assessment interdisciplinary in their classroom teachings.</p>	<p>1.2.1 The teachers are eager to use the specific methodology of the project because they understand the importance of independent and critical thinking in the democratic dialogue and are interested in learning more.</p>
	<p>2. Establishing school clubs in selected secondary and vocational schools. The school clubs will act as CBO organisations and become catalyst introducing and guiding secondary students towards civil society engagement</p>	<p>1.3 Constructive feedback from CSA Kenya on the implementation of the Active Assessment methodology</p> <p>2.1. 12 school clubs are established as CBO's and integrated into the school-structure, when this project ends.</p> <p>2.2 Formalia for the school-clubs have been established (Statues; Code of Conduct; Student membership criteria and meeting format)</p> <p>2.3 24 teachers (2 teachers for each school club) to facilitate the schools clubs have been identified.</p> <p>2.4 An open source life skills manual has been integrated the school clubs.</p>	<p>1.2.1 Young people in Kenya have a need for- and an interest in youth-inclusive education and discussion on civic engagement.</p> <p>2.1.1 Youth are potential changemakers if given access to methodologies that strengthen their critical thinking. Our assumption is that society will allow for them to fill out that role</p>
	<p>3. A Digital Ambassadors Programme facilitating intercultural video</p>	<p>2.5 300 young (150 from Nairobi and 150 from Baringo county) people have produced essays on life skills-related issues</p>	<p>2.2.1 12 schools are interested and willing to establish the school clubs, as an embedded structure</p> <p>2.3.1 24 teachers are willing to oversee the school clubs</p>

	exchanges between Kenyan youth and Danish youth	2.6. The school club students will participate in 1 Højlundsforamlingshus event per year in their local community	2.5.1 The essays will serve a thought-provoking starting points for discussions at Højlundsforamlingshus events.
	4. Capacity building of Kenyan partners advocacy and networking skills	2.7 5 yearly outreach meetings for each partner to advocate for civic engagement in the school clubs from higher education representatives, thought-leaders, civil society activists or other interesting actors.	2.6.1 We assume that the debate form in the model of Højlundsforamlingshus can function in Kenya
	5. Advocacy work by Kenyan partner organisations for better Life Skill education and for a fair and proper distribution of resources as the new Kenyan school reform is implemented	<p>3.1. 120 young Kenyan from 4 school clubs are digital ambassadors and have been in digital dialogue with 4 Danish classes (2 classes at each of the two selected schools in Denmark) with a strengthened capacity to think critically about the digital age and its opportunities/limitations</p> <p>3.2. A short film visualizing the digital Q&A between Kenyan and Danish students have been produced and shown to the 12 school clubs. Further, it has been screened at the 2 Danish schools and shown on 100% SoMe platforms.</p> <p>4.1 Participation from both partners in an advocacy and campaign capacity building workshop facilitated by 100%.</p>	<p>2.7.1 But creating a support network connected to the school clubs the intervention aim to make them sustainable over time</p> <p>3.1.1 Young people in Denmark and Kenya have a common need for- and an interest in youth-inclusive education and intercultural discussions on SRHR education.</p> <p>3.2.1 The students in Denmark and Kenya are willing to share their stories and questions on film with each other and a broader audience.</p>

	4.2 Development of a advocacy and campaigning plan for the intervention	4.1.1 The partners will be significantly stronger and more visible in their advocacy efforts after the 2 trainings (4.1; 4.3)
	4.3. 2 meetings per partner with an (to be identified Kenyan consultant) to assist with the implementation of the plan and action point agreed upon in the advocacy and campaign workshop.	4.3.1 Kenyan partners have the organisational capacity to absorb and integrate a strengthened youth-based advocacy profile into their work.
	5.1 Implement the part of the advocacy strategy plan for the digitalSoMe platforms	5.1.1 Enhanced visibility on digital platforms can have advocacy potential
	5.2 Yearly meetings with the Sub-country Director of Education in Mogotio, Baringo country Mr. Robert M Nyaberi and Sub-county Director of Education in Nairobi Simon K. Mutemi. The partners will ensure information flow to the 34 school management about the national school reform 2020.	5.2.1 Continued support from officials, and that information around the school reform can be gained from them
	5.3 Networking toward finding partner within civil society that work with and are interested in a partnership ensuring a fair resource approach to the implementation of the school reform to all schools in Kenya and/or progressive participatory teaching methods.	5.3.1 That there are other civil society actors that working on these subjects.
	5.4 Engage directly officials that are part of the change processes around the	5.4.1 That it is possible to influence change through

		school reform, to advocate for a fair distribution of resources to marginalised schools.	advocacy within Kenyan.
Outputs / results	<p>Positive Life and HDMS will have developed an advocacy/communication strategy plan.</p> <p>Preparatory meetings and start-up workshop completed.</p> <p>Production of Life Skills manual and other materials for school clubs and production of material related to the new teaching methodologies introduced during the intervention.</p> <p>Knowledge transfer workshops and in-field testing trips in relation to teaching methodologies and the Digital Ambassador program, has been completed.</p> <p>Knowledge exchange between Kenya and Ghana on how to facilitate school clubs - digital workshops by Abdul-FatawuAbukarifrom Reep in Ghana, a partner organisation of 100% with extensive expertise on school clubs - has been executed digitally.</p> <p>School club setup and facilitation, at 6 selected schools in Nairobi (secondary and vocational) and 6 selected schools in Baringo (secondary).</p> <p>Essay collections as part of the school club activity has been written by the 300 students (25 student per school club) and have been distributed through campaigns and events and through the digital platforms of all partners.</p> <p>A short film visualizing the digital Q&A between Kenyan and Danish students have been produced and shown to parents and local stakeholders at the “Højlundsforsamlingshus” events. Further, it has been screened at the 2 Danish schools</p>		

	<p>and online.</p> <p>The Kenyan partners have been trained to facilitate the continuation of the school clubs after the project ends.</p> <p>A network of external support agents for the school Clubs have been established</p> <p>4 radio and social media campaigns have been organized and implemented in relations to the school club activity together with Positive Life Kenya and HMDS.</p> <p>The pedagogical method “Active Assessment” has been institutionalised in the 34 schools</p> <p>Running evaluation of in school training activities (CSA)</p>		
Activities	See Budget for Activity overview		
Inputs	<p>1. Personnel from HMDS and Positive Life Kenya, in Kenya</p> <p>2. Personnel from 100%, in Denmark</p> <p>3. Personnel</p>	<p>1.1 Report financially and narratively on quarterly basis</p> <p>1.2-2.1 Create an implementation plan for the two years the intervention runs</p> <p>1.3 Establish and facilitate 12 school clubs</p> <p>2.1 Responsible for financial and</p>	<p><u>Materials needed:</u></p> <p>Materials on teaching methodologies to be handed out at workshops</p> <p>Open source Life Skills manual for the school clubs</p> <p>Film editing programme</p>

	from Periamma, in Denmark and Kenya	narrative monitoring of activities	Internet data
		2.1 Responsible towards reporting to CISU	Banners and posters
	4. Albert Obbuyi from CSA Kenya	2.2 Responsible for setting up of the Digital Ambassador program, and its activities in Denmark	Essay collection pamphlet
	5. Abdul-FatawuAbukarif from Reep, Ghana	2.3. Responsible for general information work in Denmark	Smartphones
			External hard drives
		3.1-4.1 Will be the experts in relation to Active Assessment and other tools for youth inclusive participatory teaching methods.	Laptops
			Projectors
		3.2. Carsten Willersted will report back to Denmark on the execution of communication strategy, and development of networks in Kenya in collaboration with the Kenyan partners	
		4.2 Will be responsible for forthgoing evaluation and monitoring of schools, that reflect his expert knowledge	
		5.1 Responsible for creating a digital knowledge exchange between Ghana	

		and Kenya	
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Formation of school clubs

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- This project is enabling these young people's voices being heard.
- The clubs will also be a gateway to civic engagement and the world of civil society organizations.

The purpose

- ✓ The purpose of the clubs is to introduce interested youth to what civil society engagement is and how it works.
- ✓ To act as a catalyst and guide the students towards civil society, these school clubs will be established on the same premise as a CBO, with a charter, participation rules, and meeting protocols, etc.
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Civic engagement individual and collective actions designed to identify and address issues of public concern. Civic engagement can take many forms, from individual voluntarism to organizational involvement to electoral participation.

Criteria for selection of the members

Mixture of boys and girls

Students who are vocal

Should be active members

Ready to share and express themselves

