**Ushirika Fiti – Practical Partnerships**

Cooperation between Danish and Kenyan technical and vocational schools

1. **Objective and relevance (the world around us)**

This project is a collaboration between Forum for International Cooperation (FIC), Regional Centre of Expertise (RCE) Denmark and the five technical and vocational schools NEXT Copenhagen (Denmark), Rybners (Denmark), Herningsholm Erhvervsskole (Denmark), Kabete National Polytechnic (Kenya) and Comboni Polytechnic (Kenya) – hereafter referred to as FIC, RCE, NEXT, Rybners, Herningsholm, Kabete and Comboni. The project’s overall goal is to **‘promote and strengthen interest and global engagement in sustainability, international development and the Sustainable Development Goals (SDG’s) among students and teachers within technical and vocational education in Denmark’.** It is important to reach out to students at TVET institutions as only five percent of people with a technical and vocational education in Denmark are exposed (from reading or hearing about it) to development cooperation regularly – compared with fifteen percent for people with a tertiary/higher education. Along with the group constituting Danes who have primary school education at most, people with a technical and vocational background also constitute the part of the Danish population with the lowest support for and positivity towards development cooperation. The project will engage teachers and students from NEXT, Rybners and Herningsholm in a partnership with teachers and students from Kabete and Comboni where they will be working directly with sustainability, sustainable development and the SDG’s. The partnership results, learning and experiences will subsequently be used as a dissemination case-story and learning model on working with and for sustainability, international development and the SDG’s, and be used as a tool to promote awareness and interest as well as to encourage engagement among other students and teachers at the three partner schools and other technical and vocational education institutions in Denmark – where the students and teachers participating directly in the partnership will function as important intermediaries in the dissemination and engagement activities. The project has been divided into three components that will contribute to the overall goal:

* **Component 1:** Engage carpentry and joinery students and teachers from the Danish schools directly in a partnership with carpentry and joinery students and teachers from the Kenyan schools. The participating Danish teachers and students will be engaged in the following 3 main activities:
	1. 10-15 teachers at the Danish schools and 10-15 teachers at the Kenyan schools will each **develop a special sustainability module** that embraces Education for Sustainable Development (**ESD**) and Global Citizenship Education (**GCED**). These modules are to be used for education of the schools’ students during the project and continue to be used for new student intakes after the project has ended, thus engaging students in the future. The modules will also be shared with other schools interested in integrating sustainability and the SDGs in their education – to give inspiration on how to do so.
	2. **A teacher-delegation to Kenya** where 4 teachers or heads of education from the Danish schools will exchange ideas, learning and experience with their Kenyan counterparts and furthermore discuss and prepare:
	3. **A student exchange trip to Kenya** where 22 students from the Danish schools will go to Kenya to experience challenges in the Global South first-hand and, more importantly, to become involved in finding and creating sustainable solutions to local community challenges in Nairobi and Nakuru in collaboration with the Kenyan students from Kabete and Comboni. The teachers and students who participate in Component 1 will function as important dissemination intermediaries (the students become **student ambassadors**) to promote interest and encourage engagement among the target groups for Component 2 and 3.
* Component 2: **Reach at least 200 teachers/staff and 3000 students at NEXT, Rybners and Herningsholm through a number of dissemination- education- and engagement events and activities, and via the schools’ own internal and external communication channels**. The results, learning and experiences from the school partnership will be used as a dissemination case-story to create increased awareness about the SDG’s, and international development cooperation. Aside from raising awareness and disseminating the project, these activities will include elements intended to stimulate interest for further engagement in the SDG’s and development cooperation with an outlay of opportunities and possibilities to do so.
* Component 3: **Reach teachers/staff and students from at least 10 other technical and vocational schools** through presentations and meetings. We will target schools who are particularly interested in becoming more engaged in the SDG’s and in obtaining a more global profile. The results, learning and experiences from the project and school partnership will be used as a dissemination case-story and as a model with inspiration on how the other schools can work with sustainability, SDG’s and international development together with a partner school from the South. So far, 5 Danish TVET schools have already shown an interest in following and hearing about this project[[1]](#footnote-1).
* Visitors from Kenya: An integral activity that will contribute to both Component 2 and 3 will be the **participation of students and teachers from Kabete and Comboni** who will participate during 8-10 days of the dissemination period and contribute with perspectives from the South through personal stories via youth-to-youth and teacher-to-teacher presentations and meetings. To ensure equal and reciprocal power relations in the partnership this visit will also include activities that are useful for the Kenyan students and teachers – activities that give them an insight to learning practices (especially practical learning and job placements) and sustainable development education in Denmark – to attain knowledge and get experience that they can take back to Kenya and share with their colleagues and fellow students. This is something that both Kabete and Comboni have wished for to be included.

**TVET and sustainability:** The transition to more sustainable societies requires, without precedent, a shift in skills, knowledge, values and competencies. The education sector is important for this transition and greening technical and vocational education and training (TVET) plays a key role in providing the workforce with this knowledge, skills and competencies to facilitate the transition to greener economies and societies. TVET is the part of education that is directly connected to the labour market and the production sector, and it is the only sector of education that clearly connects the learning world with the working world. Furthermore, green skills are becoming increasingly important for all sectors and occupations and range from basic cross-cutting competencies to new occupational profiles. Greening TVET worldwide is therefore a top priority of UNESCO and UNEVOC[[2]](#footnote-2), and in Denmark the Danish National Commission to UNESCO is very committed to promote sustainability and the SDGs within the Danish TVET institutions. Greening TVET has over the years also gained an increased attention among the Danish TVET institutions themselves, and many have started to prioritize integration of sustainability and the SDG’s. DEG[[3]](#footnote-3), wishes to inspire all schools to use the SDGs as a basis both for development of educational activities as well as school management. The student organisation for TVET students in Denmark, EEO[[4]](#footnote-4), also emphasises in its political focus for 2020-2021 that the SDGs should be more integrated into the different educations at TVET schools in Denmark. Over the last decade Kenya has also begun to focus increasingly on greening TVET and on ESD. In 2014 The Kenyan Ministry of Education, Science & Technology committed to becoming a champion country for ESD and in 2017 the Kenya Institute of Curriculum Development launched the “Education for Sustainable Development Policy for the Education Sector in Kenya” wherein it is stated that ESD and Green Economy principles and practices are to be mainstreamed more into TVET systems.

1. **The applicant organisation and other organisations/actors (our starting point)**

**Forum for International Cooperation:** FIC has a long experience with implementation of projects in Denmark, Europe and East Africa. Since its foundation, FIC has carried out more than 20 development projects in East Africa together with a wide variety of local partners and stakeholders counting civil society organisations, grassroots, public and governmental institutions and the private sector. FIC’s projects and programmes in Kenya have especially been aimed at addressing labour market challenges where the primary areas of intervention have been focused around 1) improving working conditions and labour rights in cooperation with local trade unions and 2) on creating employment opportunities for young, disadvantaged men and women in cooperation with local youth organisations and TVET-institutions. FIC’s long presence and history of working in Kenya has given our organisation a large network to draw upon for development initiatives. FIC has its headquarters in Copenhagen, a secretariat in Nairobi and an office in Mombasa. Throughout the years, our local Kenyan staff have been key in the implementation of FIC’s projects as they have been in charge of the day-to-day management, facilitation and coordination, and in charge of securing that activities are carried out effectively and running as planned. They are also responsible for maintaining and nurturing the close relationships FIC has with its partners - which would otherwise not be possible to have to the same extent without a local secretariat. The local secretariat will be key in relation to the planning, implementation and facilitation of this project’s activities taking place in Kenya. Strengthening TVET in Kenya is important for the inclusive economic development of the country. FIC has been working with various technical and vocational schools and training centres since 2011 to increase job opportunities and self-employment for young people. Currently FIC is working together with the youth organisation, “Youth Alive! Kenya! on supporting Ahero Vocational Centre near Kisumu, Kenya, and currently finalising a project agreement with GIZ[[5]](#footnote-5) on supporting 4 TVET-institutions to build skills and increase job opportunities for 400 vulnerable young men and women in Tanzania, including disabled youth. This project offers FIC an opportunity to work in a different way with TVET institutions and gain experience and learning in the process that can be used in our organization’s future development projects.

In Denmark, FIC has experience in carrying out several awareness raising activities and campaigns informing about the organisations’ work in East Africa, development challenges in the region, and the structural links these challenges have to Europe and Denmark. As part of the CISU-funded Decent Work and Labour Rights Programme, FIC used the budget set aside for information work in Denmark to raise awareness on the poor working conditions in the Port of Mombasa and the structural links it had to the Danish transnational shipping company, Mærsk. This was done in cooperation with journalists from independent media, Danwatch and was getting a lot of attention in the Danish news media and Danish politicians. It is often hard to understand and comprehend global interrelatedness and interdependence and how challenges in the Global South are linked to the Global North. It is FIC’s wish that the teachers and students from NEXT through the field visits to FIC’s projects and partners get a concrete insight in specific challenges and how these are related to Denmark and Europe – examples such as the one with Mærsk. In relation to engagement, FIC and its youth branch, FIC Ungdom, have carried out many activities focusing on engaging Danish youth in a wide range of political topics – primarily through EU role-playing events where young people are tasked with discussing and coming up with solutions to challenges such as climate change, migration and human rights in relation to EU. This is mostly carried out at Danish independent boarding schools (efterskoler) and once every year as one large event taking place at the Danish Parliament with participation of 200 young men and women from all over Denmark. FIC and FIC Ungdom have also carried out an awareness and engagement project where some of our youth partners’ young beneficiaries from Tanzania and Kenya came to Denmark to raise awareness among Danish youth on FIC’s development cooperation and its relation to the SDGs, and it included giving inspiration on how to become involved in the SDGs. This was funded by EUs “Frame, Voice, Report!” funding modality. FIC is currently also the lead partner in an EU-funded project together with 7 partners from 7 different European countries. The project is focused around engaging European youth in finding solutions to cyberbullying and problematic behaviour on social media. In Denmark FIC is implementing a similar project for Danish youth which is supported by private Danish funds.

**Regional Centre of Expertise Denmark:** Established by the United Nations University, the Regional Centres of Expertise (RCE’s) are regional networks that promote ESD and GCED in all formal and non-formal education. Globally there are currently more than 175 RCE’s. Denmark has one RCE that functions as a national and international powerhouse for practical research, development and dissemination of ESD and GCED. RCE Denmark connects experts within different educational fields such as researchers, teachers at different levels, educationalists and businesses. The network furthermore supports and develops collaboration across research and practice and supports and develops collaboration across organisations and disciplines. RCE-members often facilitate meetings, events, and collaborations among other things, and currently members of RCE-Denmark are also working on and advocating for a national strategy for ESD in Denmark from pre-school level to university level. RCE also has a youth branch, RCE-Youth-Denmark, who work to promote ESD from a student perspective. They are part of the global RCE youth network that the United Nation University have started to develop. The aim is to strengthen the world's youth in the work to understand and act on local educational and learning issues concerning global sustainable development. In relation to engagement, RCE and its members have hosted several events and conferences on ESD where participants exchange ideas and experiences, and where they are actively involved in working on co-developing solutions and strategies related to ESD. RCE also have stands at public meetings and larger festivals[[6]](#footnote-6) hosting debates and workshops. RCE has participated directly in the whole process of developing the project and has played an important role in identifying the potential Danish school partners as the RCE network has many members and contacts within the Danish TVET sector**. RCE will attach a member of the board, Niels Larsen, to the project** to assist FIC with coordination and facilitation of the project. Niels has background in teaching and a PH.D. in pedagogy, which will prove useful in the whole learning process of the project. He also has a long experience in establishing partnerships between schools in the Kenya and schools in Denmark. Through Niels, the project will furthermore be able to draw on expertise from the Danish RCE network during the implementation of the project. In fact an agreement has already been made with an expert in ESD from VIA University College Aarhus to assist the Danish schools with the development of the sustainability module and in the same instance be in charge of the capacity building of the teachers. Since its foundation in Denmark, RCE has not had a secretariat but this will change in July 2021 where a small secretariat will be established through collaboration with VIA University College Aarhus and University College Copenhagen. The secretariat will also be able to assist with the communication and dissemination of the project.

**NEXT Uddannelse København:** NEXT is Denmark’s largest institution for TVET and secondary education (gymnasie) with around 7000 students spread out on 14 different addresses in Copenhagen. In March 2021 NEXT became a UNESCO-certified school, meaning that they are to integrate sustainability and the SDGs in the whole running of the schools’ curriculum, values, objectives, daily operations and practices etc. (the whole-school approach). School membership of UNESCO is based on a firm commitment by the school leadership and community to promote the ideals and values of UNESCO by reinforcing Education for Sustainable Development (ESD) and the humanistic, ethical, cultural and international dimensions of education through GCED. Since the beginning of 2020, where they initiated the transition to become a UNESCO certified school, NEXT has continuously been in the process of finding out where it is meaningful to include the SDG’s, and how different departments can work purposefully with the sustainability and SDG-related topics.

**Rybners and Herningsholm Erhvervsskole:** Rybners is a TVET institution spread out on 3 addresses in Esbjerg and Herningsholm is an institution for TVET and secondary education where the TVET part is situated on different addresses in Herning and Ikast. Both Rybners and Herningsholm have around 3000 TVET students and both have initiated to integrate sustainability and the SDGs more into the school curricula and management. At Rybners’ carpentry education the teachers have started to educate students on sustainable construction and management of resources with a particular focus on SDG 12. The school has tried to establish partnerships with schools in both the MENA region and in Senegal, but political instability and other challenges have been barriers for them to succeed on this. Therefore, they were very interested in joining this project where they have potential to build such a partnership, that hopefully can continue after the project has ended. Herningsholm have recently initiated that carpentry, masonry and joinery students at Basic Course 1[[7]](#footnote-7) are offered to work with sustainability over the next 6 months – for instance on how they can create something from recycled materials and construct something with other prerequisites than they are used to. Herningsholm have had successful long-term partnerships with other European schools through Erasmus+ but have been keen on finding school partners outside of Europe.

**Kabete and Comboni:** FIC’s local staff have been key in identifying the right Kenyan TVET school partners for the project. Several schools were looked at in Mombasa, Kisumu, Nairobi and Nakuru, but after discussions and evaluation of each of them, Kabete and Comboni were assessed as a good match with the Danish schools – partly because they also have educations within woodwork, partly becausethey also are trying to increasingly integrate the SDG’s more into the whole-school approach, and partly because they have a close connection with the local community. Kabete is a large technical and vocational institution (polytechnic) situated in Western Nairobi and has an enrolment of more than 13.000 students. The school often works together with the local communities where students for example take part in technical support of solar power, construction and agriculture[[8]](#footnote-8). Comboni is a smaller polytechnic located in Nakuru. The school has started to work on minimizing waste of their activities and the goods and products produced by students benefit the local community.

**Project synergy with another RCE and NEXT project:** This year RCE signed a contract of cooperation with NEXT on a four-year innovative project, funded through Danish private fonds, where carpentry apprentices in the metropolitan area of Copenhagen are given the opportunity to receive a certificate of sustainable construction together with their apprenticeship. The goal is – by 2024 – to have the first graduates being able to do sustainable construction based on the newest knowledge and research available. The title of the project is “The wood construction industry for sustainability”[[9]](#footnote-9). NEXT’s coordinator of the project, David Rangan, who is also a member of the RCE board, expressed an interest in developing synergy between the two projects. “The wood construction industry for sustainability” is mainly about the environmental pillar of sustainability and the wish from David is that this project can provide input to the social and economic pillars as well as the global perspective for the apprentices. David and 2 carpentry apprentices will be attached to this project and the learnings they gain will be used in the other project and shared with the other apprentices and used for future apprentices.

**Roles and responsibilities:** FIC has the overall responsibility of coordination and communication between the project partners and the responsibility of administration, financial management and reporting for CISU. The other responsibilities are distributed as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Responsibility overview** | **FIC** | **RCE** | **DK schools** | **KE schools** |
| Finding and recruiting teachers and students for the activities |  |  | X | X |
| Ensuring participation of teachers and students in the activities |  |  | X | X |
| Planning and facilitating start-up meetings and steering group meetings | X | X |  |  |
| Planning and facilitating workshops in Denmark and Kenya | x | x |  |  |
| Developing, adjusting and undertaking the sustainability modules |  |  | X | X |
| Planning, coordinating and facilitating the exchange trip to Kenya | X | X |  |  |
| Planning, implementing and facilitating dissemination/engagement activities | X | X | X |  |
| Producing content and materials for dissemination/engagement | X | X | X |  |
| Ongoing communication within own network and for other stakeholders | X | X | X |  |
| Ongoing qualitative collection and compilation of learning and experience  | X | X | X | X |
| Ongoing monitoring and compilation of data for evaluation | X | X | X | X |
| Preparation of final evaluation | X | X |  |  |

1. **The work to be carried out (our intervention)**

The project will run for 23 months, starting in August 2021 and ending in June 2023. Currently COVID-19 has taken its grip on the world with travel restrictions and assembly restrictions in most countries making it hard to fully implement civil society projects. We expect that the first activities of the project will be possible to carry out as they will either be physical activities nationally with less than 30 people or online activities. The teacher-delegation to Kenya is expected to take place in Spring 2022 and the student exchange trip in November 2022 We hope by then to see a more normalized world where it will be possible to travel again, and we are optimistic that the international activities will be possible to carry out – even though they may have to be carried out differently and adapted to the guidelines and restrictions present at that time.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity Timeline** | **2021** | **2022** | **2023** |
| **Q3** | **Q4** | **Q1** | **Q2** | **Q3** | **Q4** | **Q1** | **Q2** |
| National start-up meetings | X |  |  |  |  |  |  |  |
| Transnational start-up meetings | X |  |  |  |  |  |  |  |
| Partner Workshops |  |  | X |  |  |  |  |  |
| Pilot sustainability modules |  |  |  | X |  |  |  |  |
| Teacher delegation to Kenya |  |  |  | X |  |  |  |  |
| Sustainability modules |  |  |  |  | X |  |  |  |
| Student exchange trip to Kenya |  |  |  |  |  | X |  |  |
| Dissemination and engagement activities |  |  |  |  |  |  | X | X |
| Kenyan exchange trip to Denmark |  |  |  |  |  |  |  | X |
| Steering group meetings | X | X | X | X | X | X | X | X |
| Ongoing development of modules | X | X | X | X | X | X | X | X |
| Ongoing dissemination/communication | X | X | X | X | X | X | X | X |

**Start-up meetings:** The project will take off with **two national start-up meetings** – one in Denmark and one in Kenya. RCE, FIC and teachers / heads of education from NEXT, Rybners and Herningsholm will participate in the meeting in Denmark. Kabete, Comboni and FIC will participate in the meeting in Kenya where teachers / heads of education from each school will also be represented. The purpose of the start-up meetings is to embed the project within the partner schools and function as the first step in forming a close relationship between all involved partners. The participants will go through the project, discuss the project elements, adjust for each school’s course structure and make other small adjustments where needed. Two persons from each school will be **chosen as project steering group members** who will be attending regular steering group meetings and be in charge of the ongoing coordination, communication and evaluation with the other partners. There will also be a **transnational start-up meeting** which is to take place online with participation from all partners. It has the same purpose as the two national start-up meetings: establishing relationships with one-another, going through the project, discussing project elements and making adjustments.

**Steering group meetings**: A steering group will be established in both Denmark and Kenya. The group in Denmark will consist of 1-2 persons from NEXT, Rybners and Herningsholm, 1 coordinator from FIC and 1 coordinator from RCE Denmark. The group in Kenya will consist of 1-2 persons and Comboni and 1 local coordinator from FIC. The purpose with the steering group meetings is to exchange updates, ideas, learning outcome, experience and evaluation in-between each other on a continuous basis. **During the first half year of the project there will be frequent steering group meetings to discuss and properly embed the project within the schools as well as to plan the following years in detail.** Thereafter national steering group meetings will be monthly and transnational steering group meetings every 3 months.

**Partner workshops in each country**: One partner workshop will be carried out in Denmark and one will be carried out in Kenya. The workshop in Denmark will take place at NEXT where teachers and heads of education from all 3 Danish schools will participate together with FIC, RCE Denmark and an ESD expert from VIA University College. In Kenya the workshop will take place at Kabete where teachers and heads of education from each of the Kenyan schools will participate together with FIC and a local Kenyan ESD expert. The partner workshops have two main purposes. The purpose is to enhance and build the capacity of the participants. This includes building their capacity and competencies to teach about the project-related topics and to give them the tools to co-develop and carry out the sustainability modules. The output of the workshops will furthermore be to develop the initial content, framework and structure for the sustainability modules[[10]](#footnote-10).

**Sustainability modules:** The sustainability modules are to be specifically tailored education modules that run over a number of lessons (depending on the structure at each school). The modules will focus on ESD and GCED – where the ESD includes learning on all three sustainability pillars, and where the GSED embraces the international, cultural and humanistic educational dimensions, including global development challenges and development cooperation. To make the modules relevant to the carpentry and joinery education they will include sub-topics such as sustainable construction, production and housing, entrepreneurship and innovation, resource scarcity and resource efficiency. The topics will be made relatable, relevant and interesting for the students through practical learning where they get to use their hands to create products and solutions in a sustainable way – and in the process learn how this work is related to specific SDG’s and addressing specific challenges. Global challenges such as climate change often seem distant, complex and incalculable to young TVET students. A good method to increase the students’ competencies for action and engagement in addressing such issues is to work with concrete, handleable, tangible and practical cases and tasks that are relatable to them and their profession. **Example:** During the sustainability module, the Danish students are tasked with building a small shed using a combination of sustainably produced building materials and recycled building materials. In the process they learn how this work is directly related to SDG 12 on responsible consumption and production and indirectly related to SDG 13 on climate action and SDG 15, life on land. They will in the process also be taught how their work is related to global challenges and challenges in the South, e.g. that using recycled materials is often a necessity in the daily life of a Kenyan carpenter who faces challenges with limited materials and resources at hand and has to make do with whatever is available – related to SDG 1 on poverty and SDG 10 on inequality. This way, often complex topics within the SDG’s and international development are made relatable and brought down to earth through working hands-on with a specific task. Practical learning and hands-on work have been identified by the schools themselves as being key methods to create and maintain interest and engagement from the students.

Pilot modules: When the initial model for the sustainability modules have been developed during the partner workshops in early 2022, the schools are to undertake a **pilot sustainability module** for classes during the first half of 2022. When the pilot modules have been carried out, evaluation and adjustments will be made based on learning and outcomes from the pilot module, and the adjusted sustainability modules will be used for the students that are to participate directly in the project and exchange activities.

A sustainable element of the project: During the rest of the project period more adjustments are to be made to the sustainability modules ongoingly, based on learning and experiences made throughout the whole project period – in particular learning and experiences from the exchange activities will be used as concrete stories to be used as part of the modules. The modules will be used in the future as part of regular courses within the schools – at first for the carpentry/joinery education but with potential to be adapted to other professions later on. By the end of the project the module will also be shared with other Danish TVET institutions during the dissemination activities within Component 3.

**Teacher delegation to Kenya:** During Spring 2022 an FIC coordinator, RCE coordinator, 2 teacher/staff participants from NEXT, 1 from Rybners and 1 from Herningsholm will go to Kenya to meet with the two Kenyan partners schools. The trip is seen as an important strategic element in the project and the schools in both Denmark and Kenya have expressed a desire and need to meet with each other to:

* Establish a closer relation between all partners, exchange experience and knowledge on woodwork and craftmanship traditions, education, teaching methods and school structure in Denmark and Kenya. The physical meeting between the Danish and Kenyan staff will also strengthen the relations and authenticity of future online interaction and steering group meetings.
* Give the Danish teachers an insight in the Kenyan TVET system, Kenyan labour market, local Kenyan challenges and Danish development cooperation – knowledge that will contribute to the content of the sustainability modules with a global perspective through concrete examples from Kenya. The GCED content and international perspective in the modules need concrete cases that reflect the real world and challenges in the South if it is to be made comprehendible and interesting to the Danish carpentry students. The content can best be developed through the impressions, learning and experiences gained through the physical meeting and personal experiences.
* Prepare them for the student exchange as the same teachers / staff will be participating in the student exchange trip to Kenya. It is important to dress these teachers for the activities they are to engage the students in and for preparing the students before the trip in the best way possible. If the teachers have been there already it will be easier to explain to the Danish students what they will experience and what will meet them.
* Most importantly, to plan the student projects where Danish and Kenyan students work together (co-learning) to create and build solutions for local challenges and initiatives in the local community in both Nairobi and Nakuru. The teachers will together with FIC, RCE Denmark and Kabete plan a project that addresses an issue or need in the local community in the Western part of Na irobi. This will be done in cooperation with people from the community who will assist in sharing ideas for initiatives or challenges they have and co-decide what the project should address. The same will be done together with Comboni and the local community in Nakuru.

|  |
| --- |
| **Preliminary programme for the teacher delegation (8 days):** |
| Day 1 | Arrival Nairobi, programme briefing, introduction to Kenya. |
| Day 2 | Visit to FIC’s youth organization partners and local youth projects and visit to local industry or construction site. Visit and meeting with 1 RCE project in Nairobi. |
| Day 3-4 | Visit and tour at Kabete National Polytechnic, exchange of ideas and experience, reconcilement of expectations for the project outputs, participation in lectures and education at Kabete, and planning of local community project in Nairobi together with Kabete including visits to local community and joint identification of challenges. |
| Day 5-6 | Transportation to Nakuru, visit and tour at Comboni Polytechnic, exchange of ideas and experience, reconcilement of expectations for the project outputs, participation in lectures and education at Comboni, and planning of local community project in Nakuru together with Comboni including visits to local community and joint identification of challenges. |
| Day 7-8 | Transportation back to Nairobi and leisure. Debriefing and departure for Denmark |

**Student exchange trip to Kenya:** The student trip to Kenya is the core activity for Component 1 and the activity that functions as the foundation for the dissemination and engagement activities to be carried out in Component 2 and Component 3. In november 2023 22 carpentry and joinery students from NEXT, Rybners and Herningsholm will go on a 14-day exchange trip to Kenya where they will visit their partner schools, experience local development challenges first-hand and work together with Kenyan students and use their skills (co-create) to solve challenges and contribute to local community initiatives in Nairobi and Nakuru. It is important that the projects the students will be engaged in have been developed together with actors from the local community in Western Nairobi and in Nakuru during the teacher delegation to Kenya. The two projects will be based on the needs and wishes from people in the local community. It is furthermore important that the two projects will entail that the students get to use skills from their profession to build, construct, put together, fix and/or repair something with a value for the community. These projects will create a space and framework for co-learning and co-creation where the students have an opportunity to learn from each other and about each other. The students will use their experiences from the trip as a case-story to tell and inspire other students and teachers how to be engaged in international development and contribute to make a change while at the same time building and strengthening their own knowledge and real action competencies as well as expanding their horizon and developing new values and diversity as human beings. **A journalist from NEXT’s communication and marketing department will be attached to the exchange trip** to film and document the activities that the students participate in. The film documentation will be used to make a movie for the dissemination in Denmark.

Student participants: 22 students in total are to participate in the exchange trip. 10 students from the joinery education at NEXT, 2 carpenter apprentices from NEXT’s “Wood construction industry for sustainability” project, 5 students from the carpentry education at Rybners, and 5 students from the carpentry education at Herningsholm. The students who will participate in the exchange trip will be selected from the groups of students who have participated in the sustainability modules. The schools came up with the idea to make a competition among the students where they are presented a range of questions on different sustainability issues, asked to reflect on these and come up with ideas and solutions. Most importantly, the students are asked to reflect on how they can solve the assigned projects and tasks in Kenya in the most sustainable way, what they hope to learn from the trip, and come up with innovative ideas to how they can use the learning and experiences to engage other students from their school in the SDG’s and development. The students with the best reflections and ideas will be invited on the exchange trip and become **student ambassadors for the project** which entails that they have the responsibility to participate in the dissemination and engagement activities post the exchange trip – including the engagement activities they have come up with themselves. Herningsholm also consider having the student ambassadors participate in classes for future student intakes after the project has ended – with the intention to spur and incite interest and engagement from these new students from day 1.

The local community projects: The Kenyan schools have already indicated some areas that Danish and Kenyan students potentially can collaborate on repairing or constructing. Most of the local community schools face a number of challenges ranging from broken chairs, desks, tables, windows and notice boards. This is the same with some of the local community churches and hospitals who have challenges with broken furniture and equipment. Comboni furthermore mentions people in the local community, i.e. Kambi Somali and Bondeni slums, who are faced with the challenge of leaking roofs and due to poverty levels, they are unable to repair these roofs. Working practically on these local projects will be especially related to SDG 11 and 12.

|  |
| --- |
| **Preliminary programme for the student exchange trip (14 days):** |
| Day 1 | Arrival Nairobi, programme briefing, introduction to Kenya. |
| Day 2 | Visit to FIC’s youth organization partners and local youth projects and visit to local industry or construction site. |
| Day 3 | Visit to the Danish Embassy with presentations from embassy staff[[11]](#footnote-11), visit to Danida project on waste management, visit to COOP’s coffee roasting facility with presentations on sustainable value chains. |
| Day 4 | Visit to Kabete National Polytechnic and start-up of local community project. |
| Day 5-7 | Local community project Nairobi and cooperation between students. |
| Day 8-9 | Transport to Nakuru with field-visits on the way. Rest of the time set off for leisure. |
| Day 10 | Meeting with representative from Kenya Plantation and Agricultural Workers Union and visit to a plantation. |
| Day 11 | Visit to Comboni Polytechnic and start-up of local community project. |
| Day 12-13 | Local community project Nakuru and cooperation between students. |
| Day 14 | Debriefing, transportation to Nairobi and departure for Denmark. |

Relation-building prior to the trip: During the months up to the exchange, the participating students from Denmark and Kenya will present themselves to each other on Zoom meetings and produce and share photos and self-made videos with each other. This activity was decided by the schools themselves as they have expressed an interest in engaging the students in activities prior to the exchange trip where they learn about each other and each other’s schools, educations, everyday life, living conditions and life ambitions. This will help the students from both countries identify with each other and create a relation and affiliation prior to the physical meeting.

Teacher debriefing after the trip: The persons who participated in the teacher-delegation and student exchange trip will share their experiences and learning in a meeting with other teachers and staff from their schools, especially with those who participated in the workshop in the beginning of 2022, and they will together develop extra content to the sustainability modules based on experience and learning from the trip. This content will in particular embrace social and economic sustainability as well as the global outlook of the modules with perspectivation to global and local challenges and international development based on concrete examples from a Kenyan perspective.

**Dissemination and engagement activities:** During quarter 1 and 2 in 2023, post the student exchange trip, different dissemination and engagement promotion activities will be carried out at the 3 Danish schools, and the aim is to reach at least 200 teachers and 3000 students through these activities. The results, learning and experience from the school partnership will be used as a dissemination case-story to create increased awareness about the SDG’s, sustainable development and international development cooperation – and stimulate an increased interest and engagement in the same. After the exchange trip, FIC, RCE and the Danish schools will work on flyers and other physical or virtual content that can be shared or handed out to students and staff during the dissemination activities. The content will briefly explain the project and most importantly provide information on how to engage oneself further in international development work – with concrete explanations and descriptions of opportunities for actions that the students can make. One thing is to spur interest among other students. Another thing is to also spur interest and provide opportunities to become further engaged. The dissemination activities will, to different degrees depending on the audience[[12]](#footnote-12), include sharing of opportunities for how to become further engaged. These include but are not limited to: Hearing and learning about the option of joining FIC Youth or RCE youth, options of joining or forming student SDG councils[[13]](#footnote-13), opportunities to volunteer abroad, the volunteering landscape possibilities in Denmark where they can make use of their craftmanship in a good cause or about opportunities to take an internship[[14]](#footnote-14) or go on exchange in a developing country. In relation to the latter two opportunities on internships/exchanges, the schools are very keen on establishing close partnerships with schools in the South to make this a reality in the future. The partnership with Kabete and Comboni could lay the foundation for future internships in Kenya and exchanges both ways. The preliminary dissemination and engagement activities that have been jointly developed are as follows:

|  |  |
| --- | --- |
| A | Teacher-to-teacher meetings: Interactive meetings between the teachers/staff who participated in the exchange trip and other teachers/staff at the 3 Danish partner schools’ educations (primarily carpentry and joinery).The meetings will include dissemination on the project and dialogue and discussions on how other departments at NEXT, Rybners and Herningsholm can work with the SDGs, ESD and GCED. |
| B | Larger events: 1 large event at each of the geographical locations for carpentry and joinery students at NEXT[[15]](#footnote-15), Rybners[[16]](#footnote-16) and Herningsholm[[17]](#footnote-17) with a movie screening and presentations by the Danish staff and students who participated in the project.  |
| C | Presentations at other school locations: Presentations for students and teachers from other educations at NEXT, Rybners and Herningsholm, including the EUD, EUX, HHX and STX educations[[18]](#footnote-18). These presentations will be tailored to be made relevant to the audience and educations where the presentations take place. |
| D | Youth-to-youth dissemination: The youth ambassadors will do class presentations for students enrolled at the carpentry and joinery educations at NEXT, Rybners and Herningsholm. |
| E | Youth ambassador activities: With assistance from teachers and staff (depending on the nature of the activity), the youth ambassadors will carry out and be in charge of the innovative engagement activities they have come up with themselves during the competitions to join the exchange trip – activities intended to incite and spur engagement among other students in the SDG’s and international development or activities where the ambassadors directly involve other students in activities related to the SDG’s and international development. |
| F | Production of project movie: The communication and marketing department at NEXT (in collaboration with the communication departments at Rybners and Herningsholm) will produce a movie about the partnership, the exchange activities and sustainability modules. It will be used for dissemination at the 3 partner schools but also shared with other schools for inspiration. It will entail suggestions to how students and teachers can become further engaged in international development and the SDG’s.  |
| G | Platforms for student and teacher engagement: It is the intention that staff from the 3 partner schools develop platforms[[19]](#footnote-19) where Danish students can interact with Kenyan students – and in the future students from partner schools in other countries. At these platforms students can – with a starting point in their technical and practical knowledge – share ideas on solutions to specific issues, share graphic content from education or job placements or share what they have learnt during specific modules among other things. |

**Dissemination activities at other TVET schools:** The dissemination in spring and autumn will also include external dissemination activities (Component 3) that will take place at other TVET institutions in Denmark. The dissemination will either be done through 1) meetings between the Danish partner schools, FIC, and RCE and staff and leadership at the other schools; 2) youth-to-youth presentations at other schools’ classes. Schools who are particularly interested in becoming more engaged in the SDGs with a global outlook will be the primary target of this dissemination effort. The results, learning and experiences from the project and school partnership will be used as a dissemination case-story and as an inspiration for how the other schools’ teachers and students can work with sustainability, SDG’s and international development together with a partner school from the South. A manual explaining the sustainability modules and on establishing North-South school partnership will be developed and shared with the schools.

**Visit from Kenya:** During the period for dissemination and engagement activities in 2023, 8-10 days will be set off for a visit from project participants from Kabete and Comboni. Teachers and students from each Kenyan school will go to Denmark and join the dissemination activities where they contribute with perspectives from the South. It is important to include the Kenyans in some of the dissemination activities as the dissemination from the Danish and Kenyan students and teachers combined will create a greater authenticity, the Danish youth will have more motivation and impact when they do presentations together with Kenyan youth, and the Danish teachers and students will see elements of their everyday life and education with new eyes when they see and hear the Kenyans reactions and comments to the Danish reality. In order for this partnership to be equal and reciprocal the visit will also entail other activities aside from the dissemination. The Kenyan students and teachers will participate in the carpentry/joinery education to see how it differs from the Kenyan ditto; they will visit Danish construction sites and workplaces to see the work environment and conditions and experience how job placements function in Denmark; they will be taken to see sustainable initiatives in industries in Copenhagen; and they will participate in cultural activities together with the students they worked together with in Kenya.

**General communication and dissemination:** All Danish partners will during and after the project have general communication and dissemination via their own channels and within their networks. FIC’s members are primarily trade unions for skilled workers, and they therefore have an interest in following the project and its results. Many of the trade unions who have membership in FIC also have members in boards at TVET schools in Denmark. FIC will therefore set off time during the visit from Kenya to visit some of these trade unions together with the Kenyan participants and staff from the Danish schools to talk about the project. RCE’s broad network in Denmark has many members that this project is relevant to. Among these, UNESCO, DEG[[20]](#footnote-20), 2030 schools and Teachers for Future are particularly relevant, and these will receive ongoing information on the project. RCE Denmark will also share internally with other RCE’s in the world[[21]](#footnote-21). The communication and marketing departments at the Danish schools will follow the project closely throughout the whole project period. The departments have journalists and communication staff who are in charge of dissemination of school projects, both internally and externally to local television, newspapers, magazines and journals. They are also very active on social media together with the students from the media educations who often produce content for them[[22]](#footnote-22). The departments will be especially focused on dissemination of the exchange trip during and after the trip on the webpage and social media. Students at NEXT often do a “SoMe take-over” where they post stories about their everyday life and about their studies which is something the student ambassadors could do during the project. After the trip there will also be an intensive communication effort to reach out to as many students as possible with information about the project, sharing the movie and sharing information on how and where to become more engaged in sustainability and the SDGs.

**Project target groups:**

|  |  |  |
| --- | --- | --- |
| **Primary target groups** | **Activity** | **Level in the Engagement Pyramid** |
| School leadership and management | - | **Endorsing:** The schools’ directors, heads of department and other staff at management level[[23]](#footnote-23)are in charge of maintaining the engagement among teachers and students after the project has ended and make decisions about future collaborations with schools in the Global South. The foundation for future engagement of students in the SDGs and development related activities is reliant on good-will from school leadership and management. It is thus key that they are involved in and updated on the project from time to time.  |
| 3-6 Teachers/staff | Steering Group | **Leading:** The steering group take on a leading engaging role throughout the whole project and are essential in embedding the project within the schools. |
| 10-15 Teachers/staff | Sustainability modules | **Leading:** The teachers and staff involved in developing the modules and/or in charge of carrying out the modules play an important role in engaging the students who participate in the modules – both during and after the project period. |
| 4 Teachers/staff | Teacher delegation and student exchange trip | **Leading:** The teachers participating in the two trips to Kenya have the key responsibility of engaging the student ambassadors. First, during the teacher delegation, by developing the foundation for the best way to engage the students. Next, by continuously assisting the students in their activities during the student exchange trip. |
| 22 Student ambassadors | Sustainability modules, exchange trip and dissemination / engagement activities | **Leading:** The student ambassadors start out in the lower end or outside of the Engagement Pyramid and move up to action competent ‘Leading’ roles during the last part of the project period. During the sustainability modules they move towards the role of ‘Contributing’ through working with sustainability and the SDGs. During the exchange trip they take on the role of “Owning” as they are investing a lot of time on solving local community issues together with Kenyan students. Last, they take on the role of “Leading” as they will be active in engaging other students during the dissemination and engagement activities |
| 170-200 Students | Sustainability modules[[24]](#footnote-24) | **Contributing:** By participating in the modules, the students invest time in sustainability and the SDGs on an ongoing basis through the modules and thus move towards ‘Contributing from the lower levels or outside the Pyramid. |
| At least 3000 Students and 200 teachers | Dissemination / engagement activities | **Observing/Following:** The different activities are intended first and foremost to move the target groups/audiences of the activities from outside the Pyramid and into the Pyramid in roles as either ‘Observing’ or ‘Following’ by creating an interest and making them conscious about working sustainably and about the SDG’s and development-related activities in the project. It is the intention that the dissemination of opportunities for concrete action engagement, which will be part of most activities, can inspire some of the interested students to become further engaged and move them further up the Pyramid in ‘Endorsing’ or ‘Contributing’ roles. |
| At least 10 other TVET schools | Dissemination and engagement activities | **Observing / Following:** Similarly the intention with visiting other schools is to spur their interest in sustainable development and the SDGs and in forming partnerships with schools in the Global South – hopefully on a long-term basis moving actors from these schools further up the Pyramid. |

|  |
| --- |
| **Secondary target groups** |
| Local community in Nairobi and Nakuru: | The people who benefit from the projects and tasks that the Danish and Kenyan students collaborate on. |
| The Kenyan participants | The Kenyan teachers and students who participate in the sustainability modules, the community projects and/or the trip to Denmark who benefit from the learning and experiences gained through the project. |
| Public in Denmark | The people reached through general awareness raising about the project. |
| Future students | New student intakes each year at the partner schools will become engaged in sustainability, the SDGs and activities related to development cooperation – and hopefully also through new school initiatives such as, exchanges/internships abroad or in established student sustainability councils. |
| Companies | Companies who will benefit from having apprentices or graduated carpenters/joiners with knowledge and experience in working sustainably with a global outlook. |

**Methods:** The co-learning and co-creation approach is a good tool to create a framework and setting where people jointly can learn about a specific topic and contribute to creating a product – while at the same time learning from each other and about each other in the process. We furthermore believe that the method of engaging the TVET students together in practical work related to the project topics is the right way to maintain their interest and activeness. NEXT and RCE Denmark know from experience that learning about abstract and complex issues can easily turn off the interest but when the students get to “learn through their hands” topics such as sustainability and the SDG’s become relevant to them. The learning and experiences (including the dos and don’ts) from this project can be used as a model and guide for other schools who are interested in becoming more engaged in the SDG’s and for schools who wish to have a partnership with schools in the South.

Voices from the South: As the project’s key component is a partnership between a school in Denmark and two schools in Kenya, voices from the South are an integral part throughout this project. The student exchange activities are a good way to create a setting where the Kenyan students engage in equal dialogue and collaboration and have their voices heard. From our experience, most Kenyan youth are very dynamic, and they often have a good action-oriented drive when it comes to innovation and entrepreneurship – a drive and resourcefulness that the Danish students can learn from. As an example, during the development of this project staff at NEXT expressed that their students often lack the drive and belief in themselves when it comes to their own competencies within entrepreneurship. Therefore, NEXT have expressed an interest in learning about Kenyan entrepreneurship as well as ingenuity and innovation when it comes to making do with whatever scarce resources is at hand in an often-unfavourable environment. The exchanges also create a deeper understanding among the Danish students on challenges that a development country such as Kenya faces – something that is often hard to comprehend unless you experience it in person.

**Sustainability as the project framework:** Sustainability and the SDGs form the framework for all the components of this project – both in relation to the sustainability module, the exchange activities, and the following dissemination and engagement activities. The project itself will in particular contribute to Goal 17 on partnerships for the goals and Targets 4.7[[25]](#footnote-25), 12.8[[26]](#footnote-26) and 13.3[[27]](#footnote-27) - three targets that speaks to empowering and enabling students to be active agents of positive change and the most important targets in terms of linkages with other SDG’s as they aim to provide learners with the knowledge and competencies, they need to make all of the SDGs a reality. Commitment to the realization of a sustainable future, including engagement in sustainable development and support for development cooperation, is indeed very much dependent on changing the ways we think (and act on accordingly). Hence, it is a prioritization throughout the project period to have an ongoing focus on promoting sustainable mindsets and the notion of global citizenship among the teachers and students through active engagement and dissemination. This offers a potentially transformative way to inspire inclusive, value and skill-based action designed to promote a sustainable world and require students to engage in exploration and learning which inspires them to make informed decisions and take socially and ethically responsible actions.

The sustainability modules will include learning about the building materials used and how the production and extraction of these materials can be linked to negative impacts such as pollution, environmental degradation, depletion of natural resources, deforestation and desertification (related to SDG 13, 14 and 15) as well as indecent working conditions for people in the value chain (related to SDG 8). The learning will also include how to better avoid negative impacts by working more sustainably, e.g. through reusing, recycling, upcycling, being resource efficient and using sustainably produced materials (related to SDG 12). The Danish students and teachers participating in the exchange trip will also experience with their own eyes how climate change is already impacting livelihoods in the global South and learn about how large industries exploit labour, control and deplete natural resources and pollute local environment and communities. The student and teacher participants will however also see and experience positive examples of national initiatives, civil society and community efforts as well as development projects that address some of these challenges. The teaching in the modules will also include themes within the **social justice** sphere such as poverty, human rights, inequality and gender equality. Moreover, the Danish students will experience concrete challenges related to social injustice first-hand when visiting Kenya, thus giving them a better understanding of their own privilege and starting point compared to their Kenyan counterparts – which will hopefully also challenge stereotypical perceptions of countries and people in the Global South. FIC’s work in East Africa is based on the promotion of social justice as our projects focus on improvement of working conditions, work environments, labour rights and increasing productive and decent employment. Field visits to some of FIC’s partners and projects will be incorporated into the exchange visits to Kenya as they will give the Danish students the opportunity to see examples of Danish development cooperation, and how FIC’s and partners’ work is contributing to the SDG’s – SDG 8 in particular. In school, the Danish students have classes or modules in work environment, and it therefore seems fitting to show them first-hand some of the specific work environment challenges that Kenya faces compared to the challenges Denmark has.

Social reflections on the target group: When statistically comparing students enrolled at the Danish Secondary School and Higher Education with students enrolled in Danish TVET, the latter more often come from lower social layers in society and on average have less resource at hand. The average student from Secondary School and Higher Education therefore also has a better opportunity to go abroad and explore other countries and cultures, e.g. on self-financed school and study trips, through volunteer work and internships, or by going backpacking in their gap-year. Furthermore, there are fewer opportunities for going abroad for TVET students during their studies, because of obstacles such as the structure of their educations where they are in job placements half the time. This makes them less flexible to venture out and do the same things as fellow young men and women enrolled at Secondary School or Higher Education.

Experience, learning and evaluation: FIC and RCE Denmark will collect data for learning, experience and evaluation on an ongoing basis. The ongoing collection of data will be both qualitative and quantitative. During the national and transnational steering group meetings experience and learning will be shared and discussed by the three schools and the important outputs from these meetings will be compiled. During the teacher delegation and the student exchange trip, the participating FIC staff and the RCE consultant will conduct informal and semi-structured interviews with the students and teachers as well as documenting observations throughout the period of both activities (participant observation). The debriefing at the final day of the trip will provide the framework for reflections on learning and experience gained. During the dissemination activities the number of participants will be documented and recorded. It is hard to measure engagement among the students, but physical and online follow-up surveys will be developed and shared with the schools. The questions of the surveys will capture awareness and knowledge of the SDG’s and Danish development cooperation among other topics, and the interest in becoming more engaged in some of these topics. At the end of the project a final evaluation and collection of experience and learning will be carried out in between FIC, RCE Denmark and NEXT.

1. **Supplementary financing**

|  |
| --- |
| FIC will set off 11.000 DKK to finance expenses for the Kenyan participants coming to Denmark in relation with the dissemination activities. Expenses such as allowance and financing for clothing. |
| 200 volunteer hours from FIC interns who will assist in the preparation and implementation of the dissemination activities in Denmark, communication and dissemination via internal channels and administrative tasks. |
| 160 volunteer hours from the attached RCE consultant. 80 hours will be financed by the grant (240 hours in total). |
| Volunteer hours from students, teachers and heads of education at NEXT, Rybners and Herningsholm, and coverage of wage costs for teachers and staff in relation to activities and travels. |
| NEXT will set off 35.000 DKK to finance activities in Denmark and Rybners and Herningsholm will try to raise funds for activities in both Denmark and Kenya. Prior to the exchange visit to Kenya, the schools will also try to acquire sponsored tools from its affiliated tool suppliers and job placement companies in Denmark. The tools are to be brought to the host schools in Kenya as a gift. It is unknown whether they will succeed but the ambition is there. |

1. Svendborg Erhvervsskole, Randers Tradium, Mercantec, Syddansk Erhvervsskole and TECH COLLEGE. If they are interested, they will be included in an advisory group where they will get regular updates on the project. [↑](#footnote-ref-1)
2. UNESCO’s international Centre for Technical and Vocational Education and Training [↑](#footnote-ref-2)
3. Danske Erhvervsskoler- og Gymnasier (DEG) [↑](#footnote-ref-3)
4. Erhvervsskolernes Elevorganisation [↑](#footnote-ref-4)
5. Deutsche Gesellschaft für Internationale Zusammenarbeit [↑](#footnote-ref-5)
6. Including Folkemødet Bornholm, Kulturmødet Mors og Bæredygtighedskonference Kerteminde [↑](#footnote-ref-6)
7. Grundforløb 1 [↑](#footnote-ref-7)
8. Through FIC, RCE made contact with Kabete and made a video on their work which can be shared with the Danish schools ([Link](https://www.youtube.com/watch?v=UfVue8O2RG4&ab_channel=SautiTv)) [↑](#footnote-ref-8)
9. Bæredygtighed på Træfagene ([Link 1](https://nextkbh.dk/om-next/baeredygtighed/byg)) ([Link 2](https://www.rcenetwork.org/portal/rce-projects-tackle-climate-action-new-publication-unu-ias?fbclid=IwAR0d1S7QpaDRZDRD4HKKcmPyGr4clLfqvnQDoMH0B7IMB6PmMisoZW4zoSE)) [↑](#footnote-ref-9)
10. The 5 Danish schools who have shown an interest in following the project are welcomed to join both the workshop and join the co-development of the modules if they self-finance the expenses. [↑](#footnote-ref-10)
11. We have been in contact with the Danish Embassy who have assured us that it will be possible. [↑](#footnote-ref-11)
12. Many of these engagement action opportunities are not relevant to the teachers and staff at the schools [↑](#footnote-ref-12)
13. NEXT already have 6 student SDG and sustainability councils. [↑](#footnote-ref-13)
14. Such as the internships done by 6 TVET students from Aars Erhvervsskole with help from the Danish Trade Union Development Agency ([Link](https://www.ulandssekretariatet.dk/artikler/danske-laerlinge-i-verdensklasse/)) [↑](#footnote-ref-14)
15. NEXT Nørrebro, NEXT Glostrup and NEXT Rødovre [↑](#footnote-ref-15)
16. Rybners Spangsbjerg Møllevej [↑](#footnote-ref-16)
17. Lillelundvej, Herning [↑](#footnote-ref-17)
18. Including for student councils and other student networks who are working with the SDG’s [↑](#footnote-ref-18)
19. E.g. WhatsApp or Facebook groups [↑](#footnote-ref-19)
20. DEG is good actor to channel information through to other schools and DEG in fact has a network for the SDGs whom it seems natural to share the project outcomes, results, learning, experience and models with. [↑](#footnote-ref-20)
21. Especially the 9 RCE’s that are present in Kenya who may have a particular interest in the Danish-Kenyan partnership. A regional advisor for RCE Europe has also expressed a keen interest in following the project. [↑](#footnote-ref-21)
22. NEXT, Rybners and Herningsholm all have some sort of media educations. [↑](#footnote-ref-22)
23. For NEXT it is very relevant to keep their 20 SDG coordinators regularly in the loop [↑](#footnote-ref-23)
24. Including pilot modules [↑](#footnote-ref-24)
25. Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”. [↑](#footnote-ref-25)
26. Target 12.8: “By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature” [↑](#footnote-ref-26)
27. Target 13.3: “Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning” [↑](#footnote-ref-27)