**THE CIVIL SOCIETY FUND**

**DEVELOPMENT INTERVENTIONS**

**BREAKING THE SILENCE: YOUTH ADVOCATES FOR THE RIGHT TO SEXUALITY AND CIVIC ENGAGEMENT**

1. **Objective and relevance**

Breaking the silence: Voices of change and civic engagement

“What causes HIV/AIDS when one do sex?” “Why do men and women have sex?” “Is it true that 2

love without sex is like tea without sugar?” “What is kuma (vagina på Swahili)?” “What is puberty?” “Why do boys have wet dreams at night?” “What should I do when I get raped?” “My father wants to sleep with me - is that normal?” “Can somebody work if he/she is a positive (HIV/AIDS)?” “Why is life sometimes hard?” “What can I as a youth do to avoid bad companies?” “Why do girls have to wear short dresses?” “Is money love?” “I’m a girl who like other girls – is that okay?” “What does people who have given up on life do?” “How to cope with emotion?"

These questions were written by young people in Kenya and collected during our monitoring mission in February 2019 (Pilot on Comprehensive Life Skills Education (Journal nr. 18-2229-MI-jun). The questions come from the secret mailboxes introduced at the schools during the pilot. These mailboxes allowed for the first time the children and youth an outlet through which, they could ask questions directly towards their teachers. We were surprised by the directness and honesty expressed by the youth in the secret mailboxes, and it became very clear that the youths in Kenya have many thoughts on their own life situations and circumstance. Thoughts and questions that their teachers mostly were not aware of before the secret mailbox, as the students hardly have a voice in the classroom by tradition in the Kenyan school system.

The aim of the pilot was to facilitate children and youth in expressing their own voice on reproductive health issues and try out aspects of the child/youth inclusive approach of Active Awareness in sexual education in schools. The young people’s questions show a directness and eagerness for a voice and a desperate need to acquire more knowledge. The questions also express the need for tools to handle their sexuality/puberty, insecurity of own sexuality, environment, puberty and relationships - and thus the search for more confidence to claim the right of their own body.

The questions are important pointers for this project as they indicate the need for methods to break the silence of the young people in Kenya. **The question now is: How to capture their voices and make them matter for social change and civic engagement?**

From this point of departure, **the objective of this intervention** **is to empower young people to have increased control over their own lives, bodies and the community factors which impact upon it. This means that young people have the knowledge and skills to intervene and shape their surroundings by speaking up and advocating for their own rights through civil society engagement.**

**Breaking the Silence; Duty bearers and civic engagement**

This project is an intervention that takes place where formal education makes little room for student participation beyond recitation and answering the teacher’s questions with yes or no. This means that pupils find it difficult to express themselves in analytical and critical thinking where answers are more blurred, complex, independent and at times subjective. This raises concerns on a civil societal level, as the students are the future decision/opinion makers and agents of change. Strong active citizenship based on critical independent thinking is the cornerstone of a continued democratic process. The critical lack of proper education among youth in Kenya risks leaving future generations without a solid understanding of their rights within society - thus limiting their possibilities for civic engagement.

**This intervention aims to pursue the objective through 5 immediate objectives:**

1) *The institutionalization of the pedagogical method Active Assessment in project schools, to continue the trust-based dialogue between the teachers and the pupils started in the pilot;;* 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;* 3) *A Digital Ambassadors Programme facilitating intercultural video exchanges between Kenyan youth and Danish youth;* 4) *Capacity building of Kenyan partners advocacy and networking skills;* and 5) *Advocacy work by Kenyan partner organization for better Life Skill education and for a fair and proper distribution of resources as the new Kenyan school reform is implemented.*

Local approval and inclusion of the project in existing local structures

Both in the pilot and in the preparation of this project much has been done to include and secure support from the local community. During the monitoring trip for the pilot stakeholder meetings were held with area chiefs, community leaders, where we engaged in a dialogue with them about this project - their thoughts, worries, and needs. In order to engage public officials for support of the intervention, one-to-one meetings were held with the Sub-country directors of Education. An authority letter from the Sub-county Director of Education in Mogotio, Baringo County, Nyaberi Robert M. declaring his support to the project, has been obtained, as have a videotaped agreement to support the project from a meeting with Sub-county Director of Education in Nairobi, Simon K. Mutemi.

In this intervention, we will also include the local communities through community events and media campaigns by HMDS, Positive Life Kenya and the school clubs. Important actors in the communities who we also plan to include through outreach activities are health clinics and school counselling centers. This is done to ensure that the intervention integrates with the local structures that are meant to support the youth.

Our collaboration with the school leadership and the teachers is highly valued. The school leadership has agreed to integrate the training and facilitation of this intervention within school hours and to put the pedagogical method Active Assessment in their overall learning plan**.** A continued dialog with the school leadership at the 34 schools, will ensure continued support for the intervention. This is done to secure the sustainability of the project.

A structural issue that might influence this project at some point relates to planned school reform in Kenya. Kenya is in the process of introducing a new system named 2-6-6-3. The system proposed will see school years divided into 2 years pre-school, 6 years primary (divided into two sets of 3 years), 6 years secondary (also divided into two sets of 3 years), and three years of university. This is a change from the present 8-4-4 with 8 years primary, 4 years secondary and 4 years university. It entails changes not just to the basic division of class levels, but also a new curriculum. Among the changes of interest to this project is a focus in primary school on critical thinking. The reform was supposed to have been launched in 2019, but the introduction date has so far been moved to January 2020, but we have not been able to confirm any concrete plan for the roll-out of the new system a the schools we work with. Nor is it something talked about in Kenya, so far as known by our Kenyan partners.

How does the intervention contribute towards strengthening civil society organization that promotes compliance with rights and equal access to resources and participation?

As part of this project, a focus is given to introducing interested youth to what civil society engagement is and how it works. To act as a catalyst and guide the students, school clubs will be established in secondary and vocational schools chosen by the Kenyan partner organizations. These school clubs will be established on the same premise, as a Community Based Organisation (CBO), with rules and meeting protocols, and a focus towards gaining a voice in public debate. Through training in both subject analysis and public presentation, the youth will prepare for participation in radio shows and public debate meetings in their local community. These meetings will take inspiration from the Danish concept of Højlunds Forsamlingshus, and have participation of the local citizens, and of both local and public officials.

It is the goal of the school clubs that when youth knows how civil society engagement works, that they continue, after leaving the school clubs, as active civil society actors. The purpose of the clubs in relation to their setup as CBOs, will for the intervention period be to engage the public sphere with the voices of the youth and make them matter for social change and civic engagement around SRHR and other Life Skill related topics. From this point of departure, the clubs can after the intervention change their focus depending on the interests and needs of the youth. They are allowed to take ownership of the clubs.

How does the intervention contribute towards bringing about lasting improvements for poor, marginalized and vulnerable target groups?

This intervention aims to help to sensitize teachers, public officials and the local community to accept and discuss SRHR and other Life Skills related subjects with the young people. This is an important step to change the focus from youth abstinence towards a recognition of the need to learn and talk about SRHR, thereby also engaging the many other problems expressed in the questions by the children and young people at the start of this Chapter. By engaging young people to actively participate in this dialogue, we aim for them to engage in other democratic dialogues for change outside this intervention’s activities. The method is based on a child and youth inclusive approach to education centered around professional knowledge and experience from both Kenya and Denmark. In the pilot intervention material disseminated to the schools was produced both by the Kenyan organization Centre for the study on Adolescence Kenya (CSA Kenya) and by Danish professionals translating Danish education material on sexual education and child development into English after consultation about local contextual limitations. This material focus on inclusiveness and child/youth development will both be expanded on, but also fused with the knowledge - that are within the Kenyan School system at the time of the intervention - as to what the new curriculums for the different school levels will be in the future with the Kenya school reform. It is important that the schools taking part in this intervention can have a head start on one of the main focus areas of the school reform, namely strengthening critical thinking for children and youth. This will ensure the sustainability of the intervention, by anchoring the material within the present discourse in Kenya.

By promoting critical thinking among the youth in the schools - it is intended that a spill over effect will benefit the out of school youth through advocacy activities such as Højlundsforsamlingshus events and radio programs. According to the Baringo County Development Plan 2018-2022, the current enrolment rate is 45,3% for Secondary school. Among notable reasons for this number are: harsh climatic conditions, especially in the lower part of the county; insecurity, which often results in closure of some schools; poor infrastructure; floods in the lowlands; prolonged drought; high illiteracy rates among parents and retrogressive cultural beliefs. For the Nairobi slum areas, the number is even lower. During our monitoring visit, we asked the teachers if there were any mechanisms in place to stay in contact with the pupils, who have dropped out. There is not, mainly because of the lack of teachers and financial resources. Especially in Nairobi, where young girls are exposed visually to prostitution early on - the number of teen pregnancies is high according to Positive Life. In other to engage this group, the Kenyan partners will reach out to this group, so that they can join some of the advocacy activities.

The context of the intervention:

The intervention will like the pilot take place in two different settings in Kenya: Baringo County and Mlolongo town, Machakos County, Nairobi.

About 50% of the Kenyan population consists of young people which means that Kenya is facing high economical costs. Kenya struggles with a high level of unemployment especially among youth and illiteracy, especially among women. With an average, daily income of no more than 1-2 USD, many of them are living below the international poverty line. Baringo County is among the marginalized counties in Kenya with a poverty incidence of 52.2% of its population. Nationally in Kenya, 46% live below the poverty line according to UNICEF. These hard conditions mean that young people get at a hard start in life. Combined with poor SRHR knowledge, they are at risk of unplanned and early pregnancies, sex trade and HIV/AIDS. The government is aware that this is a problem and that the young people are Kenya’s future. In the Adolescent and Youth Survey 2015 from both Baringo County and Machakos County, both published in 2017, the above-mentioned problems are addressed and a direction for development is pointed out. Here the focus is on strategic investments in health, education, and governance aimed at improving the socio-economic opportunities and well-being of young people. To reach this, the emphasis has been placed on keeping children and young people in school by preventing, especially, teen pregnancies and drug abuse. In Baringo County, the percentage of reported school dropouts is 17% and many cases are not reported due to taboo in the community. Reasons for school dropouts are early pregnancies, movement of families in search of water and pasture for their livestock as well as cultural practices such as female genital mutilation (FGM). To prevent it, there is a need to enhance Life Skills education and in general to improve the guidance and counseling possibilities in the counties on the subject of SRHR. Parents do not want to- or know how to talk with their children about sexual and reproductive health. The education on SRHR is then left with the schools that likewise have a lack of knowledge and trouble talking openly on the subject.

In Baringo County, 14% of girls aged 15-19 have begun childbearing and the number is 13% in Machakos County. In Machakos County, they have serious problems with contraceptives; 8% of currently married girls use modern contraceptives while 68% have unmet needs for it. Whereas on a national level, 37% of currently married girls use modern contraceptives. On the national level, 6,4% of the population has HIV/AIDS and this is a national disaster in the country. The numbers show a demand for more knowledge in SRHR while the taboos of these subjects point to the need for stronger youth-inclusive methods among school and health personnel. The youths in Kenya are desperate to receive health education, counselling services, and improved health policies. To meet their needs, we need to improve the knowledge of- and methods used by the teachers, health workers, social workers, etc. The need for knowledge and skills among children and young people in the areas of this intervention is expressed in the questions collected in the pilot project. Here it becomes clear that young people are very unsure of why and how sexual diseases spread. They question love vs. sex and how these can be part of a relationship and they have questions when it comes to how they can- and will develop generally and under the circumstances, they live in.

1. **Partnership/partners**

The current partnership consists of 4 organizations: 100% for the Children (100%), Periamma, Positive Life Kenya and Help mission Development Services (HMDS). During several meetings in 2017 in Copenhagen, the possibility of a partnership between 100% and Periamma was discussed, as we experienced a strong synergy between the two Danish organizations; not only in terms of target groups but also in terms of the combination of components within service delivery, capacity building, and advocacy. Mutual recognition and respect led to a shared wish to engage further as partners. As partners, we experiment with innovative dialogue-based approaches that aim at shifting from a ‘beneficiary’ relationship to the active involvement of our target groups. At that time, Positive Life was a partner of 100% and HMDS was a partner of Periamma.

In January 2018, Camilla Legendre (Daily Manager of 100%) and Camilla Olesen (former Head of Communications and fundraiser of 100%) visited Periammas partner HMDS together with Periamma’s operations officer in Kenya, Carsten Willersted. Carsten Willersted also visited 100% partner, Positive Life, in Nairobi's slum area Mlolongo. A partnership between the 4 organizations was discussed during the mission - and all agreed that a smaller project would be a good start to test the new four-way partnership. On this basis, the pilot was developed and approved for funding by CISU.

The roles and areas of responsibility of the partners and of any other actors:

During the monitoring mission of the pilot, all partners had a workshop enabling them to discuss the roles and responsibilities in this new intervention. One of the areas that were discussed in depth was the shift of primary partner from HMDS to Positive Life for this current intervention. This can be a sensitive issue, which is why the mission decided to have an open face-to-face discussion on the topic. This was agreed because of several reasons: First of all, HMDS has been the primary partner in the pilot and in another CISU project together with Periamma - and has therefore been able to familiarize the organization with CISU procedures and regulations. In a continued partnership it is only natural that this opportunity will be given to Positive Life that has an organizational set-up that could benefit positively from this added knowledge. Secondly, Positive Life is a larger organization and has to present a stronger organizational capacity. Thirdly, Positive life has a stronger network among government stakeholders and civil society organizations than HMDS - and Positive Life can provide a great learning platform for HMDS in terms of building institutional networks. Based on this the roles are as described below.

The children and youths are enlisted at schools that HMDS and Positive Life Kenya collaborate with, and the Kenyan intervention partners will be responsible for outreach to the schools, managing contact- and activities with children and teachers, and coordinating their contact with public officials. Being local organizations, they will give the project local access to the children through already existing work and will, therefore, secure the program’s legitimacy. The Kenyan partner organizations both have relevant backgrounds, civil society legitimacy, mutual interests and the necessary resources for this project

Positive Life, will be the primary Kenyan partner overseeing the project implementation and overall financial management in Kenya. They will receive budget requests and will be responsible for transferring money to HMDS for them to execute according to the planned activities. HMDS will report back to Positive Life. Positive Life will facilitate all the activities in the urban slum environment of Mlolongo, Nairobi. Positive Life will be reporting both narrative and financially to 100% on a quarterly basis.

Providing health care, education, income-generating programs, rehabilitation and counseling, Positive Life focuses on creating healthier, empowered and independent futures. “The project will be a valuable addition to the work that we do. It will help us meet our goals in reduction of teenage pregnancies, HIV infection and spreading of the same, youth skills, increase reproductive knowledge for the women we support and provide hope and guidance for teenagers and youth” (Mary Wabwire, Positive Life Kenya).

HMDS, situated in the city of Nakuru will work in the poor rural environment of Baringo County. They will report narratively on a quarterly basis to 100% and financially to Positive Life. HDMS has two staff members who have experiences with girl´s guidance and counseling which will be an added value to our shared intervention.

CSA Kenya. Centre for the Study of Adolescence Kenya, will do consulting work as an expert partner. CSA was also part of the pilot. CSA facilitates a partner-workshop on teaching methodology, and they will visit, consult and evaluate the facilitation of HMDS and Positive Life in selected schools.

100% for the Children is the applying Danish partner and Camilla Legendre (Daily Manager) will be the project coordinator in Denmark. Charlotte Lea Jensen (Head of Communications and fundraiser) will be in charge of the Digital Ambassadors Programme and Intervention-related information work in Denmark. Camilla and Charlotte will facilitate a workshop on advocacy and campaigning in Kenya to strengthen the two Kenyan partners in this field. Camilla and Charlotte will both participate in a monthly Skype meeting with the partners in Kenya.

100%was established in Denmark in 2008 to work towards improving the living conditions and strengthening the rights of the most vulnerable children and youth in Kenya and Ghana. 100% does not only work with providing access to basic services like health and education but increasingly to give youth influence through advocacy and capacity building. In recent years, 100% has moved from a focus on children to a strengthened youth perspective, with a focus on empowering young people to actively shape their societies through youth leadership, capacity building, campaigning and advocacy work, peer to peer efforts, etc. Unheard Voices (CAS Ghana); the I AM campaign (WEMA, Kenya) and the Poetic Empowerment project (Oplysningspuljen) are projects that reflect an increased Danish advocacy focus. This project can, therefore, reach and create the desired synergy with other of the organization’s activities in Kenya and Denmark.

Periamma has a focus on education, civic development, service delivery, and income-generating activities for the poor and disenfranchised in developing countries. Periamma supports child education through a sponsor-program in Kenya, Thailand, and Uganda. The child sponsorship program is running on its 34th year and has seen children go all the way through the education system to come out with university degrees. In India, Periamma help runs a preschool and support Seva Mandir, a large girl’s boarding school and women teacher´s college. In India, Periamma collaborates with Varam microfinance bank around loans for entrepreneurs and are working on a similar program in Kenya. Periamma has been part of a couple of CISU-projects before.

One of Periamma’s board members, Carsten Willersted, presently lives in Nakuru, Kenya, the same city that HMDS resides in. He was part of the pilot and will work with local mobilization, communications, the Digital Ambassadors Programme, and act as facilitator during Højlundsforsamlingshus events.

He will continuously help HMDS and Positive Life expand their network connection with both civil society and other actors of interest. His duties in Periamma involves communication and overseeing Periammas child sponsorship program in Kenya.

Marie Bang, a volunteer, and former child health counselor will continue her work from the pilot on strengthening the teaching methodologies, material and techniques, and pedagogical capacity of the Kenyan partners and teachers in general and on SRHR topics more focused. Her volunteer work in Kenya before the pilot planted the seeds for a strengthened awareness of participatory methods when it comes to SRHR-inclusive education, and it is the method of Active Awareness (Aktiv Vurdering in Danish) introduced by her, that this intervention focuses on institutionalizing in the schools that partake in the project.

How will the intervention develop the relationship between the partners?

It is not just the Danish organizations that now know each other, so does the Kenyan partners. During the pilot project, HMDS and Positive Life spoke on Skype to keep updated on each other’s progress without the initiation of any Danish partner. Positive Life also took the initiative to visit HMDS in Baringo to share perspectives and experiences. The costs of this trip were paid for by Positive Life. This both opens up for future collaboration outside the partnership with the two Danish organizations, but also ensures that they, when this intervention is over, is so familiar with both Danish partners and vice-versa that the idea that Periamma is HMDS’s partner and 100% is Positive Life’s partner is no longer relevant.

How will the intervention contribute to the partners acting as a catalyst?

In the pilot, the intervention acted in and was directed at the “classroom”. This intervention will step outside the classroom and engage local communities, media, government officials and other actors of interest. The intervention will be a catalyst by building relations around both the youth and their school clubs, and around the Kenyan partners, thereby mobilizing support and cooperating with other interested parties - such as the appropriate authorities; other local and national organisations; media; networks with the aim of meeting the right people that can help change the Kenyan dialog around the intervention. The Danish partners will be part of much of this through Carsten Willersteds presence in Kenya. The Danish partners will in part do the same in Denmark through the intervention-related information work in Denmark.

As the intervention steps out of the classroom it will focus on giving the youth a voice through meeting their communities well prepared for a direct dialog as well as through media engagement. Whereas HMDS and Positive Life will engage in advocacy activities that focus on the two following topics:  *Advocacy towards public officials for better Life Skill education and youth inclusive teaching environments.* *Advocacy towards gaining all the benefits provided in the new Kenyan school reform.*

Furthermore, by working with school leadership (school boards and school principal) and teachers, this intervention can be a catalyst whereby the youth-based participatory teaching methods used, can spread within the teaching environment outside of the dedicated schools. Through their own actions or by cooperation with other parts of civil society, the two Kenyan partners in this intervention are eager and ready to partake as best as they can to keep infiltrating and influencing the public decision-making milieu. Collaboration with other Danish civil society actors and media, as described in Chapter 6, will be the catalytic part in Denmark.

1. **The target groups**

In the target groups for this intervention, the students are the primary group with the biggest number, but at the lowest level in the line of Authority. Parents groups are the second from bottom on the line of Authority after the students followed by teachers and then School management. Schools and teachers report to the zonal education office, who reports to sub-County, which reports to the County office, which later reports to the Ministry of Education Headquarters. Positive Life and HDMS both interact for now interact directly with duty bearers up to the Sub-Country level.

**Primary target groups:**

Children and youth in selected primary, secondary and vocational schools in the urban slum area, Mlolongo, and the poor rural areas of Baringo County

The children and youth at the selected schools are the primary target group of this intervention. The wide span in the age of this primary target group - from the children in primary school up to the youth and young adults in secondary and vocational schools - stem from an observed need for knowledge and material around student inclusive education approach that promotes critical thinking at all levels in the Kenyan school system. Through a focus on youth-ownership, this project aims to strengthen children’s and youths’ awareness of- and knowledge about their rights as human beings.

The children and youths are from vulnerable and disadvantaged communities starting from age 11 (grade 6 in primary school) and to youths at the beginning of their twenties at secondary and vocational schools. 34 schools will be part of the intervention. 17 in each area. With 34 schools included, a minimum of 4080 students (with 30 students per class, and at least four classes per school) will be directly affected by the new education methods introduced through this intervention and 300 students will be part of the school club program.

Teachers and the schools in Kenya

In this project, we will work with a total of 34 schools and 68 teachers. We know that the strongest institution for creating change is the school where the children spent many hours daily. Both teachers, parents and local leaders express in interviews with 100% that the ‘school is to challenge the culture’. The schools and its teachers, therefore, represent a vital agent and access point to change the present educational strategies in Kenya that repetition and yes/no answers from the children. The use of the term school within this application is always based on an agreement of participation between the school leadership and the intervention partners. The school management signs of on a collaboration with the intervention and identifies the teachers that will take part.

Both the school leaders and the teachers that were a part of the pilot project all expressed a desire for both new knowledge but also for new progressive teaching methods. The very important aspect of sustainability after this intervention has ended, comes in large part from a desire shown by the teachers to evolve their own educational techniques.

The pilot’s brief introduction to new material and teaching methods was well received. But as sexual education was the primary focus of the pilot the teachers shall now be given a more comprehensive tool kit on how to engage the youth and promote critical thinking. Teachers need to be active agents in communicating the importance of the youth to have their own independent opinions. To encourage this, they need the proper tools, knowledge, and confidence to talk with the children, other teachers and parents. By capacity-building of teachers around participatory teaching methods through the use of Active Assessment and continuing the use of the material about SRHR from the pilot, students will continue to increase both their critical thinking capacity and their knowledge of- and familiarity with important life skills.

Besides the changes to classroom education, the intervention introduces the concept of school clubs at the 12 secondary or vocational schools partaking in the intervention. The school clubs will only take place at these school 12 schools, to ensure an appropriate age of the youth participating in the school clubs, in regard to the purpose and activities of the clubs. These clubs will be an extension of the classroom focus on critical thinking, by giving the youth a chance to take part in activities where they can express their opinions as well as receive counter-arguments.

At least two (but often more) teachers from each school (as a minimum of 68 teachers) will be given the tools to continue working with the new educational methods introduced to them as part of this intervention. As an added value, a number of teachers expressed their desire to participate in the school clubs on a voluntary basis during the evaluation mission.

Youth and teachers at the schools in Denmark

In Denmark we will work with 2 schools; Mølleholm school in Taastrup and Syddjurs school in Rønde. At each school, two classes and their teachers will be involved. 100% has already engaged in a positive dialogue with the schools. 100% has experience in this type of digital exchange between students – and also in doing presentation at schools.

**Secondary target groups:**

The appropriate authorities

Government officials at sub-county-level and at metropolitan-level (in Nairobi), will be a target group, and agreements from these officials directly responsible for the schools that we work with have been acquired already. Collaboration with public officials responsible for the schools on a sub-county-level, as well as traditional local leaders will continue throughout the intervention. This will both ensure acceptance of the project and ensure a start towards a broader outreach of the material and ideas that are at the core of the intervention. They are important for general community entry, support, and recognition.

Kenyan implementation partners – Positive Life Kenya & HDMS

Positive Life and HMDS will during the intervention receive training in both the use of the material that is to be disseminated out to the schools. We will also focus on strengthening the knowledge, methodology, and networks of Positive Life Kenya and HMDS around the theme of advocacy. Their ability to act outside and beyond the intervention will be reinforced, as will their visibility on Some platforms. cam

Parents, religious leaders, and area chiefs

The Activity named “Højlundsforsamlingshus” will take place in the local communities the school club students come from and will include the families of the students, the religious leaders, and the area Chiefs. This will give then a chance both to hear from the students as well as partake in the discussions during the activity.

The parents, the local communities and the broader public will be reached through radio broadcasts as part of the school club activities. Positive Life estimates that the radio stations they collaborate with reach close to 1 million people. Through social media (SoMe) different groups can be reached, depending on the platforms the youth are active on.

In this project our primary level of interaction and advocacy are towards duty bearers in; School management and teachers, the parents' groups, which include area chiefs and religious leaders, and the local authorities at the Sub-country level. Religion leaders and local administration leaders are in both parents' groups and school Management.

Health clinics in Baringo and school counseling centers in Mlolongo

As a continuation of the pilot 17 Health clinics in Baringo will be invited to visit the school in that area to engage in a trust-based dialogue with the children. This will introduce the students to the Health clinics, which are the ones they communicate directly with regard to health issues. Several students have mentioned to 100% staff that they experience ridicule or are dismissed when they enter the health and counseling centers, which is why it is important to bring them in as a target group,

In Mlolongo 17 school counseling centers will be part of workshops that will work with how to communicate with the students in connection. Small workshops at the schools where counseling center staff is introduced to the material used in the pilot and in this intervention.

NGOs in the networks of the two intervention partners

The two Kenyan partner organizations have a network in the NGO community. As part of the pilot, both organizations have held a network meeting where they have invited NGOs with similar interests to discuss the subject of SRHR and youth work in general. Positive Life 17 network partners that took part in the network meeting during the pilot and HMDS have 4. This work will continue in this intervention with the purpose of partnering on the themes of this intervention. For the future work of the Kenyan partners, it is important that they build an even stronger network among like-minded NGOs. Dialogue with other local NGOs is, therefore, part of the intervention. All this will lead to new knowledge sharing and perhaps new joint collaborations among the participants present at the meetings.

Other actors - such as other local, national and international organizations; networks, with the aim of meeting the right people that can help change the Kenyan dialog around these subjects; and businesses and other donors, both for financial forward support and resources otherwise

Creating a network of external support actors for the school clubs and the Kenyan partners - like other civil society organisation, universities, health officials, sport organisation, politicians, business people, media people, etc. - that can strengthen the sustainability of the focus around both giving the youth a voice and setting them up for when they leave school, as well as strengthen the mandate and continued work of the school clubs.

The partners’ legitimacy vis-à-vis the target groups and as champions of the target groups’ cause:

Positive Life Kenya already works with a wide variety of empowerment and health efforts. They create awareness on HIV/AIDS, work with skill-based programs for women in the sex trade, and support the local community through communication and advocacy on the prevention of HIV. No other organization in their area is working with Life Skills nor SRHR. Building on their communications and empowerment approach, we want to further extend their capacities to reach and teach children at schools. Positive Life emphasizes the lack of knowledge about SRHR among the teachers they collaborate with: “They do not have to required skills or knowledge, but remain a vital actor in order to properly strengthen the children’s knowledge” (Mary Wabwire, Director of Positive Life).

HMDS has been working with schools in Baringo for over 14 years, which has given them the necessary legitimacy to communicate with the local communities. However, this intervention will allow HDMS to strengthen its capacity in awareness-raising and facilitation. This will enhance their position as a civil society organization in the area and give them a broader platform moving forward. The Director, Josephine Sindavi, expresses her organization’s desire to distance itself from service delivery - and focus more on awareness and advocacy: “As an organization working within the field of empowering children and giving them tools to be self-reliant, a project like this will give HMDS the next level of tools in order to properly educate children and youth about how to demonstrate their SRHR”. (Josephine Sindavi, HMDS).

1. **Strategy and expected results**

From the pilot project, we learned that the strongest component when it comes to SRHR related topics and issues is the young people being able to express themselves. This is the reason for this intervention´s expansion on youth-inclusive education, where young people learn how to express themselves in class and in the school club program towards other stakeholders in their communities and further afield on different media platforms so that the silence can be broken. The strategy is to allow the children to build layer upon layer an understanding of and training in what independent critical thinking is. By first learning and familiarising children with the subject in the classroom through primary and secondary school, for thereafter to give them a chance to use their independent voice through the school clubs, we wish to facilitate a forward process that lets disenfranchised children have a voice in Kenya. To accommodate this, the intervention will take outset in the 5 immediate objectivesmentioned in chapter 1, page 2, as the objectives for this intervention.

1) Institutionalization of the pedagogical method Active Assessment in project schools, to continue the trust-based dialogue between the teachers and the pupils started in the pilot.

This will be done through Activities within the Budget named, 1.2.0 “Teaching methodology focused on giving children and youth their own voice”.

To build up a sustainable teaching environment where critical independent thinking is at the forefront, the intervention will work to institutionalize the pedagogical tools within “Active Assessment”. Individual tools from Active Assessment were combined with SRHR education in the pilot. Both teachers and the Kenyan partners have expressed a desire for more knowledge on Active Assessment and similar tools on child inclusive participatory education. Different from the pilot is that teachers already have the knowledge on SRHR but need to be strengthened on methodology in relation to the child and youth inclusive education in schools, and this will be done together with volunteer Marie Bang and CSA Kenya to ensure both a Danish and Kenyan expert view on the matter. The activities that will happen directly in class with the children and youth, so that the teacher can both learn about the participatory teaching methods and get a first-hand experience on how the children relate to- and act when thought with these methods. There will also be a continuous evaluation done by CSA on the facilitation sessions in selected schools to allow the transfer of knowledge to the teachers is done in alignment with the methodology.

In this continued intervention the toolkit will be expanded with a focus on how to promote youth inclusive education that helps promote critical thinking in teaching in general. To ensure that we align with - or at least do not collide with - the Kenyan school reform, both approval from school authority and a running awareness of the curriculum changes will ensure that this intervention will complement and improve the long-term teaching environment at the schools that are a part of this project.

The method of Active Assessment (translated from the Danish Aktiv vurdering) is a method used in Denmark. It is described with the following statement - Aktive vurderinger kan anvendes overalt, hvor hensigten er at bevidstgøre mennesker om egne og andres holdninger og værdier.

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 Højlunds Forsamlingshus, 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.

4) Capacity building of Kenyan partners' advocacy and networking skills.

This will be done through Activities within, in the Budget numbered, 1.6.1-1.6.3 which all pertain to capacity building and knowledge sharing activities.

Advocacy and campaign capacity building of Kenyan partners by danish partners. A lack of experience and knowledge about advocacy, networking, and campaigning by the Kenyan project partners will be addressed through a workshop facilitated by 100% and Carsten Willersted from Periamma, who is an expert in networking having and still are working professionally using networking as an important tool for business and volunteer work. Advocacy, as well as a networking strategy plan, will be created during the workshop. Advocacy training of Kenyan partner by Kenyan advocacy experts will follow, for a Kenyan grounded perspective on advocacy.

5) Advocacy work by Kenyan partner organization for better Life Skill education and for a fair and proper distribution of resources as the new Kenyan school reform is implemented.

This will be done through Activities within, in the Budget numbered, 1.6.4-1.6.7 which all pertain to advocacy activities.

The school reform presently in the process of being rolled out in Kenya, will change both the school structure regarding the division between a new pre-school, primary, secondary and higher educations, as well as the curriculum and teaching methods. These institutional changes are the context this intervention must act within. We see this context as full of opportunity by working with one of the main topics in the reform; giving the children the ability of independent critical thinking. We thereby put the school´s future needs front and center. With this intervention as the outset, the Kenyan project partners will actively work for and advocate to ensure a fair distribution of resources in relation to the implementation of the school reform. Thereby working for sustainability beyond this the immediate project goal.

As the advocacy work aims to change the situations for the poor school that are part of the intervention and the teaching environment in Kenyan in general, public officials with the power to enact change will be important actors to locate and engage during the intervention. This will be done by engaging public officials that are recognized as capable of either directly influencing the two advocacy focus areas, or that can help lobby the right places or people. This is needed for the advocacy foci of this intervention to succeed. This can be done by direct contact or by engaging organizations or networks that can facilitate contact. Participation in joint campaigns with other civil society actors will also be worked towards.

|  |  |  |  |
| --- | --- | --- | --- |
| Table 2: LFA Project Matrix | | | |
| Elements | Description | Indicators | Assumptions |
| Develop-ment Objective | 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. | 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.  The school club students' local community and further abroad have been engaged through radio, SoMe campaigns, and community outreach where the “Højlundsforsamlingshus” approach will be used to critically discuss sensitive issues.  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. | 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.    A minimum of 34 school management/leadership finds the focus on participatory methods to enhance students' ability around critical thinking in education relevant.  12 secondary and vocational schools each accept to host school clubs - and to run them after the project ends. |
| Immedi-  ate Objective | 1. Institutionalization of the pedagogical method Active Assessment in project schools, to continue the trust-based dialogue between the teachers and the pupils started in the pilot.  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  3. A Digital Ambassadors Programme facilitating intercultural video exchanges between Kenyan youth and Danish youth  4. Capacity building of Kenyan partners advocacy and networking skills  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 | 1.1. A methodology manual for school management and teachers has been produced  1.2. 68 teachers are capable of using the methodology Active Assessment interdisciplinary in their classroom teachings.  1.3 Constructive feedback from CSA Kenya on the implementation of the Active Assessment methodology  2.1. 12 school clubs are established as CBO´s and integrated into the school-structure, when this project ends.  2.2 Formalia for the school-clubs have been established (Statues; Code of Conduct; Student membership criteria and meeting format)  2.3 24 teachers (2 teachers for each school club) to facilitate the schools clubs have been identified.  2.4 An open source life skills manual has been integrated the school clubs.  2.5 300 young (150 from Nairobi and 150 from Baringo county) people have produced essays on life skills-related issues  2.6. The school club students will participate in 1 Højlundsforsamlingshus event per year in their local community  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.  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  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.  4.1 Participation from both partners in an advocacy and campaign capacity building workshop facilitated by 100%.  4.2 Development of a advocacy and campaigning plan for the intervention  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.  5.1 Implement the part of the advocacy strategy plan for the digital SoMe platforms  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.  5.3 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.  5.4 Engage directly officials that are part of the change processes around the school reform, to advocate for a fair distribution of resources to marginalised schools. | 1.1.1 Readiness from school management and teachers to engage in the teaching methodology facilitated by Positive Life and HMDS  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.  1.2.1 Young people in Kenya have a need for- and an interest in youth-inclusive education and discussion on civic engagement.  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  2.2.1 12 schools are interested and willing to establish the school clubs, as an embedded structure  2.3.1 24 teachers are willing to oversee the school clubs  2.5.1 The essays will serve a thought-provoking starting points for discussions at Højlunds forsamlingshus events.  2.6.1 We assume that the debate form in the model of Højlundsforsamlingshus can function in Kenya  2.7.1 But creating a support network connected to the school clubs the intervention aim to make them sustainable over time  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.  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.  4.1.1 The partners will be significantly stronger and more visible in their advocacy efforts after the 2 trainings (4.1; 4.3)  4.3.1 Kenyan partners have the organisational capacity to absorb and integrate a strengthened youth-based advocacy profile into their work.  5.1.1 Enhanced visibility on digital platforms can have advocacy potential  5.2.1 Continued support from officials, and that information around the school reform can be gained from them  5.3.1 That there are other civil society actors that working on these subjects.  5.4.1 That it is possible to influence change through advocacy within Kenyan. |
| Outputs/  results | Positive Life and HDMS will have developed an advocacy/communication strategy plan.  Preparatory meetings and start-up workshop completed.  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.  Knowledge transfer workshops and in-field testing trips in relation to teaching methodologies and the Digital Ambassador program, has been completed.  Knowledge exchange between Kenya and Ghana on how to facilitate school clubs - digital workshops by Abdul-Fatawu Abukari from Reep in Ghana, a partner organisation of 100% with extensive expertise on school clubs - has been executed digitally.  School club setup and facilitation, at 6 selected schools in Nairobi (secondary and vocational) and 6 selected schools in Baringo (secondary).  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.  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 and online.  The Kenyan partners have been trained to facilitate the continuation of the school clubs after the project ends.  A network of external support agents for the school Clubs have been established  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.  The pedagogical method “Active Assessment” has been institutionalised in the 34 schools  Running evaluation of in school training activities (CSA) | | |
| Activities | Se Budget for Activity overview | | |
| Inputs | 1. Personnel from HMDS and Positive Life Kenya, in Kenya  2. Personnel from 100%, in Denmark  3. Personnel from Periamma, in Denmark and Kenya  4. Albert Obbuyi from CSA Kenya  5. Abdul-Fatawu Abukari from Reep, Ghana | 1.1 Report financially and narratively on quarterly basis  1.2-2.1 Create an implementation plan for the two years the intervention runs  1.3 Establish and facilitate 12 school clubs  2.1 Responsible for financial and narrative monitoring of activities  2.1 Responsible towards reporting to CISU  2.2 Responsible for setting up of the Digital Ambassador program, and its activities in Denmark  2.3. Responsible for general information work in Denmark  3.1-4.1 Will be the experts in relation to Active Assessment and other tools for youth inclusive participatory teaching methods.  3.2. Carsten Willersteed 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 | Materials needed:  Materials on teaching methodologies to be handed out at workshops  Open source Life Skills manual for the school clubs  Film editing programme  Internet data  Banners and posters  Essay collection pamphlet  Smartphones  External hard drives  Laptops  Projectors |

The Development Triangle:

Capacity development will be aimed at the Kenyan partners, the teachers, the students. The Kenyan partners will receive better tools to do advocacy and campaigning and will gain knowledge on youth-inclusive teaching methods. The teachers will also gain knowledge and skills to use youth-inclusive teaching methods. The students in the school clubs will be given skills and guided towards addressing their communities with their own voice about subject that matter to them.

The strategic deliveries are connected to capacity building through teaching manuals for teachers and through Life Skills manuals for the students to become role models in school clubs.

The advocacy of the intervention comes through talks with public officials and community outreach activities that ensures the knowledge given to the children and youth meets as little pushback as possible within the local communities. We fell the balance is strong, and we have the ear of people in power.

How are priorities, plans and resources existing within the context taken into account?

A new school structure in Kenya is proposed to be launched in 2020. In this reform the role of the teacher will be to promote critical thinking in his/her classrooms. It is anticipated that implementation will take time, because it requires a change of mindset of the teachers in this new pedagogical role. The reasoning behind the reform is that more and more students will need to be creative, independent and knowledgeable enough to create their own jobs in the future in order to support themselves and their families. With the growing population in Kenya - the government can not guarantee jobs - even with a bachelor degree as it is now. This situation calls for a stronger entrepreneurship among young people, which means that the youth will need to be facilitated in the schools to develop their individual competencies and talents.

One of the main challenges, as expressed by the teachers, is the allocation of resources to the slum and rural areas. Traditionally those have been quite low, because the constituencies in those areas does not represent strong national voters. Therefore, there is a risk of further marginalising these groups with the new school reform.

Kenya have had many fine plans and ideas over time about how the school system ought to function. Life skills should be comprehensively taught, which it is not. The plan was that all schools should have computer labs, but this has not materialised, and even the simple thing of electricity at schools is not a guaranteed thing. It is therefore a context fraught with unfulfilled ambitions that this intervention engages in. But the ambition is that with the new school reform coming that the national discussion that will follow will open up for the possibility to influence some of the debate around resources distribution in the Kenyan school system. We expect acting at county level and below will be most directly related to the schools this intervention works with, but that we need to engage in the national debate if we what to truly change resource distribution in a fair direction.

Possible risk factors, and the conceivable solutions aimed at mitigating the risks concerned?

As we have completed the pilot project, many of the possible risk factors in relation to working with the subjects of this intervention are anticipated and taken care of. The need for this project - strengthening of methods among teachers, health and social workers, strengthening of young people's voices and making our partners strong as advocacy platforms - is strong. Teachers tell that they still see a need for youth-inclusive and participatory methods and have been very positive about the materials and methods used until now. They are motivated to keep teaching on the subject. The pilot has also shown us that the young people are keeping silent for now and that they are in need of new platforms/channels. In general, both local communities and local partners express an desired need for this project and the local ownership is strong. There is however some possible risk factors which we have taken into account.

One possible factor that can hinder og delay fulfilment of the intervention is if officials responsible for the schools at county-level or some of the various leaders within the communities the students live in, begin to work against the project implementation because they believe that we - by teaching children and young people about sexual rights and reproductive health - are encouraging them to have sex. We have done much to prevent this by working together with- and including both officials and area chiefs, and other community leaders in a dialog around the project and thereby securing their support for project.

At the “Højlundsforsamlingshus” activities we invite the various public official and local leaders in order to ensure their understanding and support for the intervention and the sustainability of the activities at the schools after the end of the intervention.

Another factor is the collaboration between the partners especially in the South. In this project, as we have previously mentioned, there has been a shift in primary partner from HMDS to Positive Life Kenya which can create tension and unclear distribution of roles and responsibility. To avoid this, a half-day workshop was held between 100%, Periamma, HMDS and Positive Life where these things were discussed and agreed upon and a communication strategy was determined. The presence of Carsten Willersted from Periamma in Kenya will help smoothen the transition to a new lead partner when the intervention starts, though it must be said that the Kenyan partners have done much to communicate with each other during the pilot, both to get to know each other, but also to learn from one another. Both partners have also visited the other partner and seen where and how the work.

In relation to working with children and young people on sexual issues some of these young people risk putting themselves in a vulnerable situation by exposing their questions and answers on video. This we will prevent by taken into consideration each child’s situation when editing the film before it is to be screened at the events in Kenya.

The subject of homosexuality emerged in the questions from the secret mailbox which is a sensitive subject in the context we work in - because it is still illegal in Kenya, confirmed by the Kenyan high court as late as this year. This is therefore a topic which we do not seek to publicly engage in during this project, but are aware of. A dialog is taking place between intervention partners on how to address this. There will be established a close collaboration with parents and school leadership to secure that the Digital Ambassadeur Programme is done in an appropriate way.

Though we expect no immediate change in the premise behind this intervention as a result of the proposed school reform, the financial structures behind the reform envisions a large capital influx into the school system. But when and if any of this money will reach poor school districts, is to be seen.

**Methods of the intervention:**

A continued trust based dialogue between the teachers and the pupils in selected schools.

To expand on the child inclusive teaching methods that was introduced in the pilot, this intervention will bring to the teachers new, expansive and progressive teaching methodologies aimed at giving the children the room to develop critical and independent thinking. A new school structure in Kenya is proposed to be launched by 2020. This interventions methodology integrates very well with new teaching approaches proposed in the school reform. The strategic goal of a continued trust-based dialogue can assist this proactive process in the selected schools through the methods of Active Assessment and by continued active evaluation as introduced in the pilot.

This is further supported by the teacher’s motivation and desire to continue the project - and their specific demand to have volunteer Marie Bang to come to Kenya to train them further in trust based teaching and interaction with young people.

All of the above advocates for an continuation of the trust-based dialogue methodology, which is also intended by this intervention. The focus will be on continuation of the trust dialogue and on knowledge transfer from Positive Life and HMDS facilitators to the teachers. With reference to Marie Bang’s conclusion above, both partner organisations have gained a lot from the facilitation workshops done by CSA during the pilot project - and both are capable of knowledge transfer. This transfer will form the basis for the teacher’s peer-to-peer sharing. The teachers involved in this project are eager to learn and share their knowledge with the surrounding schools, which are not in this intervention - but came to a stakeholder meeting during the monitoring mission in February 2019 to express the interest in the methodology.

The school clubs

This project will introduce 12 school clubs; 6 in Baringo County and 6 in Nairobi with 300 students in total. The students in the clubs will follow a training programme based on an open source Life Skills manual from the Red Cross, which will be adapted to the local contexts. The purpose of the school clubs is to further strengthen the youth in presentation skills and advocacy capacity through role plays methods, media training, and group work as well as solidarity/identification with each other. The aim is during the project period to engage school club participants in different aspects on how to enable them to ‘break the silence’. In the school clubs they will learn how to become role models for outreach through radio programmes and Højlundsforsamlingshus events. As an added value, teachers have also expressed a desire to participate in the school clubs on a voluntary basis.

This project will further draw on the experiences from Ghana by involving the Director of REEP (Rural Education for Empowerment Programme), Abdul-Fatawu Abukari, through a digital workshop and follow-up Skype meetings. As a Ghanaian expert, he can assist in how to keep teachers motivated to run the school clubs and help in selecting life skills exercises according to which makes sense when addressing the local communities. In a strong partnership with REEP, 100% has 7 years of experiences with using school clubs as a tool for youth empowerment. Their clubs collaborate with radio stations and perform community theater, two activities where the young people that we work with in Ghana are acting as facilitators of dialogues on Gender Equality and Quality Education. Because of this work, the young Ghanaian women have gained an active voice in their local communities and are today recognized as role models fighting for girl’s education to be a right and not a privilege.

As role models, selected students in the school clubs will act as spokespersons at radio performances and Højlundsforsamlingshus events. Two students in each club are elected to be spokespersons, as they have shown motivation to facilitate by putting their candidature forward in the “school club election”. It will be the students in the clubs who ultimately elects their spokespersons.

Instead of printing ‘regular’ flyers for our advocacy work, we will engage the school clubs in creating the awareness-raising material to be distributed at the “Højlundsforsamlingshus” events in Baringo County and Nairobi. In that way, the youth are the ones breaking the silence - not us. In the school clubs, the young people will collaborate on writing an essay collection expressing their thoughts. Creative writing is an interesting and effective tool when it comes to empowerment, creating dialogues and doing advocacy. Drawing on 100%´s experience from a CISU-funded project ‘Poetic Empowerment: Youth in Dialogue 2017’, Ghanaian partners continued with teaching their target groups creative writing. They experienced that it strengthened the young people’s confidence in themselves and gave them a sense of community feeling - that they actually share some of these experiences. In this intervention, we expect the target group to experience a strengthened sense of unity when they see that they have created a platform for breaking the silence together. This will also be an interesting exercise when it comes to the collaboration between our local partners, as they will select the essays that are to be put in print.

It is important that there is adequate time to prepare the students in our methods so that they feel confident and safe enough to address the issues as young people in front of their communities. There will be 25 students of equally boys and girls in each of the 12 school clubs. As we know from the secret mailbox and the pilot in general, boys and girls equally have unanswered and tabooed questions when it comes to puberty, the other sex, family, feelings and relationships. Because we seek to strengthen the dialogue and mutual respect between both genders, we need to begin with the school clubs as role models for the schools. Sexuality is a transgender topic and in this way it will be inappropriate to separate the young people according to their sex.

The Digital Ambassadors Programme:

During the pilot monitoring visit, teachers and pupils expressed a need for a stronger youth-led forum for discussing topics such as sexual rights, puberty and menstruation/pregnancy. The youths in Baringo County and the slums of Nairobi are missing 1) platforms for them to ask questions 2) answers to their questions 3) a social acceptance and community around these questions. As we know from the pilot’s use of the secret mailbox, these young persons have important and relevant questions that should not be ignored.

The activities of the school clubs will therefore seek to accommodate this need as well as empower the young people’s abilities to express themselves. The digital ambassadors programme is one of the tools used in this intervention to assist the youth. Through workshops as part of the school club meetings in Kenya, we will engage the youth in media training followed by a video-based dialogue with Danish pupils on topics that are relevant to their ages. In Baringo County, we will work with 2 school clubs and in Nairobi we will work with additionally 2 school clubs. In Denmark we will work with 2 schools; Mølleholm school in Taastrup and Syddjurs school in Rønde. At each school, two classes and its teachers will be involved in the Q&A exchange.

The first part of the digital ambassador’s programme in Kenya is focused on enabling the youth to ask each other and Danish young people questions on SRHR and Life Skill related issues and experiences. The workshop will be related to the SDGs as a global frame for development. The second part will be focused on enabling the youth to answer questions from Danish young people on SRHR and Life Skill related issues and experiences.

Our partner in Nairobi, Positive Life Kenya, estimates that 88-93% of the youth (aged 14-20) have access to a smartphone in Mlolongo area. Even when they are 7 years, they can access phones belonging to their parents, close relatives or neighbours and they know how to operate them. Smartphones are not allowed when they are in school but this does not mean that their critical thinking should not extent to digital media. The youth needs to have skills that make them aware of how digital media can be used and abused.

The peer-to-peer Q&A will be transferred through video. The digital ambassadors programme is digitally-based because it aims to give the youth a sense of how they can use digital platforms to cross borders, empower their voices and exchange their knowledge. The overall aim is for them to be better qualified when it comes to being active citizens who are able to influence the political and social structures that they are in. The digital ambassadors programme is therefore also a way for the youth to control a part of the development process around the information shared within- and about this project. As the peer-to-peer Q&A is video-based it will at the same time be a production of an interesting new kind of short film that visualizes what feelings and issues these ambassadors have. This short film will be screened at the “Højlundsforsamlingshus” events in Kenya.

Advocacy:

The advocacy component is built around both capacity building of the Kenyan partners, planning an advocacy strategy, creating network connection and doing advocacy aimed at decision makers. The intervention will help the development of both partner capacity within advocacy.

School leadership and sub-county directors for education are already on board with the intentions of the intervention. Influencing county directors for education and officials from the ministry of health and education will be attempted as part of the advocacy of this intervention. This is both to ensure the sustainability of the changes enacted at the schools during the intervention, but also to influence the synergies between the intentions of the school reform and a fair distribution of resources in the Kenyan school system.

Monitoring and systematisation and use of experiences both along the way and at the end of the intervention:

There will be a start-up workshop, where all stakeholder meet. During that workshop a communications strategy for the two partners will be developed - and all reporting formats will be presented and discussed as will the roles and responsibilities of the individual stakeholders.

Apart from the reporting system described in the previous paragraphs, there will be 2 monitoring trips with Danish participation during this two-year intervention.

A mid-term evaluation monitoring trip is planned with the participation of 100%, Periamma, Positive Life, HMDS and CSA Kenya. The main focus will be to evaluate on the progress of project objectives and indicators, financial review based on the mango health check and the accountability tools implementation plan, press/publications plan and the youth-inclusive methodology at the schools. This has been planned to take place halfway into the project.

A final monitoring trip is planned for fall of 2021, in order to evaluate project objectives, impact, output and make a financial review close to the end of the intervention. The trip will also view how the partnership has developed and what has been learned by the partners through this intervention.

As there are two Kenyan partners that are geographically located in two different cities, the monitoring trip are set at 9 days eash, to ensure adequate time to visit each of the Kenyan partners, the schools and possible external actors or network connections.

As we are working to create new, especially digital and narrative platforms for the young people to break the silence, and to engage the stakeholders to take responsibility for SRHR issues, we will try to apply some approaches from Most Significant Change System (MSC); but this will *not* be our primary method for evaluation and monitoring. Applying the MSC approach will be a way for 100% and Periamma to try out new ways of analysis of qualitative changes.

Systematisation and use of experiences:  
Reports: There will be financial and narrative reports send from Positive Life to 100% every month. Those will be evaluated on the basis of the budget, activity and implementation plan. A publication plan has been distributed among the partners. This will also be monitored quarterly. The context-adapted training programme for the youth-inclusion methodology at the 34 schools will be distributed among the partners. The evaluation from CSA on the facilitation sessions in the schools will equally be distributed among the partners. Both will be used to inform the teachers peer to peer program.

Systematisation of questions for the secret letterbox: The partners will collect clusters 4 times a year. This allows for a continuous evaluation of the questions, which can show a change or progression in the formulation of the questions from project start to project end to measure impact.

Systematisation and use of essay collection: The essays from the youth in school clubs will be collected to create an free form poetic essay collection, expressing the thoughts of the youth. HMDS and Positive Life Kenya will select the essays that are to be put in print together with the young school club facilitators. For future purposes, they will also be able to use the essays for their external communications. The essay collection will be handed out at the events in Kenya.

1. **Phase-out and sustainability**

Breaking the silence: A lasting methodology at the schools.

The project has a high level of national ownership both from the Ministry of Education, the teachers and the individual school masters. The methodology of Active Assessment will be taught throughout this project period. Both Kenyan partners have been trained in the facilitation of this methodology during the pilot project. The progress´s around the implementation the Kenyan school reform, when the time comes, will throughout the intervention be followed closely, that the tools within the methodologies used in this intervention can be transformed into a stepping stone whereby the schools easily grabs hold of the new curriculums focus on critical thinking, which we already now know is at the forefront of the reform.

The Danish partners will be ensuring that the teaching methods and curriculum is correctly understood, utilized and if needed transformed to work with the new curriculum coming out of the school reform at some point. All this with the aim that the schools can take full ownership of the material provided through this intervention, by the end of the intervention period.

There are knowledge-sharing workshops planned between the Kenyan partners to provide them with a space to discuss best practices and challenges. This was specifically requested by the Kenyan partners during the monitoring mission for the pilot. This ensures that there are room for partner development and knowledge sharing between the Kenyan partners, without the need for the Danish partners to act as intermediaries both under and after the intervention.

With the facilitation training in the pilot, the preliminary results from the monitoring mission and the measures taken in this project we have anticipated much to ensure that the methodology is integrated in school curriculum and class activities. During the monitoring mission for the pilot the teachers showed great interest in learning and facilitating the methodology - and fully understood that the project will not pay them additional salary for doing so.

School clubs - an embedded structure

The school clubs will be established as an embedded structure in the selected schools. The project will train both teachers to oversee the clubs, youth facilitators to run the clubs - both as a direct training in facilitation of smaller groups and in Peer to Peer training - and the Kenyan partners on how to support the clubs after the end of the intervention. The school clubs will bring in a new team of students every year to ensure that as the elder students graduate and leave the school, and thereby the school club, younger students take their place.

As part of the activities are a focus on creating a network of external actor interested in helping the school clubs. This will give both the needed exposure toward civil society and other parties of interest to the youth, and help secure that the clubs over time is no longer existentially reliant on Positive Life or HMDS. Though it is envisioned that Positive Life and HMDS continue supporting the school clubs after the end of the intervention.

Both Positive Life and HMDS will conduct quarterly reviews of the school clubs as part of facilitating the clubs during the intervention. The reviews serve as a monitoring mechanism, where challenges and obstacles can be shared with the clubs and all the partners to ensure the continuation of the clubs after this project period ends.

The Digital Ambassadors Programme - fusion of horizons through digital dialogue  
The Digital Ambassadors programme is indeed a strategy that empowers the youth to take action when it comes to strengthening youth-led communities. Throughout this programme the youth are not only to become more knowledgeable of digital media and intercultural relations. It also helps the youth to apply their new knowledge to other local and global interventions as the workshops will be related to the SDGs as a frame for development efforts. In this way, the Digital Ambassadors Programme is continuously focused on expanding the young people’s knowledge- and use of platforms and communities for them to strengthen their capacity to have a voice and act as role models after the intervention period expires.

How is the intervention envisaged to lead to lasting improvements for the target groups?

The partner organizations will work to strengthen the voices of young people but also advocate their cause towards government agents on district and regional level. By starting working actively to promote independent and critical thinking in children and youth, the intervention can work as catalyst for other children and youth and in the future their own children.

Working together with schools, a primary focus will be to ensure that the teaching methods are transferred in a way whereby the school can take ownership of the continued use of the material, thereby ensuring the continued use of the material and that future generations of student benefit from the improved curriculum produced through this intervention and the pilot. By connecting the school clubs with external actors that will help or act as new partners, this intervention will be a catalyst for creating a resource network that can sustain the school clubs and the purpose behind them after the end of the intervention.

How can the strengthening of partners’ and other actors’ capacity be continued when the implementation period expires?

The partners’ capacities will continue to strengthen after this intervention ends because it will have provided them with the methodological tools to use their most powerful resource - the voices of the youth. Through capacity building and trainings, they have not only gained the knowledge on how to access these voices, but also how to integrate them actively in their organizational communication strategies, outreach and advocacy work. This will allow for a strong synergy between the project partners, the students and the teachers to continue within the frame of the school clubs. The intervention will also have introduced both partners to the media landscape in their different contexts, initiated concrete partnership with media (such as radio) and given the partners the skills to work more strategically with local media and social media platforms. This will ensure continued visibility for both partners.

1. **Planned intervention-related information work in Denmark**

The topic of Sexual Rights is repeatedly under debate at Danish schools and in Danish media, for example at Sex & Samfund’s yearly event ‘Week Sex’, where students and teachers from all over Denmark discuss sex and related topics. The theme for Sex & Samfund’s ‘Week Sex’ 2020 deals with the perfect unperfect body - unhealthy body images and how the social media affects the image of the ‘perfect’ body. In this project’s information work we will especially deal with the topic of social media and how it affects young persons in relation to self-feeling, self-worth, body images, sexuality and gender through the sharing of thoughts and questions between the Danish and the Kenyan digital ambassadors. This exchange will be a part of the Danish information work and help bring attention to the importance of digital literacy when talking about sexual rights.

With this project’s information work we aim at 1) to strengthen the youth’s involvement in the Danish Sexual Right’ debate through youth focused media activities. We will work with media platforms used by the young people especially Youtube and social media. As part of the project 100% has planned a number of information activities in Denmark focused on inscribing our project in the Danish debate on sexual rights and digital violation. The information work involves collaborations with other organizations on one podcast performance that target the Danish teachers - exposing them to the importance of SRHR and Life Skills topics - and one Youtube video that targets the Danish young students - encouraging them to speak about these issues. For one podcast session, we will partner with Danmarks Lærerforening. We will invite two of the Danish teachers in the Digital Ambassadors Programme to join the podcast session. The talk will focus on problems with finding ways to integrate SRHR topics and digital awareness into a class schedule that is already full; in other words, SRHR is a crucial part of the young people’s lives but can - and should it - be a part of primary education all over the world? The talk relates to the ongoing debate about SDG 4 Quality Education - especially how young people increasingly feel pressure when it comes to tests and grades and where/how there is time to SRHR education.

We will invite two or three of the Danish young people in the Digital Ambassadors Programme to join us on Youtube, for us to read aloud some of the Q&As in the programme. Here, we especially target young people as we will focus on youth engagement and peer-to-peer dialogue.

Through a press release, local media are invited to the Digital Ambassadors workshops in Taastrup and Syddjurs as well as the film screenings that follow. The Danish schools, teachers and young people are to be the voices of this project. They are the ‘digital ambassadors”. Therefore, we will also use the channels that are available through them for information sharing. Furthermore, their voices in the form of audios will be presented at fairs in both Jutland and North Zealand where 100% does awarenessraising work together with CHPevent.

Together with Positive Life Kenya, HMDS and Periamma, 100% has made and press and publications-strategy with planned media-activities for all intervention activities, where Charlotte Lea Jensen is the focal point for implementation.

1. **Supplementary financing**

No supplementary funding.