**Et billede, der indeholder tekst, cement, sten

Automatisk genereret beskrivelse**

|  |  |
| --- | --- |
| Danish organisation | Engineers without Borders |
| Title of the intervention | Civil Society engagement in Public Service delivery: Community driven improved education at rural primary school in Vaahun, Sierra Leone |
| Partner name(s) | SEND |
| Amount applied for | 499.588 kr. |
| Country(ies) | Sierra Leone |
| Period (# of months) | 18 (2022-2023) |

Content

[1. Objective and relevance 1](#_Toc103894539)

[2. Partnership/partners 4](#_Toc103894540)

[3. The actual intervention – main strategic focus: 5](#_Toc103894541)

[**4.** **Plans for systematisation of experiences and monitoring and evaluation plan** 10](#_Toc103894542)

[**5.** **Intervention-related information work in Denmark** 10](#_Toc103894543)

[**6.** **Supplementary financing** 10](#_Toc103894544)

# **Outline**

Sierra Leone’s educational challenges include problems in capacity building, unqualified teachers, lack of access to equal quality education and ineffective educational structures. Together, these factors form a major obstacle to the development of the country. Through this initiative, EWB - DK and its local partner, SEND, in cooperation with the community of Vaahun, will secure infrastructure, organisational capacity, participatory management and knowledge to secure official certification of the school as a state approved community school which will secure government funds for teacher salaries and subsidized educational materials to the school and pupils. The project will also seek to strengthen the economic and organisational sustainability of the school. In addition, the initiative will address the gender-gap in Sierra Leone’s educational system by engaging with stakeholders, particularly parents, to raise awareness and understanding about the importance of girls’ education.

1. **Objective and relevance**
   1. **The objective of the intervention**

The overall objective of the project is to improve the future livelihood of children in Vahuun and its catchment communities through civic engagement and improved education. The project has three immediate objectives:

1. To ensure that the community of Vaahun has a primary level educational facility which meets the requirements to be a certified and state-approved facility, thus qualifying for state funding and staffing, through improved infrastructure, improved quality of education, and improved management (with civic participation).
2. To ensure that the parents in the community of Vaahun and the catchment communities have the capacity and knowledge to enhance girls’ right to education and to form an active part in the management of the local school.
3. To ensure that the parents in Vaahun and the catchment communities have developed knowledge and skills to secure economic sustainability of their children’s education through participation and skills development in Village Savings Loans Associations (at the community level).
   1. **Problem analysis:** Sierra Leone is considered one of the least developed countries in the world. The country has about 71,740 km² and (as of 2019) about 7.81 million inhabitants ( World Population Review), 62% of whom are rural. A large part of the population lives from subsistence agriculture. According to the United Nations Development Programme (UNDP), the poverty rate is 77.5 per cent. Poverty problems were aggravated in the recent past by the Ebola epidemic in 2014/15, the consequences of which placed a heavy burden on the economy, health, and education. The Human Development Index currently stands at 0.419 (2018), putting Sierra Leone 184th out of 189. Sierra Leone's population is very young: the median age is 19 years, and 42% of the population is under 15 years old (World Population Review). Women make up 50.46 per cent of the total population and have limited access to education, resulting in underrepresentation and ineffective participation in the economy and leadership positions. The Gender Inequality Index is at 0. 664, ranking Sierra Leone 153 out of 162 countries (UNDP 2018).

Sierra Leone's tumultuous past has left many of its sectors damaged. The educational sector is no exception. During the war from 1991 to 2002, school education came to an almost complete halt, especially in rural areas. It is estimated that 70% of all school-going children had limited or no access to education during the war. Another consequence of the conflict was the destruction of hundreds of schools, which still impacts children’s education . After the war, the country struggled to rebuild schools, train teachers and educate children. Improvements were further aggravated by the Ebola epidemic of 2013-2016, as schools were closed for almost an entire year. Nationwide, the primary school completion rate is 65.97% (65.35% and 66.6% for females and males, respectively). Too many girls are still not completing primary education. Many children who complete school do not move on to Senior Secondary School, partly due to gender inequality. Little importance is given to girls' education, so parents with few financial resources often choose to send only boys to school. Other reasons for the low attendance rate of girls are early pregnancies, child marriage (70 % of girl children in Kenema are married before the age of 18) and abuse.

There are efforts on the part of the state to improve the education system. For example, the Free Quality School Education (FQSE) was introduced in 2018 to give 1.5 million children access to free and good quality education. However, government efforts are insufficient. Since the introduction of FQSE, various stakeholders have criticised the lack of funding, lack of implementation and the inadequate addressing of school attendance problems for girls but also in not take children with disabilities into account.

* 1. **Context of the intervention** In the Kenema district, there are 203,700 pupils in 970 schools (108 pre-primary, 700 primary, 121 Junior Secondary, and 41 Senior Secondary).The Ministry of Basic and Senior Secondary Education (MBSSE) approves only 35% of those schools. For the most part, unapproved schools serve low-income households and rural communities. In the governance an management of the school system, there has been over-centralization and no method of financing that encourages and rewards good performance and improvement. Nearly all schools have similar challenges, with many lacking trained and qualified teachers and resources. According to a report by the World Bank, lack of education reduces individual incomes, positively correlates with poor macroeconomic performance, and strongly correlates with an increment in poverty. Lack of education enhances illiteracy, and income inequality has substantial complementary effects on high infant and child mortality and poor nutrition and contributes to a fragile state. "In short, education is one of the most powerful instruments known for reducing poverty and inequality and laying the basis for sustained economic growth, sound governance, and eﬀective institutions."
  2. **Local context Vaahun** The population size of Vaahun and catchment communities is estimated to be 5,650 (Vaahun 1400, Malahun 600, Majehun 1,100, Brava 800, Bundu Junction 950, and Ngiehun 800). The Vaahun Primary School was established in 1957 . It is community-owned and -managed and only partly supported by the local government (salary of the headmaster). The school consists of six grades (from 1 to 6) and is located about 5 kilometres outside the community, with the farthest community. Majehun being about 3.2 kilometres away.It is very challenging for a person with a disability to access the school due to the lack of ramps and other public facilities. The school environment is not enabling for learning due to the poor state of the old school building and lack of water, sanitation and hygiene (WASH) facility.

The school has three male teachers, with only the headteacher on the government payroll. The two community teachers are not receiving salaries from the government. The school lacks a decent toilet facility, and there is no clean and safe drinking water facility. There is no influential School Management Committee or community teachers' association to ensure the appropriate management of the school. The only trained and qualified teacher is the headteacher. The school does not regularly hold parental meetings where school authorities and the School Management Committee can discuss issues that affect the development of the school. The School Management Committee is not functioning well, and as a result, there is no effective monitoring of the school. Given that the state does not fully support the school, it lacks the required resources to operate effectively in providing quality education. In the last 50 years, the Vaahun Primary School struggled to obtain a better school structure, furniture, and WASH facilities for effective education service delivery. Since the introduction in 2018 of the FQSP, there has been an upsurge in the number of pupils The community began fundraising for a new school facility to address the school's challenges, but it lacks the required resources to build a solid community school structure. The school management and community leaders aspire to put the necessary structures, processes, administrative and oversight bodies in place to qualify the school to be fully supported by the state. With this project, SEND and EWB-DK will support infrastructure improvement and build the capacity of the structure supporting the school to obtain the necessary qualification to be fully supported by the state.

* 1. **Contribution to strengthening of citizen organisation and active citizenship (in Sierra Leone and in Denmark)** The intervention is formed around a community-based, bottom-up participatory approach, focusing on parents as primary beneficiaries in an improved School Management Committee (SMC). Through capacity building of the civil society (families, leaders and in particular parents) they will be able to engage actively and influence public service delivery in the education. The construction of the school facility is a strategic service delivery which strengthens civil society’s ability to advocate for full state certification of the school. The key roles of the SMC are to:
* Ensure the cost-effective delivery of quality education in the school.
* Strengthen community involvement and partnership with service providers, proprietors, and school personnel.
* Plan school maintenance activities.
* Collect basic education data; and
* Assist the effective management of the financial, material, and human resources of schools.

The SMC will act as the primary source for addressing local issues in public service delivery (education), conducting a social audit, identifying gaps in implementation and identifying/suggesting/advocating for improvements. The SMC will learn about the obligations of District Councils and the MBSSE and, through collaboration, create a strong citizen organisation that can engage in dialogue and cooperation with local school authorities, relevant stakeholders, and external actors to establish themselves for future advocacy. The activities in this intervention thus contribute to increased citizen participation through civic education of the SMC members.

* 1. **Contribution to the UN Sustainable Development Goals** SDG #4 Quality education, through enhancing the SMC capacity for management and influence on school and education matters, the project targets local engagement for improvement of content and quality of education. #16 Peace, Justice and Strong Institutions: the project seeks to strengthen the SMC’s ability to influence decision making, also based on feedback from parents and the local community, and thereby lay a foundation for advocacy. #17 Partnership for the goals through capacity building and empowerment of local partners and the selected community.
  2. **Climate- and environmental conditions.** The United Nations Intergovernmental Panel on Climate Change has identified West Africa as a climate-change hotspot, contributing to the country’s multidimensional fragile situation. The construction of social infrastructure will use climate smart solutions as drainage, sustainable energy and through the architectural design, seek to minimise the CO2 foot print of the construction and overall environmental impact. The Danish architects affiliated with the project will, in collaboration with the end users (children and families/teachers), seek to propose new climate sensitive building solutions which can serve as a model for future local infrastructure. Monitoring of project progress from Denmark is mainly online and through audio visual footage and documentation.

1. **Partnership/partners**
   1. **What experiences and capacities does each partner bring to the intervention?**

SEND’s skill set involves solid local and thematic knowledge, with extensive experience in education promotion, infrastructure development, and civil society development. EWB-DK provides extensive experience in international project management, supervision of international construction projects and humanitarian interventions. The partnership has several successful experiences in using strategic service delivery (WASH, energy, health and school infrastructure) as leverage for civic engagement in public policy implementation and advocacy on basic rights and in the local context.

**Lead international partner** EWB-DK is a technical-humanitarian organisation of volunteers with many technical skills and backgrounds. It collaborates with local and international NGOs to improve the living conditions for distressed and vulnerable people in developing countries. It builds schools and health clinics, provides clean water and better sanitation, improves roads, and bridges, and establishes solar power plants and waste treatment plants. The organisation ensures local anchorage and lasting solutions, and its efforts are rooted in the UN's Sustainable Development Goals. It maintains a 360-degree approach to humanitarian technical development. Hence all projects hold a vital component of local capacity building and organisational development to sustain lasting and sustainable change while using technical systems as an entry point.

**Implementing local lead partner.** SEND Sierra Leone is a non-profit, national non-governmental organisation (NGO) headquartered in Kenema. Politically and denominationally independent, the NGO has been active in Sierra Leone since 2004 and is registered with the Office of Administrator and Registrar General (OARG) and the Ministry of Finance and Economic Development. SEND intervention objectives are organised to promote livelihood security in rural communities, strengthen access to quality education for girls and marginalised groups in rural communities, improve health facilities and services in difficult to reach rural communities, and promote Women's Political Empowerment. For the past five years, SEND has implemented education infrastructure improvement projects and other projects that enhance the capacity of education management bodies, teachers, and education structures at the community level that provide structural support for education service delivery.

* 1. **Roles and responsibilities of the partners**

**SEND will as a local implementing partner:** Execute, coordinate and monitor all activities in the country; Offer a strategic partnership to the community of Vaahun in order to be the “extended arm” in advocacy towards the duty bearers (national authority on education) to obtain full certification of community school; and Report to lead partner EWB-DK every month based on predetermined formats (to be established in the project agreement). **EWB-DK will as the lead partner** Supervise project implementation and monitor progress and results; Be responsible for the reporting on progress to donors and financial management in Denmark; Be responsible for financial management and s secure/install local capacity to manage funds online (administrative capacity building); and Provide technical support, mainly on engineering issues and actively seek to identify other Danish NGOs with experience in education in Sierra Leone to share knowledge/learn from each other.

* 1. **Previous cooperation with a local partner and how experiences can be used** Cooperation with EWB-DK has existed for two years. In 2020, EWB-DK implemented a project in the field of civil society strengthening health governance in collaboration with SEND. The project improved livelihood in 26 rural communities in the Kenema district, based on participatory decision-making and local involvement of civil society at the district level in policy-making within the WASH sector. Essential empowerment, building and strengthening autonomy and self-determination were the focus. In 2021, another project was initiated to address climate change adaptation and build the District WASH Coordination body, and a separate project was started to build a women’s health outreach post in the same district. The project demonstrated the curiosity and eager to continuedly expand and develop new areas of cooperation between the partners in which the core competencies of each partner is applied and provide value added to the joint activities.

1. **The actual intervention – target group, objectives, results, and main strategies:**
   1. **Preparatory measures: Preparation of the project with local stakeholders.** The strategies and activities proposed in this action are from various consultations and meetings with the communities and the local education management bodies. After SEND and EWB-DK had begun working with the catchment communities on development projects, the community stakeholders in Vaahun approached SEND in July 2021 to request help in constructing a 6-classroom school to replace the community’s dilapidated school building. The community stakeholders had the MBSSE to construct the school, but they were unsuccessful due to limited resources from the local education management body. Recognizing that Vaahun and its catchment communities had already started mobilising local resources to provide a community structure for the school (thus demonstrating a local commitment to the project), SEND began working with the stakeholders. SEND held several meetings with teachers, community chiefs, the women groups in the catchment communities, select school children, and representatives of the MBSSE . The meetings helped SEND identify further needs for the school and the level of commitment and ownership of the stakeholders in the process. In August 2021, SEND organised a concept development meeting with key education stakeholders and community stakeholders at the SEND office in Kenema. Participants included the Deputy District Chairman, Education Committee chair, Development and Planning Officer from the District Council, the Deputy Director of the MBSSE, Deputy Director of the Teaching Service Commission, representative of the Ministry of Social Affairs and Children Affairs, women groups representatives, District y outh representatives, and community leaders from Vaahun. The participants developed the objectives, outcomes, strategies, activities, coordination, and sustainability mechanisms of the project. In February 2022, SEND representatives attended a meeting with the Chairman of the District Council, who approved the project.

**Project baseline**: The initial situation within Vaahun will be recorded to support effective planning, coordination, implementation and the measurement of project impact and lessons learned. The baseline will also be used in the dialog with authorities. This action would reach 1000 beneficiaries (families of children in the school) in 6 communities (Vaahun and five catchment communities). The data gathered in this action will be in line with the project objectives and indicators of success and will form the basis for the continued monitoring and evaluation of the project.

**Start workshop in Kenema for project team members:** The project will be presented to the SEND staff during a two-day seminar. Roles and responsibilities of staff and stakeholders in the project will be defined In addition, the employees will be introduced to the EWB-DK and SEND framework and an effective communication structure. The project content will also be introduced to the district stakeholders to promote ownership and sustainability of the project.

**Project inception meetings**: Stakeholders and important actors from the MBSSE, District Council, the School Management Committees, and representatives from women’s groups will be educated on the project and its objectives in Kenema city. As a follow-up to the district level, the community will have a workshop to sensitise people on the project measures and establish co-responsibility for the project objectives. For all these actions, 500 persons will be reached.

* 1. **Target groups** Groups directly involved in the activities to be implemented are:
* Gender Model Families (GMFs): 60 GMFs (60 men and 60 women for the six proposed project communities) = 120 persons total
* Village Savings Loans Associations Groups: (6) (30 members in each group) 180 persons
* School Management Committee:(1-10 Members) (school headmaster, teachers and parents representatives)
* Community leaders: (10 members pr community) 60 persons total
* Teachers: 8 persons
* District authorities: 9 persons
* Direct beneficiaries: (the children who will obtain a better education) Boys = 171 and Girls = 182

The direct beneficiaries will build up capacity to engage in the management of the school and advocacy for its certification by the authorities. On the family level, the gender awareness process will promote understanding and awareness of the discrimination that girls face with respect to access to education. It is envisioned that the savings groups and the awareness on the gender gap will affect girls’ enrolment in school positively.

* 1. **Strategies, outputs, and activities**

**Strategies applied under objective 1:**

**Strategic service delivery:** (construction of school facility as leverage to civic engagement and advocacy)

SEND and EWB-DK plan to build the school in Vaahun to improve the quality of education for marginalised children, particularly girls. The school will consist of 6 classroom blocks, a Head Teacher's office, a shared staff room, and a store, and it will be furnished with school furniture. The construction of the much-needed school will address girls' low school completion rates and contribute to reducing social and economic barriers to high-quality education for all. The school facility will also function as leverage point for the full certification of the school and hence the allocation of government funding. The Government of Sierra Leone provides subsidies for all schools approved and supported by the Government. The construction of the school facility is part of achieving full support from the Government to function effectively. The MBSSE and SEND will ensure that the Government implements its duty and bears the cost of the necessary equipment. Dialogue with authorities has been fruitful up until now, and a letter of invitation has been received showing approval of the project. The community provided the land and the required documentation completed for the construction activities. The project will provide the community of Vaahun with a water facility, directly benefiting over 353 pupils from the communities. The school and the water facilities will have a solar-based energy system that will provide the use of the premises in the evening, create an attractive environment for the teachers, further possibility of the use of the facility during evenings also and provide security.

**Civic engagement and mobilisation of community support for the management of the school**: The community should play a more significant role in managing the school's affairs rather than relying on the government and external support to manage the affairs of education in the community. Under this action, SEND will stimulate the community to change its dependency mindset through the “SALT Approach” to mobilise resources on their own to contribute to community education development.

The SALT Approach stands for:

* **Support, Stimulate, share:** Help community members reflect on their hopes, their concerns and the assets that already exist in their lives. Support communities to identify and share solutions.
* **Appreciate**, analyse: Recognize what people are already doing in their communities and how successful they are. Stimulate communities to explore their assets, hopes, and concerns and how these are interlinked.
* **Listen/learn**, and link: Ask questions. Don't enlighten. Listen and do not talk or teach. Community members reflect on which stakeholders are absent and why they need to broaden participation.
* **Transfer and transform**: Help the community transform itself with the help of its assets and potential and transfer the experience of power and self-reliance to other communities. The SALT training will increase the communities' awareness of their role in education service delivery and help them take initiatives to advocate for improved education service delivery in the project communities and ensure that the state fully approves the school for continuous support.

**Capacity building of teachers** to deliver on targets for national education, didactic-methodological training for teachers: With this activity, SEND aims to promote teachers' professional skills and raise awareness of different methods and possible applications. To make the delivery of the didactic-methodological training courses efficient and effective, SEND will engage a local consultant who will train the teachers of the MBSSE . The consultant will develop a training manual to serve as a guideline for the didactic and methodological training of the teachers. The training will enhance the ability of teachers to impact the performance of pupils.

**Organisational support**, foundation/support to School Management Committee at primary school: The SMC of 10 members, of which at least four are women, will be supported and strengthened in the target school to ensure the members can perform their roles effectively. The SMC is structured at the community level to oversee the school's general management. It ensures the school is effectively functioning, and if there are challenges, the SMC is responsible for reporting them to the district education authorities to be addressed. The training conducted in this project will help the members understand their roles and responsibilities and better understand the school's needs to better engage the district education authorities to contribute to the full support for the school by the state.

**Strategies applied under objective 2:**

**Advocacy:** - engagement with education actors through dialogue meetings: SEND will organise dialogue meetings at community level and with MBSSE, Teaching Service Commission, SMC , and District Council at the district and national levels. Meetings will support participants in discussing the processes and criteria for the school to be fully approved by the state. The SEND office in Freetown will function as liaison in the contact with national authorities on behalf of the community. The sessions locally and regionally will help the structures put measures in place and engage the relevant stakeholders to support the approval of the school. SEND will collaborate to ensure the SMC and community work closely with the Teaching Service Commission and the MBSSE to approve the school and to provide qualified teachers to enhance the quality of education service Vaahun community and its catchment communities.

**Awareness raising on the gender gap in education:** through g ender transformative training on the Gender Model Family (GMF) Approach: SEND plans to establish/strengthen GMFs through this project. The concept has proven very successful for SEND when breaking down gender roles in individual households, acting as role models and alternatives to a patriarchal family structure. A GMF conceptually consists of a married couple with children. The approach educates selected families on the division of labour in the household and shared decision-making in the family to enable them to see the gaps in their children's education and encourage them to take the proper steps to support the education of boys and girls equally. SEND's previous experiences with the model are judged as consistently positive and supported by two evaluations carried out by WHH . Our evidence suggests that the GMF Approach led to a greater sense of unity within households and a greater willingness to share resources.

**Community Leadership training: In the SMC framework**, SEND will organise community leadership training in cooperation with representatives of the districts. The participants include teachers, village leaders, religious leaders, women groups, and representatives of youth groups. The training should convey a more robust understanding of one's role in developing the education sector. This action will encourage community education champions to devote time, mobilise resources, participate in education promotion activities, and support sustainable behaviour change. The leadership training will encourage families and the community to work together to promote the practices and behaviours that promote education and to invest their resources in the maintenance and management of education facilities. It further educates the community and stakeholders about policies and procedures promoting access and utilization of education services and entitlements by strengthening community structures such as the SMC.

**Capacity building in social audit through the SABI approach** (Strengthening Accountability, Building Inclusion): The project should not create new groups or structures, but rather strengthen existing ones. According to SEND observations, the communities are usually unaware of possible solutions to improve their development. To this end, the SABI approach will strengthen the community and existing groups to enable them to know their rights and responsibilities toward improved education services. The exchange of education policy problems must be encouraged, and possibilities for initiating change are pointed out. The approach also encourages citizens to dialogue with education service providers to respond to their educational needs in the community. SEND will organise three days of capacity building training for the SMC, the Vaahun school area, and its catchment community stakeholders and teachers to promote the local capacity to enhance community development, accountability, and transparency in school management and administration. The community will develop an action plan to address educational challenges. SEND project staff will conduct follow up monitoring to track the progress of their actions. A database will be created by the SEND monitoring and evaluation unit to document the results.

**Strategies applied under objective 3**

**Economic Sustainability and empowerment through support / capacity building Village Savings Loans Associations (VSLA) groups:** The VSLA groups are membership-based, small, socially and economically homogenous groups consisting of no more than 30 members who come together voluntarily for mutual benefit and support. Based on a standardised vulnerability assessment, this project's primary beneficiaries will be parents whose children attend the target school but are more vulnerable. This intervention envisions training and organising interested parents into 6 VSLA groups (30 people each) to mobilise their resources to strengthen their self-reliance and economic empowerment to support their children's education. The scheme has a social fund, which the members use to support the development of their community. This approach has been working in most of our projects, such as an integrated education and women’s empowerment project. The VSLA groups are expected to empower the families economically and, together with awareness raising on the importance of education, including for girls, the project seeks to impact the prioritisation of education in the families, including the economic aspects, as going to school in Sierra Leone comes with cost of uniforms and materials that are not provided by the state. SEND will provide training on VSLA management, business development and group management for the VSLA leaders. Each activity will last for two days per community, while the training for the VSLA leaders will be conducted for three days, bringing together leaders from the 6 VSLA groups. The 6 VSLA groups will be provided with 6 VSLA boxes and stationeries to increase the effectiveness of their activities. SEND project staff will follow up on monitoring to track progress and continuous coaching for members to support the development of the school.

* 1. **Indicators, output and activities**
  2. **Preliminary timeline.** The project will be implemented over 18 months, with construction to be finalised in Q3 of the project

1. **Plans for systematisation of experiences and monitoring and evaluation plan**

SEND will be responsible for on-the-ground monitoring with support from EWB-DK. A monitoring plan will be developed as part of the start-up workshop, where activity and financial monitoring tools and schedules will be agreed upon. Data collection will be done with Kobo Collect or another online platform, focusing on simplicity and relevance to avoid collecting any data that cannot be processed. A mid-term review with Danish participation will be carried out to ensure that collective reflection is done, experiences and learnings are discussed, and plans for the remaining implementation period are developed. Data collected during the first part of the project will be analysed, linked to the established indicators, and, if needed, adjustment of project implementation for the remaining period will be discussed and agreed upon. The final evaluation will be a participatory evaluation where EWB-DK and SEND will document experiences and learning. A Danish project team is already appointed and will continuously contact the implementing partner to involve and provide expert support for specific technical needs required for the intervention. Monthly activity and financial reports will be submitted by SEND to EWB-DK , and the Danish project team will be responsible for following up on this. Approaches to implementation will continuously be analysed regarding the political and financial situation in Sierra Leone, and any changes will be made in close cooperation with SEND. EWB-DK will ensure that experiences from the ongoing implementation of health systems strengthening, climate adaptation and any other experience from the country are made available to the Danish project team, ensuring they are always up to date with all relevant information for success implementation.

1. **Intervention-related information work in Denmark**

EWB-DK communicates on all its activities through various platforms (SoMe, printed materials, video/visual documentation) to inform EWB-DK members and the general Danish public about activities and relevance of projects within a broader international development agenda. The network of volunteers also spread information within their companies, schools, etc. and through their own social networks. Outreach work is also conducted through volunteers and staff and reaches various domestic groups.

1. **Supplementary financing**

Private funding to support particular the objective 1 has been secured through private foundations:

Bygma fonden and Erik Thunes Legat.