

Projektets namn: Young people's influence and choice of working life and education	
Sökt belopp (per projektår): År 1: 500000,00 År 2: 500000,00 År 3: 500000,00	Projektets längd (år): 3 år

Projekt 1-3 år

Ansökan om bidrag för Kommunalt Partnerskap

Svensk sökande organisation: Härryda kommun	Samarbetspart: Homabay
Projektledare (måste vara anställd av sökande organisation): Malin Fogelström	Projektledare (måste vara anställd av sökande organisation): Margaret A.Osogo
Adress:	Adress: P.O BOX 739
Postnummer:	Postnummer: 40300
Ort:	Ort och land: Homabay Kenya
Telefon:	Telefon: +254721848486
Fax:	Fax:
E-post: malin.fogelstrom@harryda.se	E-post: nyasuba2003@yahoo.com

Huvudsakligt samarbetsområde: Utbildning

ICLD:s övergripande mål är att främja utvecklingen av hållbar demokrati på lokal och regional nivå. Ett kommunalt partnerskap ska bidra till ökat medborgarinflytande. Detta kan ske genom att stärka lokala och regionala politiskt styrda organisationer inom ett eller flera av följande kärnområden

- *Jämlik/rättvis och inkluderande behandling*
- *Deltagande och delaktighet*
- *Transparens och insynsmöjligheter*
- *Möjlighet till Ansvarsutkrävande*

Läs mer här: <http://icld.se/static/files/kp/nytt-resultatramverk-1-januari-2016.pdf>

ICLD:s kommunala partnerskap bidrar också till Agenda 2030, globala mål för hållbar utveckling, som fastslår att den största globala utmaningen är att utrota fattigdom i alla dess former och dimensioner.

Målen för Agenda 2030 är integrerade och odelbara och syftar till att styra världen in på en långsiktigt hållbar utveckling som förverkligar mänskliga rättigheter för alla och uppnår jämställdhet och ökat inflytande för kvinnor och flickor.

ICLD bedömer ansökan utifrån projektens relevans, genomförbarhet och uthållighet. I denna bedömning beaktas också projektets möjligheter till ömsesidighet. Ömsesidighet innebär att nytta/värde skapas för båda parter (behöver inte vara samma nytta i båda länderna) och bidrag till lokal demokratiutveckling och parternas likvärdiga deltagande.

Som stöd är det bra att använda ICLD:s LFA-guide som finns på hemsidan.

1. Sammanfattning - svensk version

Skriv en sammanfattning av det sökta projektet. Fokusera på att beskriva vad projektet ska uppnå. Beskriv vilka gemensamma resultat som ska uppnås, vad projektet ger för resultat i den internationella organisationen och i den svenska organisationen. (max 200 ord)

Projektet kommer att ha fokus på att skapa strukturer för att ge ungdomar större valkompetens, makt och möjlighet att själva kunna välja en utbildning och skaffa ett arbete som passar dem och som de sedan kan få och leva bra på. Det innebär också att de ska ge unga bättre kunskap om framtida jobb- och utbildningsmöjligheter och kunskap om entreprenörskap. Många unga i båda Homa Bay och Härryda saknar makt och kunskap om möjliga val och framtida alternativa möjligheter som står till deras befogande. I Homa Bay är det många elever som inte går på gymnasiet. Detta beror till stor del på att konkurrensen är för hög samt att alla inte har råd. Många lämnar därför skolan med låga chanser att få ett jobb. I Härryda kommun, drömmer många unga om jobb som antingen är svåra att få, på grund av hög konkurrens, eller jobb om

är svåra att leva på så som influencers, you tubers etc. Samtidigt är det stor brist på personer med utbildning för vissa yrken både i Härryda och Homa Bay. Yrken som t ex mekaniker, ICT-utbildade, byggarbetare etc. Det finns också en stor potential för att starta nya företag i olika branscher

2. Sammanfattning - engelsk version

Provide a summary of the project. (max 200 words)

Structures in both municipalities will be created in order to give the pupils better 'decision competence' and knowledge about working life, job demands and entrepreneurship. Many young people in both municipalities are lacking a sense of empowerment to influence their future. In HomaBay many students do not pass or carry out secondary education, either due to poor grades, child labor, early marriages, lack of finance or orphanages. Many are therefore leaving schools without much opportunities at obtaining a job and some don't even go to school. In Härryda, many young people dream of working with jobs that either are hard to obtain or live on. At the same time there is a great need for jobs, in both municipalities that needs vocational training e.g. mechanics, ICT, carpentry, metal skills, fashion design. There is also a great potential in both municipalities for starting new businesses within various fields. The project will focus on building structures within the municipalities in order to empower young people to be able to make better decisions so that more young people can choose education and a career that suits them better and obtain a job, or start a sustainable business that they can live on.

3. Bakgrund och kontext

Genom att besvara frågorna nedan skissar ni upp den kontext som projektet skall verka inom.

a) Beskriv hur projektidén uppkom. Om samarbetet sker inom ett redan befintligt Kommunalt Partnerskap ange samtliga diarienummer. (max 200 ord)

After Härryda and Homa Bay have worked together and got to know each other after four years cooperation, we discover that one has a lot in common, both problems and opportunities. One thing that we realized was that in order to really give all young people a chance to participate in the society, in a democratic way, at equal terms, the needed to develop better valkompetens/ decision making competence. Although the future at different stages in life might seem gloomy for many young people, one could very likely turn this around and help them help themselves in creating a good life for themselves, which also will benefit the communities. If young people get

the right support, information, inspiration and get to develop their decision making competences. Also, many young people need to learn more in general about society and work life in reality to become empowered and be able to participate in the society on equal terms as other young people.

b) Om ansökan är en fortsättning på ett projekt med tidigare stöd från ICLD, beskriv kortfattat projektets resultat samt dess styrkor och svagheter.

Partnerskapet har som mål att förbättra strukturer och metoder för ett ökat inflytande och deltagande bland barn och ungdomar i båda kommunerna samt öka kunskapen kring barns rättigheter. Samarbetet har löpt på enligt planen. Homa Bay besökte Härryda i december och deltog i flera aktiviteter och möten. Delegationen deltog bland annat på en föreläsning och workshop om demokrati och dess arbetsprocesser, och på möten om barns rättigheter, inflytande och delaktighet. År två i projektet lyftes även ungdomar in som en större del av partnerskapet. Fyra ungdomar från Homa Bay besökte Sverige och genomförde tillsammans med svenska ungdomar en föreläsning och workshop om ungas inflytande. En delegation från Härryda besökte Homa Bay i maj, vid detta tillfälle deltog även fyra ungdomar från Härryda. Delegationen fick bland annat delta på debatter och diskussioner, till exempel en i parlamentet av studenter. Delegationen hade möten med representanter för kommunanställda och ungdomar. Delar av delegationen besökte utbildningsministeriet för att diskutera implementering och spridning av projektet. Homa Bay har inspirerats av Härrydans metoder att involvera ungdomar i samhällsplanering och har planer på att införa liknande processer i Homa Bay. Härryda har inspirerats av Homa Bays metoder kring debatter för att göra ungdomar mer engagerade i samhällsfrågor och har planer på att utveckla forum för debatter för studenter på skolorna och mellan skolorna. Härryda inspireras även av Homa Bay's arbete med begreppen, som är bärande i en demokrati. Ungdomarna i Homa Bay lär sig dessa bärande begrepp från grunden, och tar dem inte för givet. Båda kommunerna arbetar med att öka ungas delaktighet, en skillnad är hur kommunerna arbetar med strukturen. Besöken till varandras kommuner har skapat en plattform för lärande, interaktion, utbyte av idéer och inspiration för båda parter. Men också ett ökat fokus för frågorna hos kommunernas arbete. Styrkan i projektet är att vi kan se ett ökat deltagande hos ungdomarna, vi kan framför allt se ett ökat fokus att arbeta med frågorna i de båda kommunerna. De båda kommunerna tar projektet på största allvar och ser en ökad kunskapsspridning i frågor om inflytande och barnkonventionen. Svagheten är att det är svårt med spridning. Vi arbetar med att uppnå spridning i kommunen, och lyckas delvis. Men de som är engagerade tar lättare till sig kunskaperna och erfarenhetsutbytet, och där sker förändringen i snabbare takt.

c) Beskriv hur projektet kopplar an till den internationella samarbetsorganisationens ansvarsområden. (max 300 ord)

Homa Bay County Government has the mission to build and preserve optimal conditions for accelerated, inclusive and sustainable development that guarantees safe livelihoods, dignified living and progressive pathways for all citizens of the county to thrive. Their vision is an

industrialized, healthy and wealthy county. For Homa Bay to live up to the mission and vision, it is important that all the young people get the opportunity to an education that can give that particular person a good future life. To make this possible it is important to create a structure within the municipality that enables young people and students to receive more information about different possible career pathways, including the possibilities in setting up their own businesses. In this way so that they can decide for themselves, what career that might be the cleverest one for them. It is also important that they receive information about the importance of sustainability matters if for them to be able to make sustainable choices, whenever they have an option.

3 d) Om ni ansöker om treparts- eller flerpartssamarbete, uppge namn på dessa övriga parter.

Söker inte trepartssamarbete

4. Intressentanalys

Intressenter kan vara individer eller organisationer. Intressenterna kan vara direkt eller indirekt berörda av projektet. De kan vara för eller emot projektet. Den direkta målgruppen är politiker eller tjänstepersoner inom respektive organisation. Den indirekta målgruppen ska på längre sikt påverkas av projektet som till exempel medborgare i respektive kommun/region. Genomförare är de som ingår i projektgruppen.

a) Vilka är projektets intressenter utifrån målgrupp. Vilka är projektets direkta och indirekta målgrupp?

Direct target groups are: - School staff, including school developers, decision makers and Head teachers- Counsellors/SYV's working in schools in the municipalities/Career guidance- Members of County Assembly- Teachers and school staff- Students aged 13-20 in the County Government of Homa Bay and in Härryda municipality. Indirect target groups are:- The whole society that will become more prosperous and wealthy if more people get jobs- Businesses and the public sector that will find it easier to get hold of certain staff (qualified in jobs that are in demand)

b) Vilka ingår i projektgruppen (genomförare)? (lista med namn, yrkestitel och roll i projektet).

- Headmaster at Hulebäcksgymnasiet, Mikael Svensson- SYV, Maria Järgenstedt, Hulebäcksgymnasiet (coordinate SYV-activities in both uppersecondary and compulsory schools)- UF-teacher, Christina Sandström, Hulebäcksgymnasiet, (works with UF)/Teacher, Hulebäcksgymnasiet, Anna Pärondahl- Headmaster, Sanna Ingelstam Duregård, Ekdalaskolan, (works in a compulsory school and will help spread knowledge to other

compulsory schools).- A representative from RotaryHoma Bay municipality government:-
Principal at Homabay High School, Vincet Omodi- Career teacher, Bhakita Girls
school (high school)- A business-teacher at St Ambrose-Julius, - Headmaster
Homabay Primary School Sarah Omolo,- Connie Ochieng, teacher, Homa Bay High
School

c) Vilka beslutsfattare är involverade i projektet? (inkludera även styrgruppens medlemmar).

Härryda municipality:- Per Vorberg, Politician (M)- Patrik Linde, Politician (S, opposition)-
Peter Lönn, Chief Executive Director, Härryda municipality- Camilla Ahlin.
Head of Upper Secondary School- Ann Mäki Nilsson, Head of Compulsory SchoolsHoma
Bay municipality government:NAME: Hamilton OrataTITLE: Deputy Governor,
PoliticianGENDER: MalePARTY: Orange Democratic MovementTYPE: MajorityNAME: Ruth
Anyango OmburgTITLE: PoliticianGENDER: FemaleTYPE: Opposition/MinorityNAME: Ben
Henry ObadoTITLE: AdmnistratorGENDER: MaleNAME: Beatrice AsygoTITLE: Minister of
EducationGENDER: FemaleNAME: Lilian A OtienoTITLE: Curriculum Support OfficerGENDER:
James o. MokayaNAME: Connie Aluoch OchiengTITLE: Deputy County SecretaryGENDER:
Male

d) Finns experter inom området/ämnet knutna till projektet, om så vilka?

Head of schools, Headmasters, Counselors/SYV's, businesses, representatives from
organizations and organizations, UF-teachers (7-10 at Hulebäcksgymnasiet), UF-committee,
Gothenburg, Yes Box-officers, representatives from Rotary, career teachers in Homa Bay
etc. Hulebäcksgymnasiet has since many years ago had a well-functioning cooperation
with the UF-office in Gothenburg. Contact person: Johan Sandal. UF is short for 'Ung
företagsamhet'/'Young entrepreneurship', which is a non-political educational organization. UF
is educating pupils in entrepreneurship through the education process 'UF-företagande', which
exists all over Sweden.At Hulebäcksgymnasiet there is a group of teachers that participated in
educations carried out by UF. There are about 7-10 active UF-teachers at Hulebäcksgymnasiet.
The whole of the Härryda municipality has tried to widen the horizon and to put more focus on
cooperation between work life and education and to create a long lasting structure that can be
used in the municipality on a long-term basis. The municipality has had a project working with
these issues (SAMSYV) in cooperation with other municipalities in the region.

e) Finns andra finansiärer av projektet, utöver ICLD, i så fall vilken/vilka?

Landvetter-Råda Rotary club will take part and contribute in the project with their time free of
charge. They will go out in the schools in Härryda municipality and talk about their jobs and
careers and help out with their extensive network. The club will also be in touch with the local
Rotary club in Homa Bay and most likely inspire them to get involved too. If these clubs start to
cooperate, it is hopefully something that will continue over time, also when the project has
finished. The idea is that a new structure that will be built in the municipalities to enhance the

empowerment of the young people will partly be based on better cooperation with other organisations, such as Rotary and the expert organization mentioned above.

f) Vilka kriterier har ni använt vid urvalet av projektets genomförare? Har ni beaktat kvinnors och flickors, mäns och pojkars, samt utsatta samhällsgruppers rättigheter? I sånt fall, på vilket sätt?

In order to create structures within schools (compulsory and upper secondary schools) in both Homa Bay and Härryda in order to give the pupils better knowledge about working life, job demands and entrepreneurship we need to involve certain key workers. Key workers are head of education (compulsory and upper secondary schools), headmasters, SYV-people and counselors and teachers that works with entrepreneurship and politicians. The main project idea is to create structures within the municipality to enable all young people to obtain better information about work life and different possibilities and empower them to be able to make decisions about their future education and working life on their own. The ones that will benefit most are probably vulnerable groups, both girls and boys that might risk not to otherwise see certain options for their future work life. Young people that come from more affluent families most likely have a wider network that can influence them about potential future work possibilities, which young people that are more vulnerable often are lacking.

5. Problemanalys

Problemanalysen ska utformas i samarbete mellan parterna under exempelvis Förberedelsen. Problemanalysen ska ta hänsyn till kvinnors, flickors, mäns och pojkars olika behov och förutsättningar, liksom miljö och mänskliga rättigheter. Huvudproblemet ska vara specifikt, kunna lösas under projektiden och handla om bristande kapacitet på organisationsnivå hos den internationella samarbetsparten.

Med organisation avses här den lokala eller regionala politiskt styrda organisation som den internationella samarbetsparten utgör. Svara kortfattat.

a) Vilket är det huvudproblem som ert projekt söker lösa?

Many students in Homa Bay cannot pass or carry out with secondary education, either due to poor grades or the lack of finance. Many are therefore leaving schools without much opportunities at obtaining a job and some don't even go to school. At the same time there is a great need for jobs that needs vocational training, such as: mechanics, ICT, carpentry, metal skills, fashion design etc. Many young people in both Homa Bay and Härryda are lacking a sense of empowerment to influence their future. In Härryda, many young people dream of becoming influencers or 'you-tubers', whilst there are lack of people that carry out work and

professions that are much needed such as bus drivers, chefs, nurses, builders and engineers amongst other. Many young people in Sweden first of all are focused on fulfilling their personal dreams and often don't see or think of the need of the society. Often they are heavily influenced by parents and/or friends and lack the confidence and to make their own decisions. The problems, lack of people that have the education that are needed, in Härryda and neighboring municipalities as are likely to become worse, as there are vast plans for expanding new societies within the municipality in a near future. There is a great demand for people with certain skills and education, there are simply not enough people (especially young ones do), with right skills to fill vacant places in both businesses and the public sector. There is also a need for new businesses to incorporate 'sustainability thinking' in their businesses and business plans from the beginning, which isn't always the case. Young people go to school in order to prepare themselves to be able to have a good life after school and be able to support themselves. The duties of the schools are not just to teach young people to read, write and count, but also give them other useful knowledge and empower them so that they can make sound decisions that will have an impact of their future life. One of the areas where the schools seemed to have failed is to make sure that all pupils are equally empowered to make good decisions about their future education and working life. Many students lack information of options, what education that is available and the self-esteem to make their own decisions about their future education and potential working life, without getting influenced by family and friends. For the municipalities to better achieve the above one need to find new ways of working with the issues within the schools.

b) Vilka är de viktigaste orsakerna till detta huvudproblem?

A mutual cause of the problem for both countries/areas seem to be that students don't get prepared enough, or enough information about life after school. Future options and possibilities are in Homa Bay often heavily influence or decided by their close family and sometimes also in Härryda. In Sweden and Härryda it is also often what is 'trendy' or information young people are getting through social media and media such as television that heavily influences them. Both countries are lacking more neutral information of different type of education and alternative, possible future jobs. This is also often the reality for students that go to sought after schools and get good grades, but for those who don't go to school, drop-out, or don't get so good grades the problem is even worse. Vocational skills is not the responsibility of the government in Homa Bay, as it is for the academic schools. Although the municipality have problems with the very high unemployment rate of young people in their municipality, they need to do something about that, in order to have a functional society in the future. Although it is not the responsibility of the municipality in Homa Bay to actually carry out vocational training, one do not either have the system that makes sure that the students get the information that vocational training could be a great alternative choice to university studies. Although young people that carry out 'UF-företag' (UF-businesses) in the upper secondary school in Härryda, receive advices from experienced people that have or have had their own businesses, it is not compulsory to include sustainability or human rights matters. Homa Bay have nothing at all like 'UF-businesses' in their schools.

c) Vilka är effekterna/konsekvenserna av huvudproblemet?

- Many students become educated or got their minds set on a certain job that is really difficult to get or live on, due to the reason that there are so many that wants to do the same thing.- Businesses and the public sector finds it hard to get hold of people that have the skills they need. - In Homa Bay many students are left with no secondary education and are struggling to get- jobs.- Drop-out students or student that don't go to school at all don't get any jobs.- In both municipalities many young people get depressed when their dreams or the future they wished for, or had in their mind don't become reality and are struggling to see other opportunities or solutions.- Although there are great potentials for setting up new successful businesses it is not done enough, especially not among young people. New jobs and branches are developed on a continuous basis. New ones will be created, which we have no idea about that they will exist today. This requires entrepreneurial thinking among young people.

d) Describe how the main problem relates to one (or if relevant, some) of the initially explained core areas (in Swedish referred to as "kärnområden");

Please answer in English.

- Equity/inclusion

- Citizen participation

- Transparency

- Possibility to demand accountability

- Equity/inclusion There are not enough a good structures in place that enables young people to gain information in schools and elsewhere within the municipality about life outside school, what options and possibilities there are for them in the future and general preparation of 'life after school'. They need more empowerment. Although vocational skills is not the responsibility of the government in Homa Bay, there is a great need for vocational training schools and courses. Homa Bay need to create a structure that makes sure that students and young people get the information that vocational training could be a great alternative choice to university studies. In both countries there is a certain 'wrongly' adapted attitude related to certain jobs and gender by young people, (as well as older people). For example there are in both countries few men that study to become nurses and girls to become builders, bus drivers etc. although they might have a genuine interest in the field.
- Citizen participation Not enough people from the 'civic society' come into schools (or pupils get to visit them) and inform them about their jobs, businesses they have and their particular way, they had to get their job or setting up a business. There is not yet a structure in place that make sure this happens. With a structure in place it will help young people to become empowered and in the long run be able to better participate and play an

active part in their local community as well as the wider community, including the outside world. If they do not become empowered many risk to have a life without any participation in their community.

- **Transparency** There is not enough transparency, or plan for how to make it transparent/get information available to the students of how they can succeed in life although they don't all go to the best schools or receive top grades, or how many students that are dreaming of the same future and that it is highly unlikely that all of them will succeed with their dream. Many businesses would also benefit from being more transparent in its entrepreneurship thinking (inspire and help each other/create innovations together). By encourage businesses to become transparent, one could help more businesses to succeed (which e.g. 'Innovationscentrum in Karlstad' is good at). By making sure that this information and entrepreneurship thinking get put into the structures that will created by the municipalities when informing about future options such as entrepreneurship and how one also can benefit from working together and being more transparent and co-create, many people could benefit from this, including the young people themselves.
- **Possibility to demand accountability** There seem to be a tendency that young people in Sweden take for granted the democratic society and their rights without having to contribute to it. In Kenya and Sweden the young people are often heavily influenced by their parents when they choose what career to focus on. By creating structures within the municipalities that inform the students better about different choices they can make and that it is really up to them to make the choices and that their future society will like depend largely on their choices and that they can have higher impact and influence on their future than what they might initially think. By increasing their awareness they can also be hold accountable for their choices. If everybody try to become layers or influencers there might not be enough nurses to take care of them, teachers to teach their children or builders to build houses etc. By neglecting the political forums altogether, one is also diminishing some of the possibilities to influence the future society.

e) Vilken eller vilka utmaningar som relaterar till huvudproblemet eller ovan nämnda kärnområde, finns hos den svenska samarbetsparten?

There are several challenges to solve that relates to the main challenge in getting a structure in place that includes solutions to the relating challenges below. One challenge is how to empower young people and manage to give them more information about life outside school, what options and possibilities there are for them in the future and general preparation of 'life after school'. Related to that challenge is to manage to get more people from the 'civic society' to come into schools (or pupils get to visit them) and inform them about their jobs and businesses. Another one is to manage to change certain 'wrongly' adapted attitude related to certain jobs and gender by young people. In Sweden in general, many businesses would benefit from being more transparent in its entrepreneurship thinking (inspire and help each other/create innovations together). To manage to teach the student this is another challenge. There is also a need for new businesses to incorporate 'sustainability thinking' in their businesses and business plans right from the beginning, which isn't always the case. This challenge could possibly be solved by teaching them about this already in school. Many young people in Sweden take for granted the democratic society and their rights, without having to contribute to it and many

young people are often heavily influenced by their parents or friends when they choose what career to focus on. There is a challenge, in managing to inform the students better about different choices they can make and that it is really up to themselves to make the choices and that their future society will like depend largely on their choices and that they can have higher impact and influence on their future than what they might initially think.

f) Beskriv hur projektets målgrupper involverats i framtagandet av problemanalysen.

Several officers and also politicians, but also headmasters and teachers in both Homa Bay and Härryda municipality have been involved. At both municipalities the head of the municipalities as well as the head of the schools have been involved. Several Headmasters from different schools in both municipalities. A counselor that work in a school in Homa Bay as well as a SYV that works in both compulsory schools in Härryda and Hulebäcksgymnasiet, the upper secondary school in Härryda has been involved as well as people that work with UF and the local Rotary club in Härryda.

g) Beskriv vilka resurser/kapacitet och erfarenheter som finns i den internationella samarbetsorganisationen respektive den svenska samarbetsorganisationen som relaterat till huvudproblemet i projektet? Hur kompletterar parterna varandra?

Härryda has already been starting to think about putting a structure in place and how to go about it whilst working with the issue in the EU-funded regional project SAMSYV. Homa Bay has a fairly new curriculum for schools in place, which they need to integrate with challenges one have at the more local level in Homa Bay. Both municipalities could exchange information on how they are going about getting the new structures together. Regarding matters that the structures will be built upon we also see big potential for complement each other and learn and inspire each other. Hulebäcksgymnasiet in Härryda has had 'UF-business' as an option for all upper secondary programs as an option for quite a few years. In some of the programs it is compulsory. Homa Bay has had the subject 'businesses' as an option for quite a few years. Although the content of these modules are similar there are also a lot of differences where we can learn from each other. Härryda has the adult education, which is part of the same sector as the other schools in Härryda municipality, has good connections and links to the upper secondary school Hulebäcksgymnasiet. The adult education is also trying to focus on setting up VET-programs that there is in need for regionally. This is something that Homa Bay could learn from, or be inspired by. Homa Bay is very good at involving all students in rhetoric at early years and this is something that Härryda municipality and schools could learn more from. Also the young people's enthusiasm of becoming politicians in Homa Bay. In Härryda there are very few young people that would like to become politicians. In Homa Bay there is also a tradition of 'after school clubs' that many pupils get very engaged in. Some of them involves helping out in society in different ways. This gives young people an opportunity to see what there is a need for in their society and help create a good network in their society. This is something that one could contemplate on putting into Härryda's structure, or something similar. As one normally don't have after school clubs as such in Härryda, it is more likely there would be something similar.

However, there are plenty of voluntary organizations that do various things to improve the society they could get involved in. In terms of general sustainability matters Homa Bay has for a few years now had a ban on most plastics, which has led to the need to come up with alternatives. This is something that Härryda could learn from. Although Homa Bay is good at avoiding plastics, Härryda is better at recycling, this is something that Homa Bay could learn from Härryda. This way of thinking could come into the sustainable businesses-learning. Rotary has a large network including many different people that have different jobs, including their own businesses. They also got contacts with many good networks which could help pupils that are lacking contacts with networks from home could potentially be helped by representatives from Rotary. The way one is planning to work with Rotary in Härryda municipality could perhaps be copied or inspire Homa Bay to do something similar, as they also has a local Rotary club.

Målformulering

Mål sätts på tre nivåer i en projektplan: övergripande mål (lång sikt), projektmål (medellång sikt) och delmål (kort sikt). Målen ska beskrivas som tillstånd som har uppnåtts (inte som aktiviteter)..

6. Projektets övergripande mål (lång sikt 10-15 år)

a) What changes in society will the project contribute to in the long term (how will the project contribute to reducing poverty through the development of democracy as described in 5 d)? A project can have several overall objectives. These reflect the effects of the identified main problem (see question 5c). **Please answer in English.**

In the long term more young people in Homa Bay will be able to choose, obtain and carry out education that enable them to obtain or carry out jobs that they can live well on. Our hope is that the project will have an effect so that in both Homa Bay and Härryda, most young people have improved their valkompetens/decision competence and have good knowledge about different kinds of jobs, the job market and more young people plan to set up their own sustainable businesses. Businesses and the public sector in both areas find it relatively easy to fill vacancies. Young people in both areas no longer associate a certain gender with certain jobs. In Homa Bay and Härryda most young people feel empowered and that they can influence their future life by choosing a career they believe in and have an interest in, without listening too much to their parents or friends. The socio economic variable in terms of what job the young people choose has diminished. Pupils from homes with low educated parents choose to carry out with further education to a higher extent. Long term goals: 1) Pupils have better knowledge about working life, different types of jobs, job demands and entrepreneurship. Their 'valkompetens'/'decision competence' (their ability and competence to make the right decisions when having choices) is good. 2) Pupils and teachers have good knowledge about the business culture in Kenya 3) The careers the young people choose is more based on

their personal choices rather than being influenced too much by their family and their family's level of education. 4) A higher proportion of young people are choosing a career that, but many previously were regarded as more suitable only for either men or women. 5) There is general information about entrepreneurship available for young people and others in Homa Bay. 6) Pupils have better knowledge of what a business could entail. That one not always need to sell a product and that one get a good understanding of what type of services that can be sold. 7) Homa Bay and Härryda have more sustainable businesses and have come closer to the achievement of the global goals that relates to the wellbeing of people and sustainable societies. 8) Have a plan for how to deliver education and information, in order to discourage fear among the young people that can cause stereotypical imaginations.

b) Beskriv projektets hållbarhet; hur kommer projektets resultat kunna bestå sedan projektet har genomförts och avslutats?

The plan is that the structures that have been formed will be used in the future to also in coming year in order to improve the young people's valkompetens/decision. A stable structure should be created by involving people with key positions (such as head of compulsory education, head of Hulebäcksgymnasiet, SYV-person that works in both upper secondary and compulsory as well as headmasters and people from the private sector and universities), that form the structure together. By involving these important positions right from start increases the chances for the structure to function well and become stable. Counseling and career guidance is important to start with at an early age. By doing this it will improve the young people's valkompetens/decision competence and diminish the influence of family traditions and expectations and the effect the socio economic variable has at the present. It is important to carry out the education in a way that favor a more versatile picture of the future. To form stable structures for how to work with internationalization, UF (in Härryda)/business-modules (in Homa Bay) and entrepreneurship in compulsory and upper secondary schools is important for the long term sustainability. An education that balance theory and practice experience improve the pupil's valkompetens/decision competence. Young people that have had the possibility to carry out different types of work in practice, can form interests for various work areas/different vocational jobs. In Härryda the plan is that pupils will practice work (prao) for a week in year 8. In Härryda Rotary has been involved in talking to students in the adult education (for immigrant students) about different job options. The plan is now that this will started to be carried out also in the compulsory schools as well as in Hulebäcksgymnasiet att that this will be successful and continued on a long term basis. Hopefully Homa Bay will also be inspired by these activities and start something similar. The plan is also that the Rotary organization in Härryda and the one in Homa Bay will start to have experience exchange, which could continue also when the project has finished. The lectures and bus journeys carried out in the schools in Härryda for the pupils in the project is planned to be continued also after the project, if the results of the activities has proved successful.

c) Beskriv om/hur projektets tänkta resultat sammanfaller med de båda

partnerskapsorganisationernas verksamhetsplanering?

The schools in Härryda are planning to improve the young people's valkompetens/decision competence and increase the opportunities to get more information about work life by both bringing people into the schools to talk about it, but also to get the students out to study different work places. In year 8, all students in Härryda will have PRAO during one week. One is also planning to diminish the effect the socio economic pattern have on the young people's influence in choosing education and careers. All of these issues will be put into the new structure. Homa Bay's new school curriculum will have to be integrated in the best possible way with the municipalities local needs/development needs, such as doing something about the high unemployment, which is extra high among young people.

7. Projekt mål (då projektet är klart har ni uppnått detta mål)

Projekt målet ska vara mer preciserat än det övergripande målet och formulera just det som projektet avser att uppnå inom projekttiden. Ange endast ett projekt mål. Målet ska vara realistiskt, både i tid och budget, ett mål som kan följas upp och utvärderas samt som projektet kan ta ansvar för. Projekt målet är en lösning på det identifierade huvudproblemet (se fråga 5 a).

a) Formulate your project objective. Please answer in English

Structures are created within the municipalities both in Härryda and Homa Bay in order to give the pupils better knowledge about working life, job demands and entrepreneurship.

Indikatorer visar om projektet når sitt mål och om den planerade förändringen sker enligt plan. Utifrån indikatorer kan projektets utveckling och resultat följas. Indikatorer är mått på hur väl projektet uppnår sina mål. De kan vara kvantitativa (numeriska) eller kvalitativa (upplevelser, åsikter osv).

b) Ange 1–3 indikatorer för att följa upp projekt målet och vilken verifikationskälla som används för att samla in indikatorn/indikatorerna (exempelvis att indikatorerna ska tas fram genom enkäter, intervjuer och/eller studier).

- Indikator 1: Structures are created within the compulsory schools in Härryda in order to give the pupils better knowledge about working life, job demands and entrepreneurship.- Indikator 2: Structures are created within Hulebäcksgymnasiet, in Härryda, in order to give the pupils better knowledge about working life, job demands and entrepreneurship.- Indikator 3: Structures are created within compulsory schools in Homa Bay in order to give the pupils better knowledge about working life, job demands and entrepreneurship.- Indikator 4: Structures are created within upper secondary schools in Homa Bay in order to give the pupils better knowledge about

working life, job demands and entrepreneurship.

c) Om möjligt, uppge ingångsvärden (baseline) för projekt målet.

No structures as such exists at the moment.

d) Avseende de utmaningar som projektet ska lösa hos den svenska samarbetsparten (fråga 5e) vilka resultat hos den svenska samarbetsparten förväntar ni er uppnå genom projektet?

Creating structures in compulsory and upper secondary schools in both municipalities that leads to that young people:- Have better valkompetens/decision making competence and knowledge about working life, job demands and entrepreneurship.- Young people choose careers that are more in line with the regional job demand and their personal choices rather than someone else's and that more are choosing a career that, buy many previously were regarded as more suitable only for either men or women.- Have better general knowledge about job possibilities, including entrepreneurship than before the project.

e) Hur säkerställer projektet att partnerskapet genomsyras av ömsesidighet – både gällande ömsesidig nytta (behöver inte vara samma nytta i båda länderna) och bidrag till lokal demokratiutveckling och parternas likvärdiga deltagande?

Both municipalities want to empower young people so that they independently, by themselves can make better decisions about their future. Both municipalities will create structures that are suitable for their particular municipalities and school systems and make sure the structures between the compulsory and secondary schools complement each other. The way they are created and the content will vary between the municipalities. The different municipalities have different experiences and different ways of working. Schools in Homa Bay have an optional subject called 'businesses. This is something Härryda schools don't have and can learn from. The upper secondary school in Härryda work with UF, which Homa Bay don't and can learn from. Härryda municipality have for many years had adult education and created programs in order to educate young people with skills that there is a demand for in the regional job market. Härryda has a little more experience in working with external organizations and businesses.

f) Hur bedömer ni att kvinnors och flickors, mäns och pojkars olika behov och förutsättningar påverkas av att målet uppfylls?

Both young women and men should benefit as they are more likely to choose studies and careers that are suitable for them, as well as the society. Instead of doing as it is often done now; possibly choosing a career that is expected of them from friends and family, which they might not always be able to live up to either. Young women and men will hopefully also feel more secure about choosing a career and a job that previously they thought weren't suitable for them due to attitudes connected to gender.

g) Hur bedömer ni att miljön påverkas av att målet uppfylls?

The knowledge about sustainability issues in general should be improved for those pupils that choose to work with UF and the business module option. As Sweden, in many areas, overall is better at sustainability, Homa Bay could learn from that. Homa Bay, however has a strict ban on most plastic products, which force them to use alternatives and think differently, which is something that Härryda and Sweden could learn from.

h) Hur bedömer ni att mänskliga rättigheter påverkas av att målet uppfylls?

Most likely more young people increase their chances in creating a good future for themselves and a better life. More people should also be able to fulfil their dreams or wishes of future careers and jobs without feeling that they have the wrong sex. Also if businesses become more sustainable and more young people think more about sustainability there is a greater chance that the world will become more sustainable in the future.

i) Ange om ni planerar att använda forskare, experter, universitet eller utomstående institut för att följa upp resultat. I så fall vem/vilka/vilken?

Although we are planning to involve experts and possibly researchers, or at least universities in the project we are not planning for them to evaluate or follow up results.

8. Delmål

Något eller några delmål med tillhörande aktiviteter ska koppla till det kärnområde ni angett att ni kommer bidra till i fråga 5 d.

a) What are the project's intermediate objective (short term objectives)? These objectives reflect the causes of the main problem (see question 5 b) and are achieved directly through the activities conducted within the project. Number the intermediate objectives. **Please answer in English.**

- 1) Have a plan for how and when to bring in businesses to talk to the students in the school
- 2) Have a plan for how to give young people better valkompetens/decision making competence and inform young people in general more about life outside school and the different jobs that are available, such as vocational work and work/activities carried out by different organizations and associations.
- 3) Have a plan for who and how to talk about 'gender association' connected to certain jobs.
- 4) Have a plan for how to diminish how the socio economic patterns have a great impact on what jobs and education the young people chooses.
- 5) Have a plan for how to work with young people's influence and encouragement of

that within the participating schools6) Have a plan for how we learn about each other's businesses cultures, business communication and how one create a good network.

b) Beskriv vilka aktiviteter som ska genomföras för att uppnå respektive delmål. Gör även en övergripande tidsplan kopplad till aktiviteterna.

-Arbetslivsdag/'Work life day' (spring), Härryda, all years -Schools in Härryda make a Framtidsplan (an action plan for how to implement career guidance), Härryda, start year 1
- Business-, organizations- and association- visits within the compulsory schools and upper secondary schools through meetings. Both municipalities, all years-Visit Karlstad Innovation Centre, Both municipalities, year 1 - Visit Yes Box (in Gothenburg), Both municipalities, year 2-Young people visits different institutions, organizations, associations etc. Both municipalities, all years -Visit businesses associations in Härryda and talk about the importance of cooperation as a way of strengthening businesses activities in small places. Both municipalities, Year 2-Activities that will change pupils 'wrongly adapted connections' to certain jobs – proposals please – ALL E.g. (Bring in a male nurse or/and a female fire fighter, which are happy with their jobs, to talk to the pupils about their jobs as inspiration), Both municipalities, year 2,3-Counseling-activities in Homa Bay, all years-Adult education information for Homa Bay (as part of a program when visiting Härryda), year 1 and perhaps more- Counseling-activities in Härryda, all years -
Visit, UF and UF alumni, 'nyföretagarcentrum' and get information about crowd funding, Both municipalities, year 3 -Information of where I can find support if I would like to start a business. Both municipalities, all years- Adult education information for Homa Bay (as part of a program when visiting Härryda). Year 1 perhaps later too.- To operate UF. All pupils in 'Handels- och ekonomiprogrammet'/'Business and commerce-program in Hulebäcksgymnasiet as well as Estet pupils. Härryda, all years
- Pupils that have UF in Härryda and pupils that have the 'business module' in Homa Bay will exchange experiences and when suitable make benefit of each other's knowledge, experience as well as businesses and businesses ideas. Focus will be on delivering UF and business ideas with aesthetic expressions as well as e-commerce. Both municipalities, year 2,3-Information about sustainability and the importance of sustainable businesses (including, information about corruption within the 'business module' in Homa Bay). Both municipalities, year 2,3- Educate school and counseling staff. Both municipalities, all years
- Develop possibilities for pupils to carry out their work in a real context, so their work isn't just shown for the teachers and students. E.g. carry out orders in the form e.g. surveys from companies and businesses for real. Härryda, possible both, Year 3
- Have a 'project week' with the 'economy-' and 'commerce'-programs under the project name: "Business in another country". Härryda, year 2, 3 -
Investigate the differences in prerequisites in starting a business in Sweden and Kenya. Härryda, year 2,3- Information about the business module in Homa Bay (what it entails, how it is carried out). Both municipalities, all years- Information about Homa Bays after school clubs . Both municipalities. Year 1 - Rotary will be involved in Härryda municipality in going out in schools to talk about the different kinds of jobs they carry out and

inform the pupils about their network and offer their help. They will also inform Homa Bay how they work in Härryda and in Sweden. Härryda , all years - Have regular meetings where how the structures will be put together. Both municipalities will inform each other along the way. Both municipalities, all years Exchange between the people involved will take place twice a year. The people that will be travelling is the project groups, steering groups, the project leaders some extra teachers and/or some young people. In year two and three young people and teachers will be involved in the exchange. We think that it is important that young people get involved as we saw how much good effect that had when we involved young people in the last project. The young people learned so much from their experiences and spread them very enthusiastically among their peers and others. Sometimes young people listen and learn better from hearing and listening to their peers.

c) Ange indikatorer och tillhörande verifikationskällor för varje delmål.

The plan is that all the below questions is being surveyed in the schools in Härryda on a yearly basis. The Survey is called 'SyvBarometern'. The schools in Homa Bay will have to copy the questions and carry out a survey with those particular questions that are stated above in Homa Bay. Indicator 8.1: The percentage of pupils that think that their gender, or background influenced their guidance and information about different types of jobs and education, has diminished. Fråga från SyvBarometern: Upplever du att ditt kön eller din bakgrund har påverkat vägledningen och informationen om yrken och utbildningar som du har fått av skolan? (s.34 in SyvBarometern) Indicator 8.4: Increase the number of persons that think that they have received enough information from their school, before choosing upper secondary education programs/modules and what different vocational education programs can result in. Fråga från SyvBarometern: Vad av följande tycker du att du fick tillräckligt med information från din skola om, inför valet av gymnasieutbildning-Vad olika yrkesprogram kan leda till (s.27 in SyvBarometern) Indicator 8.5: The school has had a visit from someone that has talked about working life, at least once during the semestre. Fråga från SyvBarometern: Skolan har haft besök av någon som pratat om arbetslivet minst en gång (s.29 in SyvBarometern) Indicator 8.6: The percentage of pupils that has discussed their choice of upper secondary education program/school with someone else than their parents, siblings or friends have increased Fråga från SyvBarometern: Diskuterade du ditt val av gymnasieprogram/-skola med någon av följande? (någon annan än föräldrar, syskon och kompisar), (s.22 in SyvBarometern) Fråga från SyvBarometern: Känner du att du fattade ett 'eget' beslut när du valde gymnasieprogram/-skola? -Ja, jag beslutade helt själv utan att bry mig om vad andra tyckte eller gjorde (s.23 in SyvBarometern)

9. Riskanalys och riskhantering

Risker kan till exempel vara externa såsom politiska förändringar och naturkatastrofer, eller

interna som korruption och hög personalomsättning.

a) Beskriv externa faktorer/risker som kan påverka projektets måluppfyllelse.

1. Exchange of personnel or personnel become ill
2. Budget difficulties
3. Corruption
4. Communication
5. Low political interest

b) Beskriv interna faktorer/ risker som kan påverka projektets måluppfyllelse.

7. Cultural differences
8. Natural disasters such as flooding, disease outbreak etc (the steering group might then get difficulties in meeting)
9. Budget difficulties
10. Corruption

c) Riskhantering: Hur ska ni hantera de identifierade riskerna inom projektet.

1. If a project member or a member of the steering group quit or become long term ill, the steering group will make a replacement as soon as possible. Also the people involved in the project work have some written information of what work that has been carried out and not so far.

2. The Steering group will check so that the budget is going according to plan at every meeting and if it does not seem to be the case take action in order to solve the problem immediately. The project leaders and the project administration staff have regular meetings to make sure the budget is kept according to plan.
3. In Härryda municipality the structures to prevent corruption are very strong and has been working well for many years. As there is not much money involved for spending money on things in Homa Bay there is little risk for corruption. As it is not much money to be spent in the project in general other than on activities, which is clearly staked out in the application, the project leaders and the steering groups should quite easily be able to monitor on a regular basis so that the money is spent on the right things. It also helps that both municipalities and several people involved have already worked together for four years. Then certain budget matters and potential concerns has already been dealt with.

4. Communication is always difficult, and becomes more so with different cultures and languages. However, so far the communication between the municipalities has worked rather well as all involved has a good knowledge of English. If any of the project leaders will have to be replaced, the steering group will take into account the importance of English skills. The project leader will at the beginning of the project make a communication plan which will address issues such as: How the communication will take place to make the communication as easy as possible i.e. choose the way of communicate that is best suited for the people involved. Due to cultural differences it is also important to keep open minds about things.
5. As it is the top politicians in both municipalities that are members of the steering groups it is quite unlikely that there will be low political interest as they have quite strong influence on their political colleagues. However, to diminish this risk the politicians will be regularly informed of the projects, they will be invited to take part in activities by the project leaders.
6. The project activities will be planned to take place mainly before and after the election period.

7. Before the visits all the people that will be travelling will be briefed before any journeys about differences etc. Especially those who have not been involved before, will be

briefed by those who have already.8. Try to communicate important things via internet.9. The Steering group will check so that the budget is going according to plan at every meeting and if it does not seem to be the case take action in order to solve the problem immediately. The project leaders and administrative staff communicate around the budget on a regular basis.10. In Härryda municipality the structures to prevent corruption are very strong and has been working well for many years. As there is not much money involved for spending money on things in Homa Bay there is little risk for corruption.

10. Negativa effekter/Do no harm

a) Beskriv om det finns negativa effekter som kan uppstå för den direkta och indirekta målgruppen genom partnerskapet.

- If we don't manage to spread what we are learning in the project across our municipalities and elsewhere the benefit of the project will not be so large and is less likely to be sustained.- Creating angst and worry for young people in choosing right education and career and creating potential tension and disappointment within families if braking or contemplating braking existing norms.

b) Hur kan ni arbeta för att minimera dessa?

- Make sure that we spread what we learn in the project on a continuous basis as well as putting an extra input in spreading what we learnt towards the end of the project. In Härryda it could be done for example when head masters get together (all head masters do that certain days in Härryda) and in Homa Bay. Härryda could also spread information and lessons learnt about the project when networking with 13 other municipalities 'Gothenburg Region-networks' (GR is a municipal owned organization where 13 municipalities are active, including Gothenburg who have many network meeting on a regular basis throughout the year).- Make sure that the young people and pupil that need extra support when going through potential angst and worries get extra support from SYV-people and counselors.

11. Spridning av resultat

Beskriv hur projekt-och Styrgruppen planerar att sprida projektets resultat inom de båda organisationerna respektive till andra relevanta aktörer och samarbetspartners.

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done for example when head masters get together (all head masters do that certain days in HÄrryda) and in Homa Bay. HÄrryda could also spread information and lessons learnt about the project when networking with 13 other municipalities 'Gothenburg Region-networks' (GR is a municipal owned organization where 13 municipalities are active, including Gothenburg who have many network meeting on a regular basis throughout the year).Results about the project can also be written about in the local newspapers and our public paper that goes out to businesses and inform the local television, One can have lectures about the project at teachers' and school staffs, 'inspiration days'. In Homa Bay during school open days, during debates, within the teachers' associations, radio, announcements, sports days, magazines and student's associations.