

RAPPORT

Nafsi fra Kenya på interkulturel og artistisk turné i Danmark fra 4. september til 26. oktober 2025

Introduktion

Nafsi er en kenyansk kulturorganisation, der i Nairobis slumområder benytter sig af kunst, kultur og mediatræning til at styrke børn og unges selvtillid og fremtidsmuligheder.

Spor Media har siden 2014 haft et tæt samarbejde med Nafsi om turneer i Danmark med unge artister (2014, 2016, 2019, 2022, 2025) og om kultur-, medie- og naturprojekter i Kenya. Turneerne med Nafsi en del af mange turneer med ungdomskulturgrupper fra adskillige lande i det globale Syd – organiseret af Spor Media.

Den seneste turné i 2025 skulle have været gennemført i 2024, men for første gang i projektets over 20 år lange historie spændte de danske visummyndigheder ben, og selvom Spor Media fik medhold på sin klage til Udlændingenævnet, var det for sent at gennemføre turneen som planlagt. Heldigvis indvilgede Globus-puljen, der støttede aktiviteterne, i at forlænge projektet, så turneen med Nafsi kunne gennemføres i 2025. Her løb aktiviteterne dog igen ind i problemer, da gruppens afrejse blev forhindret i lufthavnen i Nairobi. Derfor måtte arrangørerne ændre og aflyse de første dages program.

Det lykkedes imidlertid at gennemføre et intenst program for seks unge akrobater, dansere, musikere og skuespillere. De kom med en smuk forestilling om klimaforandringer og miljøproblemer, og i workshops dansede danske unge afrikansk - og oplevede, at man kan lære akrobatik, hvis man øver sig. Artisterne efterlod et indtryk af unge stærke mennesker fra en fattig baggrund og med masser af energi og socialt sammenhold.

Nedenfor er en evaluering af turneen. Den er delvist på engelsk, da den er forfattet af Matteo Molinari, Intercultural Studies fra Aarhus Universitet og den ser primært på ændringer i elevernes/deltagernes interkulturelle kompetencer.

Først kommer der dog lidt på dansk om program og målgrupper. På de sidste sider er der udskrift af interviews med lærere, elever og andre deltagere samt med artisterne fra Kenya + udpluk af omtale (primært fra sociale medier) + links til fotos fra turneen.

Mere information om aktiviteterne på projektet Global Kids hjemmeside: www.globalkids.dk – arkiv – 2025 Nafsi fra Kenya.

En stor tak til alle lokale arrangører på skoler, gymnasier, højskoler, i kommuner og i kulturlivet. Tak til lærere, elever, ledere og til alle jer, der stillede jeres højskoler og hjem til rådighed, så de unge fra Nafsi følte sig trygge og mætte.

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Program og målgrupper

De unge fra Nafsi i Kenya var i Danmark i 7 ½ uge og nåede i den periode at vise forestillinger, stå for kulturworkshops og indgå i dialog med andre unge på en række skoler, gymnasier, højskoler og andre kulturinstitutioner. Se program: https://www.globalkids.dk/?page_id=3902

De viste forestillingen 'Echoes of Change' 21 gange på skoler, gymnasier, højskoler m.v. for 3610 tilskuere. 25 gange stod de for workshops med sammenlagt 1572 unge danskere.

Undervejs besøgte de og interagerede med børn og unge på 7 folkeskoler, 8 gymnasier, 5 højskoler og 1 erhvervsskole. De gav 5 offentlige forestillinger og optrådte på CISU højskole-weekend på Askov Højskole.

De var indkvarteret med højskoleelever på 5 højskoler og med familier i 3 fællesskaber/kollektiver.

Evaluation

During the tour we carried out evaluations of the recipients of the activities and events presented during the tour (like the workshops in dance and acrobatics or the performance *Echoes of Change*). It was mainly teachers and students at the primary schools, high schools and folk high schools, Nafsi visited during their stay in Denmark. The evaluations were conducted in different ways: through interviews with a series of questions, from feedback received from teachers about their students' remarks and responses following Nafsi's visit or through observation of the students' reactions, comments, questions and the curiosity and awareness they showed.

The interviews were prepared before the tour and the questions made with the aim to evaluate the students' intercultural competences, based on the literature by Heidemann (2000) and Bryam (2021), which was one of the goals, as the project is an intercultural exchange between young people, along with learning about the Sustainable Development Goals set by the United Nations (see sections



below). The interviews were conducted live, with only the interviewer and interviewees present. Only in a very few selected cases, they were given to participants of the activities in the form of a questionnaire.

The aim of the evaluations was not only to assess how the students' intercultural competences had developed, but also to evaluate if and how the participants had received and elaborated the message and the goals of Nafsi's visit, what they had learned from it and what kind of mark it left on them. For these reasons, the questions focused on Nafsi's message about climate change, new knowledge about Kenya, prejudices and expectations and a stronger curiosity about future intercultural encounters.

The main points that emerged from the evaluations were:

- the project contributed to turning students into global citizens who value diversity and are interested in different perspectives and people who come from other cultural backgrounds:

"I believe a cultural experience like this is incredibly valuable because it allows students to step outside their usual environment and see the world through different perspectives. It teaches them empathy, open-mindedness, and appreciation for diversity, qualities that are essential in today's globalisation." (teacher)

- The project challenged expectations, stereotypes, prejudices and generalizations about people coming from Africa; participants got a more detailed picture and insight into Kenya and their expectations about Nafsi were reversed: they were actually resourceful young people who could give and teach them something:

"It is good that they come here, and we see that they are not just starving people, which is generally the only image we have of Africa. I was confronted with my own stereotypes this time and also another time when we had a project with a group from Ethiopia; it is also good for the kids to see that they can teach them something and give them something and, in doing so, contrasting the only impression that we/they get from Africa." (Teacher)

"I have the impression that the only thing we hear about Africa is that people are poor and that they need help from us. But actually, we saw that they have a lot to give us and we have no idea about them, but only a very generalized knowledge and conception of Africa." (High school students)

- The project encouraged curiosity and interest in future intercultural encounters but also reflections about life in Denmark. Participants could compare themselves with peers from another part of the world and the privileges they themselves have access to, while also realizing that they have a lot in common:

"From an educational point of view, the project encouraged communication, curiosity, and reflection. Students were not just learning about another culture; they were also learning about themselves, their values, assumptions, and the ways they connect with others. That kind of self-awareness is something that traditional classroom lessons rarely achieve." (Teacher)

"The week Nafsi was here I became very aware of our privileges here in Denmark." (Teacher)

- The project encouraged reflection about climate change and sustainability; participants heard stories about the real effects of the climate crisis in another country and the effects that consumption in richer countries has on the rest of the world:

"We were confronted to think about our privileges, that we would not otherwise focus on. We are very spoiled, and it is hard to break our habits. We learned that our actions have an impact on other countries." (Students)

"I think a lot of people in Denmark don't really think about climate change or about people and their cultures in Africa. It is good for us to hear about how our overconsumption of resources affects people in other parts of the world. I think the visit from Nafsi and them talking about their life in Kenya and how affected they are by climate change really inspired people in my class to make a change." (Student)

- The project was an innovative and engaging way of teaching and learning while participating in entertaining activities; students learned and gained awareness about different topics while spending time and exchanging talks with a group of peers from a very different background:

"In this way, the students get to talk about real issues with real people. If you want to do cultural teaching, this is the only way to actually do it. Seeing them in real life, it brings all the barriers down." (Teacher)

"I feel like we are very lucky and privileged. Everything gets a bit more fun and effective while learning through movement, games and hearing about someone's culture and story through real-life storytelling and not in a traditional class way." (Students)

- The project required and encouraged participants to communicate in a foreign language, in this case English; students could practice their language skills in real-life situations while also having to deal with a variant of English they are not usually exposed to:

"Also from a language perspective, it is good for them to hear another variant of English they are not used to and talking to a peer makes it easy for them because their insecurities disappear since they are forced to communicate, unlike in class. Seeing Nafsi and working with them makes them come out of their comfort zone." (Teacher)

Intercultural competences

As an intercultural exchange this project aimed at developing the student's intercultural competences through workshops, artistic performances, activities, talks and interactions between Danish and Kenyan youngsters, centered around cultural practices and young people's daily life in Kenya as well as climate change and sustainability. The goals and subject areas of the project fit within the "Guidelines for the transversal competences in high school education" of the Ministry for Children and Teaching of the Danish government (Styrelsen for Undervisning og Kvalitet, n.d.). These guidelines include *global competences* as ones of the essential transversal competences high school students should develop, and they are defined as skills that allow students to know, understand and relate to different challenges and matters posed by the globalized world e.g. migration, climate change, poverty. This *intercultural knowledge* makes students able to successfully and consciously communicate

and interact with people from different backgrounds, countries, languages, cultures and societies:

“Intercultural knowledge strengthens students’ understanding of the world around them and the global world. Knowledge regarding global issues, contexts and evolution processes makes students able to take a stand on global challenges and act as global democratic citizens.” (p. 19, translation of the author)

Climate change and sustainability have been at the core of this project and are also a focus of the global competences, since they make the students aware of how to live a more sustainable life, and how actions in Denmark can have repercussions in other parts of the world climate-wise:

“We don’t think about climate change so much, and we don’t feel like it affects us in our daily lives, so we were confronted with our privileges, that we would not otherwise think about. We are very spoiled, and it is hard to break our habits. We don’t talk and get taught about it often, the impact that our resource consumption has on the world, it is not a very present topic in our classes. So, we learned through this project that our actions have an impact on other countries” [students from Odense Sct. Knuds Gymnasium]

The project also improves communicative and intercultural competences, which consist in the ability of observing, interpreting and understanding other people and their cultural backgrounds. Through learning about people with different codes, systems of meanings and perceptions of the world, stereotypes and prejudices are challenged, as well as the concepts of what is normal and taken for granted. This cultural insight and understanding requires mastering a foreign language, in order to be able to effectively communicate with and properly comprehend people from different backgrounds.



The answers given during the evaluations show that the goals of the project were fulfilled, as the participants were confronted with their privileges, expectations and things they took for granted, as well as they were pushed out of their comfort zone and spoke English in order to communicate with Nafsi.

Sustainable Development Goals

Central to the project was also discussions and learning about the topics of the UN Sustainable Development Goals (SDGs) which were a recurring theme of debate throughout the tour. The SDGs are one of the main focuses of the *Globale Gymnasier* (Global High Schools.) visited by Nafsi. The high schools take the SDGs into consideration during their teaching to develop the students’ global competences. For instance, at Sct. Knuds Gymnasium, Odense, Nafsi had extensive discussions with the students about topics concerning the SDGs, such as climate change and sustainability, the protection of nature, access to education and gender equality. They compared the situation in Kenya with the reality in Denmark. As shown in the interviews,

Danish students were always shocked to hear about the Kenyan schooling system, its strict and harsh practices and how challenging it can be to get access to both primary and higher education, if there is a lack of economical means.

The SDGs were also the prompt to discussion during a class at Uldum Højskole, where students could exchange stories and views about these relevant topics and learn first-hand with real people about Kenya as part of their subject "African cultures".

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Transcription interviews

Municipal intercultural organizer

Why do you think such a project about intercultural exchange and understanding is important and what could the children learn from it?

"It is good that they come here, and we see that they are not just starving people, which is generally the only image we have of Africa. I was confronted with my own stereotype this time and also another time when we had a project with a group from Ethiopia; it is also good for the kids to see that they can teach them something and give them something and, in doing so, contrasting the only impression that we/they get from Africa."

Teacher at public school

Why do you think this kind of experience and cultural exchange is important for your students? Why did you think it was valuable from your perspective as a teacher?

"I believe cultural experience like this is incredibly valuable because it allows students to step outside their usual environment and see the world through different perspectives. It teaches them empathy, open-mindedness, and appreciation for diversity, qualities that are essential in today's globalisation."

Which added value could it bring to them and and what do you think it taught them?

"From an educational point of view, the project encouraged communication, curiosity, and reflection. Students weren't just learning about another culture; they were also learning about themselves, their values, assumptions, and the ways they connect with others. That kind of self-awareness is something that traditional classroom lessons rarely achieve."

What was the students' reaction? What were their comments?

"After your visit, we had some informal discussions among teachers and students. Many students mentioned how moved they were by the personal meeting with all of you and how impressed they were by the energy and passion the team brought to the performances. Some said it made them reflect on their own opportunities and privileges; others expressed a desire to engage more in creative and social initiatives. It was clear that the experience left a lasting mark on them. Other teachers suggested your presentation for the whole school."

Teacher at high school

What did you think about the whole experience? What are the things that caught your attention?

"I could notice that students integrated very well, even though sometimes they are hard to engage, they were engaged very quickly and effectively, which means that Nafsi they were very professional and very effective in that."

What did you think was most impactful about this intercultural exchange? Why was it a learning opportunity for the students?

"I think it was impactful because they see other young people taking over and lead an intercultural encounter, and they can see themselves in them. They tried something new and met someone from somewhere completely different, but they are also alike in a way; they are actually much more alike than they probably expected."

How is this also relevant for English class, them being "forced" to speak in a foreign language and communicate in English?

"It is good to see other variants of English that is not the American or British one, which is what they are most used to. It is also somehow easier for them to speak English to a peer, because they probably feel more comfortable and less scared to make mistakes."

To conclude, what do you think that they learned from this intercultural encounter, exchanging stories about their lives and getting an insight into young people's lives in Kenya?

"I think they have learned a lot about themselves; in the common activity, where they talked about their lives, they had to think: what is interesting about my life? How do people will perceive this information? They've learned to look at themselves from the outside and what is it that they have to offer. Hopefully they have also learned to see these young people not just as poor or to be pitied, but actually as resourceful, people that are like them and can actually teach them something."

Students at high school

"I feel like we are very lucky and privileged. Everything gets a bit more fun and effective while learning through movement, games and hearing about someone's culture and story through real-life storytelling and not in a traditional class way."

Participants from adult NGO workshop

What did you think about the experience in general and what were your thoughts about this intercultural exchange through dance, acrobatics and talks?

"They were extremely good at engaging us, we felt very quickly involved and they got us to dance and move, which is something that is usually hard to get us to do. The workshop in itself was a cultural experience: the dances and the energy they bring to the activity was a cultural experience in itself. The talk and the discussion that we got to be a part of was a great opportunity to get a detailed insight into their life in Kenya, how they are affected by climate change and it helped giving us a more detailed and concrete description of a part of Africa, which is usually very much generalized here. They were extremely open and positive, it was really special to see how they are despite some of the hardships they were telling us about; they did not portray themselves as victims and in need of help, but actually they had something to give to us. That was what we really liked about the project and how Spor Media had organized it: there was a reversed perspective, we are more used to see organizations portraying people as in need of help, but here it felt like it was them those

who were giving us something and that, plus the stories they told us about, put things into perspective for us more privileged people.”

Students at high school

What were your thoughts about the workshops and the performance and what has struck you the most?

They were very engaging and made us feel comfortable from the start. The workshop was very fun, it was very good to learn about them through dancing.

Did you get new insights about the way people live in another part of the world and the reality that they face? How did that make you feel and what did it make you reflect on?

Yes, some of their stories were very hard to hear but it was eye-opening to hear about their lives directly from them.

I have the impression that the only thing we hear about Africa is that people are poor and that they need help from us. But actually, we saw that they have a lot to give us and we have no idea about them, but only a very generalized knowledge and conception of Africa.

What were your expectations on Nafsi before you met them? Were they confirmed or was there something that surprised you and you did not expect?

We thought they would need something from us, that they would come here and tell us about the ways we could help, while their message was mostly about climate, so that surprised us. They also did not act or look like someone who lives in slums.

Did you feel like you were more similar or different than them?

I think they are more similar to us as people, while they are different in terms of goals and motivations they have in life, like their dream jobs and desires they have for the future.

How was communicating in a foreign language (in this case in English)? Did you feel like it significantly limited your ability to express yourself and to connect with someone who does not share the same language as you? Is it better if you have to speak English to a peer?

We would say so, but we were a bit shy and more insecure, in Danish we would surely be more comfortable.

Has this awakened a new interest and curiosity in other intercultural encounters? Do you think that this experience will be helpful in the future when you have to deal with/meet people who do not share your language and culture?

Yes, it helped to have learned about Kenya beforehand in the previous English classes and it was interesting to learn about something so different and in a different way.

What were your reactions and main feelings and emotions when they talked about their life in their slums? How did it make you feel?

We felt a bit of pity, especially when they talked about their harsh schooling system, we thought physical punishment was illegal everywhere.

Did this help you gain a more specific image of Africa, which is just usually very generalized?

Definitely, we learned about differences. We thought countries were much more similar to each other.

How did you feel about when they mentioned climate change? Is it something you think about in your daily life and take into consideration in your actions? And how does it feel like to hear about the lives of people that have been affected by climate change?

No, we don't think about it so much and we don't feel like it affects us in our daily lives, so we were confronted with our privileges, that we would not otherwise think about. We are very spoiled, and it is hard to break our habits. We don't talk and get taught about it often, the impact that our resource consumption has on the world, it is not a very present topic in our classes.

From what you have learned and gained from this experience, what do you feel like will stick with you and you will put into practice in your life going forward?

We learned that our actions have an impact on other countries and see them so grateful and not sad about themselves, their activities and simple things make them very happy, that puts things into perspective for us more privileged people.

Teachers at high school

What was your motivation as a teacher to organize this visit? Why do you think it is important for the students?

1. In this way, the students get to talk about real issues with real people. If you want to do cultural teaching, this is the only way to actually do it: seeing them in real life or on the computer showing them around in their house during the Global Stay Tours, it brings all the barriers down. Also from a language perspective, it is good for them to hear another variant of English they are not used to and talking to a peer makes it easy for them because their insecurities disappear since they are forced to communicate, unlike in class. Seeing Nafsi and working with them makes them come out of their comfort zone, forces them to move and in front of each other.

2. The intercultural encounter was very eye-opening and made the students very reflective. It's good for them to hear about the climate crisis but from a Kenyan perspective and that makes them reflect, be more aware about climate and hopefully act upon it.

Teacher at folk high school

1) What did you think of the workshops/performance? What has struck/impacted you the most and why?

It was amazing! The acrobatics and dance talents was what impacted me the most.

2) Did you get new insights about the way people live in another part of the world and the reality that they face? How did that make you feel and what did it make you reflect on? Did you think about the difference between being a young person in Denmark and in Kenya?

I had a lot of knowledge about Kenya beforehand, but I gained some new insights through our conversations. The week Nafsi was here I became very aware of our privileges here in Denmark. But I was also very impressed by the people from Nafsi's outlook on life. I think in some areas there is a big difference between being a young person in Kenya and Denmark, when it comes to privileges and the society, but I also think many of the experiences we go through and things we care about are universal.

3) What were your expectations on Nafsi before you met them? Were they confirmed or was there something that surprised you and you did not expect? Did you feel like you had any prejudice towards them beforehand?

I expected they would be talented, energetic and fun to be around, and this was the reality as well. It surprised me that they were a bit hesitant to talk about the president and politics in Kenya, but they explained that it can be dangerous to talk bad about the president as a Kenyan. I've met people from Nafsi before and been to Kenya many times, so I don't think I had any prejudices towards them beforehand, but I probably had some prejudices that I wasn't aware of.

4) Did you feel like you were more similar or different than them?

I felt like I was more similar.

5) How was communicating in a foreign language (in this case in English)? Did you feel like it significantly limited your ability to express yourself and to connect with someone who does not share the same language as you? Is it better if you have to speak English to a peer?

I think communication in English worked fine, because everyone was very good at English. It may be limited my expression a little bit, because humor and details in the words can be hard to translate. But overall, it worked really fine!

6) How was working together as a group with Nafsi? Did you feel like and did you expect that they "behaved" in a very different way as you? Did you feel like you took different things for granted and that there was a big difference between the two groups (Nafsi and the Danish students)?

It was amazing working together, and I learned a lot! I expected that we had different talents and strengths and could teach them to each other. I think you could see the difference between the Danish students and Nafsi. For example, Nafsi were less afraid than the Danish students of speaking up, disagreeing with each other and being on a stage and getting attention. There was also a difference in how we experienced time. The Danish students were always on time, whereas Nafsi were often a bit late. I think our understanding of time is very different in our two cultures.

7) Has it awakened a new interest and curiosity in other intercultural encounters? Do you think that this experience will be helpful in the future when you have to deal with/meet people who do not share your language and culture? Do you feel like going to Kenya now and experience firsthand what they talked about?

I've had an interest in intercultural encounters for a long time, but this week made me even more enthusiastic about it. This experience has taught me more about communicating and facilitating culture meetings and

what to be aware of. I had already planned a trip to Kenya in connection to my work before this week, but this week made me look very much forward to it and reminded me how important culture meetings are.

8) What were your reactions and main feelings and emotions when they talked about their life in their slums? How did it make you feel?

It is almost hard to imagine that this is their everyday life. It is sad, but their outlook on life also makes me hopeful.

9) Did this help you gain a more specific image of Africa, which is just usually very generalized?

I had a more specific image of Africa before this week, because I've lived there and travelled there a lot, but every time I talk with people from Africa or travel there, I learn a little more.

10) How did you feel about when they mentioned climate change? Is it something you think about in your daily life and take into consideration in your actions? And how does it feel like to hear about the lives of people that have been affected by climate change?

I think a lot about climate change in my everyday life and try to live as sustainable as possible. I think it is important that Nafsi communicate about climate change, but I also got the feeling that they talked about it from a very different place than we usually talk about it. They focused more about the local environment, for example not cutting trees and dumping waste, but the Danish students have learned about climate change since they were very young and talk more about it in a bigger perspective, for example how our consumption and emissions affect the whole world. I think Nafsi's communication about climate change would have worked better, if they focused more about how the climate change affect their everyday life (for example droughts, floods and so on), they didn't tell a lot about that.

11) What did you think about learning about something through art, performance and sports?

It was amazing! It was a fun and enriching way to exchange cultures.

12) Did this experience encourage you to make your own projects that touch on these topics (climate change, equality) and bring to your classes also in other situations/semesters? What will you use this for in your future classes?

Yes, very much so. I already have courses about climate change and African cultures, but it motivated me to keep working with these topics, because Nafsi's visit underlined how important these topics are. I have also in these courses worked with Global Stay Tours, and I will keep doing that. Furthermore, I will see if it's possibly to implement more movement and dance in these courses, because Nafsi's visit made me aware of how much it can help make connections and understand each other.

13) Finally, what do you feel like you have learned (not only in terms of facts/information, but also practically/engagement-like)? And from what you have learned and gained from this experience, what do you feel like will stick with you and you will put into practice in your life going forward?

I have learned a lot about facilitating culture meetings. The connections to the people from Nafsi are what will stick with me. I hope it will be possible to meet with them, when I go to Kenya with a group of Danish students. Thoughts about equality will also stick with me and impact my actions going forward.

Student at AFUK

Why do you think such an intercultural exchange with Kenya and what could you and your fellow Danish students learn about Kenya and climate change?

"I think a lot of people in Denmark don't really think about climate change or about people and their cultures in Africa. It is good for us to hear about how our overconsumption of resources affects people in other parts of the world. I think the visit from Nafsi and them talking about their life in Kenya and how affected they are by climate change really inspired people in my class to make a change."

Teacher at high school

1) What did you think of the workshops/performance? What has struck/impacted you the most and why?

Especially the performance was fantastic. It was very impressive what the artists were able to do. The subsequent debate was very interesting for the students. They gained a good insight into the everyday lives of Nafsi members and life in Kenya.

2) Did you feel like you were more similar or different than them? In what way and why?

Their everyday lives were very different from ours. They were also directly affected by climate change, which is not quite as evident in our everyday lives. But they are also just happy young people who enjoy life. They should have the same opportunities as everyone else.

3) Has it awakened a new interest and curiosity in other intercultural encounters? Do you think that this experience will be helpful in the future when you have to deal with/meet people who do not share your language and culture? Do you feel like going to Kenya now and experience firsthand what they talked about?

It certainly gives you a different understanding and acceptance of other people and cultures. It gives you an insight into how needs and opportunities vary greatly around the world.

4) What were your reactions and main feelings and emotions when they talked about their life in Kenya? How did it make you feel comparing it to yours?

It was very moving and made us reflect about what we get to have and live our lives.

5) How did you feel about when they mentioned climate change? Is it something you think about in your daily life and take into consideration in your actions? And how does it feel like to hear about the lives of people that have been affected by climate change?

It is always important to get first-hand accounts of the consequences of climate change. It was clear that the students were thinking about their own lifestyles when you heard how it affected the people of Kenya, for example.

Interviews with artists from Nafsi

1) What did you think of the whole experience? What did you think of the students you met?

R: It was a very engaging experience: it was a learning opportunity for us, but also a way to make an impact (make students think about their actions seeing a different way of living). We got attached to some of the students and we did not expect that → it is not just a regular job; it actually gave people something and connection.

P: the effects of climate change were a reality check for people who are not really affected by them. I learned about new things that I took for granted, I thought some things were the same everywhere. It was reciprocated learning: what is normal for me could be also a good idea for you, if you don't know it.

G: I also thought it would not be that engaging and we would not connect as much. It was shocking to see that not many people have house duties and how the trash is handled.

I: we have shared and exchanged cultural knowledge, and we learned a lot about their climate practices and also the things they are not aware about.

M/E: we learned about the differences in the schooling system, and it was very shocking.

2) Did you have a specific goal going into this?

P: we wanted to communicate with the performance about climate change and tell people how to do better; personally, it was also personal growth. You actually realize that it is possible to communicate about what i am passionate about and I don't have to be scared.

R: I wanted to make more friends and interact and i was surprised to see how positively it went. Try to get Nafsi to other places and spread the word about climate change.

G: more connection.

E: make the students happy and enjoy because we're doing an exchange through entertainment and how to do better for the climate.

I: educating each other.

3) What did you think about the students' reactions to what you told them?

P: to some extent, we actually need help, about knowledge and awareness.

I: they don't know about how other people in the world live, their shock means they have no idea about what we experienced → we are not the same.

4) Did you feel like it was easy to relate to them? Did you feel like you are more different or like them?

P: they were both similarities and differences.

R: we shared things in terms of music, but our upbringings are different, for us it is really strict, the rules and house duties, respect towards the elders. In some things it is better, but it depends, it is just very shocking.

E: very different in school and languages, but similar in music. They wanted to know a lot about us so that was good.

5) How did you think people perceive you? Did you think you were met sometimes with stereotypes or inappropriate comments or questions?

P: some people admired us and it was unexpected.

E: some people thought we would be and look poorer than we actually are.

M: Most of them admired us and I did not really expect that.

6) How does it make you feel seeing the life that Danish young people live? Do you feel like you are actually less fortunate than them, do you feel angry/envious/a sense of injustice?

R: I wish I had the same.

P: If i had the same opportunities, maybe I would be doing different things and I would a be in a different place in life.

G: i feel bad sometimes because i would like to go to university, so that makes me jealous and pity myself a little bit

I: some people have all the resources, but they don't really always take advantage of it.

7) *What has stuck with you most? Now going back to Kenya, what is something that you will bring with you and will maybe implement in your life going forward?*

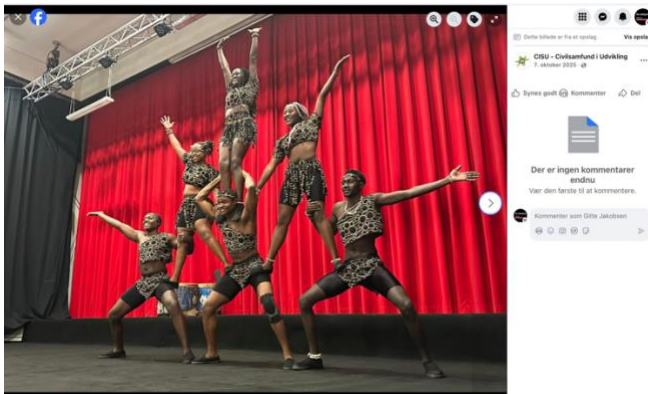
P: separating trash, going to the zoo changed my perspective on animals. Maybe I should be a vegetarian. People show affection much more and in public.

They have so much freedom and so many opportunities to learn and do whatever they want, they can protest —> they are lucky. They can also live on their own.

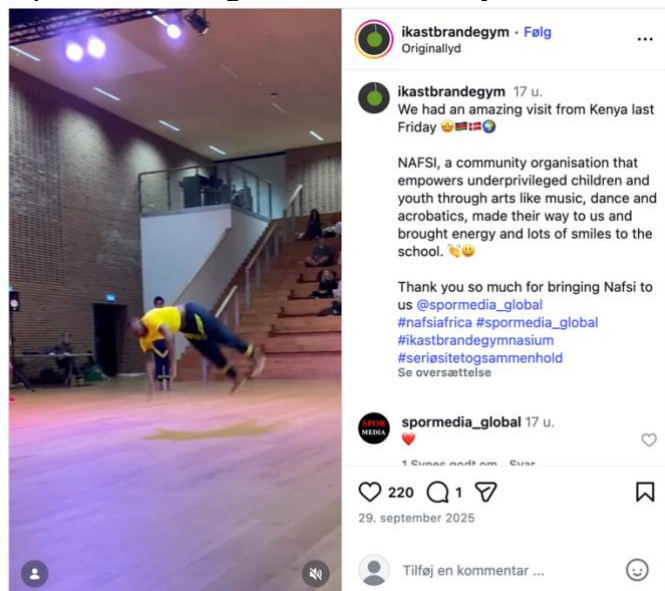
They have much more a sense of community, in Kenya there's more of social competition and that divides them. Danes take care of other people's belongings, and they can trust each other and they recycle, but unlike us they consume too much.

Nafsi turné 2025 presse og udpluk fra medier

Globalnyt: <https://globalnyt.dk/seneste/efter-afvisning-sidste-aar-kommer-artister-fra-kenya-nu-til-danmark/>



<https://www.instagram.com/reel/DPLyUHCDP12/>



Uldum Højskole
18. oktober 2025 · 🌐

Den sidste uge har vi ryddet det normale højskoleskema og fordybet os i enkelte fag. Eleverne har arbejdet i forskellige workshop: Nafsi-akrobatik, livsakademiet, band, friluftsliv, dansens time, livsakademiet og naturkeramik.

Samtidig har vi haft besøg af seks unge kenyanere, som til daglig bor i nogle af de fattigste slumområder i Kenyas hovedstad, Nairobi. De er en del af 'Nafsi Africa' – en cirkusgruppe, der bruger musik, dans og akrobatik til at undervise, optræde. Under besøget har vi delt kultur med hinanden. Vi har introduceret dem til dansk højskoleliv, Den Gamle By og – selvfølgelig – pølsevognen. Til gengæld har de givet os et indblik i deres fantastiske dans og akrobatik. De har både afholdt energifyldt workshop for eleverne og vist os deres imponerende cirkusforestilling "Choices of Change", som handler om klimaforandringerne.

En forrygende temauge, der kulminerede i går aftes, da eleverne viste hinanden, hvad de havde arbejdet med i løbet af ugen.



Globus - Globalt engagement, Uddannelse og Samarbejdes opslag



Globus - Globalt engagement, Uddannelse og Samarbejde

★ Favoritter · 24. september 2025 · 🌐

Fem skoler i Lejre Kommune har haft besøg af artistgruppen Nafsi fra Kenya. Det er en del af et projekt hvor elever fra skolerne har været på virtuelt besøg i Kenya og er blevet vist rundt virtuelt af medlemmer af Nafsi.





Fotos:

https://drive.google.com/drive/folders/1HGWnDKjPtysAEkOLfii1DB7jTEbA_KzZ?dmr=1&ec=wgc-drive-globalnav-goto

<https://drive.google.com/drive/folders/139wwlTra1xHZHw-ibA7wh0n9y4YEFzQ?dmr=1&ec=wgc-drive-globalnav-goto>