

Project Final Report

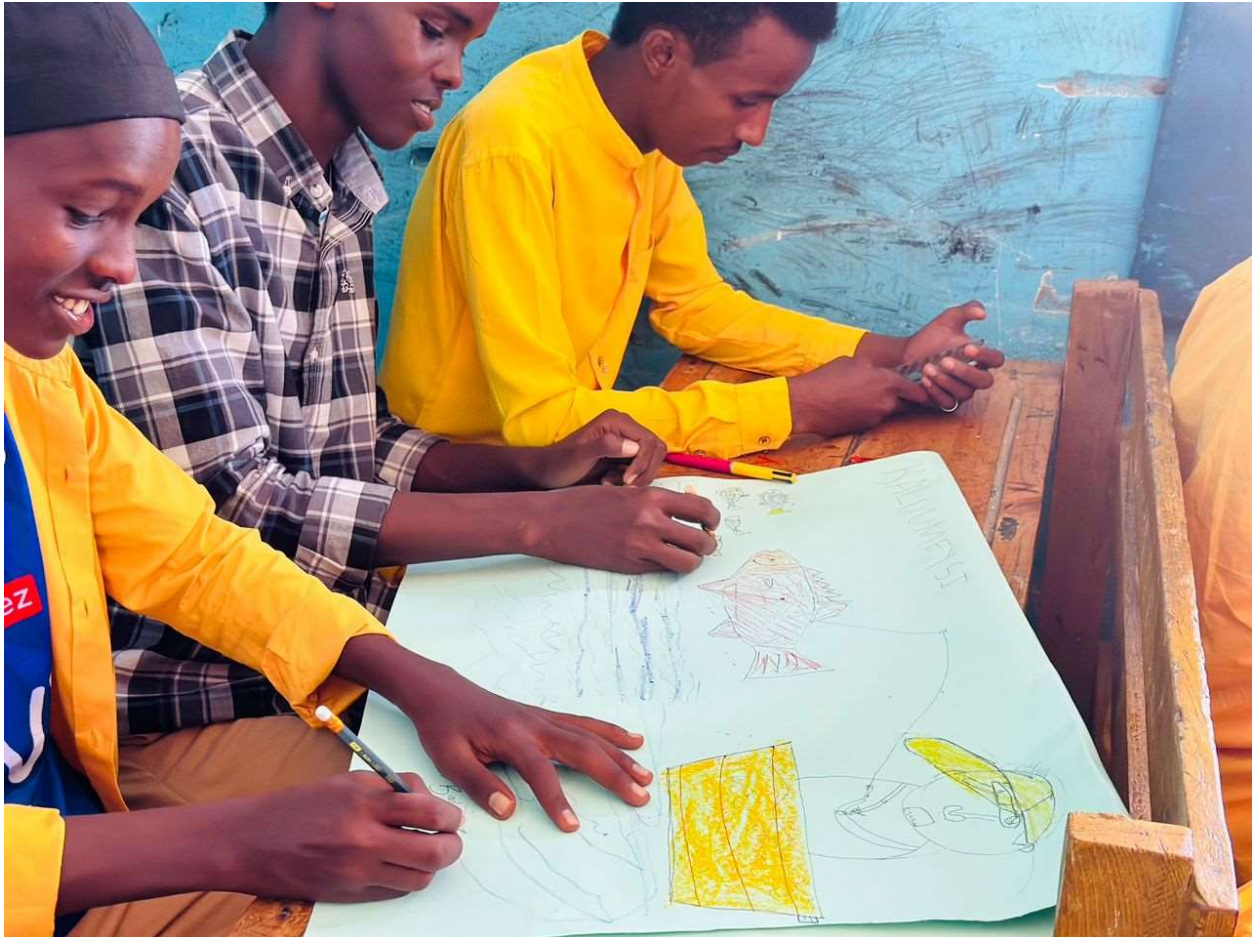


Figure 1: BAB Student in Baardheere Sketching Artistic Drawing to Present His Ideas

20th August 2024



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1. Introduction

This report offers a comprehensive overview of the different activities conducted in Kismayo and Baardheere as part of a broader Recreational Activities, Climate Awareness Youth Events, and Parent Outreach Messaging Grant funded by USAID through Creative Associates International which manages the Bar ama Baro program. The project aims to establish a cohesive community framework that fosters educational, social, and physical well-being through collaborative efforts involving a wide range of stakeholders, including government officials, educational institutions, community members, and, most importantly, the local youth and students both BAB and Non-BAB. The report not only details the milestones achieved during this reporting period but also explores the methodologies and strategies employed to reach the project's goals. More than 700 youth from 30 different schools in Baardheere and Kismayo have participated in activities where both girls and boys played their roles.

At the core of this milestone 3 is the goal of enhancing community engagement and empowering youth through a series of carefully planned activities. These activities, including youth and students-led debates, innovative drawings on multiple themes, theatre performances, storytelling sessions and role plays, sports tournaments, and educational forums, are designed to create inclusive platforms where young people can express their views, develop new skills, and engage in meaningful dialogue with community leaders and their peers. The report captures the essence of these engagements, highlighting the vital role that youth and students play as active contributors to the development and well-being of their communities.

The primary focus of these initiatives is on the youth and community members of Kismayo and Baardheere, who have demonstrated remarkable enthusiasm and participation throughout the activities. Actively engaging in these events, the youth have had the opportunity to voice their concerns, showcase their talents, and contribute to discussions on community resilience. The involvement and responsiveness of the government underscore the project's success in fostering a participatory approach to addressing local challenges and building sustainable pathways for peace and social cohesion.

This report thoroughly documents the significant outcomes of the various activities, providing insights into their impact on the community and youth. It underscores the importance of youth involvement in community programs and the benefits of creating spaces for dialogue, sports, peace, and education. Additionally, the report outlines future steps and recommendations to sustain and expand these efforts, ensuring that the momentum gained from these activities continues to drive positive change in Kismayo and Baardheere.



Figure 2: Youth and Adolescents in Baardheere District Participating in a General Knowledge Competition Session

1.1. Overall Goal of the Project

The overarching goal of this project is to foster the holistic development, social inclusion, and enhanced well-being of youth and children in Alternative Basic Education (ABE) centers by establishing a sustainable framework of sports and recreational activities. The ultimate aim is to empower these individuals with the skills, confidence, and positive values necessary for leadership, citizenship, and lifelong success, thereby creating a vibrant and supportive environment that nurtures their full potential.

1.2. Objectives of this Milestone

- 1) Facilitate inter and intra-school sports tournaments within ABE centers, engaging students, teachers, heads, and Community Education Committee (CEC) members in the selection of sports, ensuring inclusivity and diversity in the chosen activities.
- 2) Incorporate specific messages related to peace, continuing education, children's rights, school safety, and broader well-being approaches during sports tournaments, recreational activities and knowledge sharing forums include debates on youth-relevant topics, general knowledge competitions, and creative activities like theatre performance or storytelling

utilizing social media platforms, influencers, and other media and public relations approaches to amplify the reach and impact of the events.

1.3. Target group and Beneficiaries

The project targets the school-aged children and adolescents (girls and boys alike) including children with disabilities between the ages of 8 and 15 years living in Bar ama Baro project target areas in Kismayo and Baardheere Jubbaland State and those who are out of schools within the target locations. Beneficiaries includes both BAB and Non-BAB students as well as out of school youth who were included in the project activities to boost their cohesion with students, understand the value of education and feel supported.

2. Milestone 3 Activities in Jubbaland State

2.1. Overview of the Milestone Activities

Series of activities were undertaken during the milestone implementation in Jubbaland. The activities span from general knowledge competitions, creative activities including but not limited to school theatre performance events, storytelling sessions which conveyed educational messages to larger audience in an engaging manner on selected school assemblies. These were child/youth-led ABE Centre level activities enhancing both students' leadership and creativity coupled with forums for youth to interact with government officials in which they were able to raise their voice on issues of their concern while receiving feedback from government representatives including members of the parliamentary, ministerial directors and district commissioners.

There were also ongoing activities from the previous milestones such as the inter and intra-school sports tournaments in Baardheere district including distribution of sports equipment, awarding ceremony for the top-ranking football teams and engaging district community to participate in the matches. This was intended to mobilize masses of people in the respective districts to that Talobeeg Foundation could seize the opportunity to disseminate awareness messages on peace, school safety, importance of continuing education, the rights of children, climate change and environmental protection among others.

Central to the implementation of the project in Jubbaland was the design, printing and distribution of IEC materials (banners, pamphlets), and other visual aids to convey messages during sports tournaments and school level events.

2.2. General Knowledge Competitions in Jubbaland

To disseminate educational messages through diversified recreational activities, knowledge sharing forums, and media engagement incorporate specific messages related to peace, continuing education, children's rights, school safety, and broader well-being approaches during the implementation of the project, TF organized and successfully convened two General Knowledge events in Baardheere and Kismayo in engaging 13 schools in both districts.

The objectives of the event include:

1. To challenge and engage students in a broad range of topics as stipulated in the project design.
2. To enhance cognitive skills and promote a competitive spirit.
3. To encourage collaboration and teamwork among students.
4. To raise awareness on key issues such as peace, continuing education, environmental protection, climate change, children's rights, and school safety.

2.1.1. General Knowledge Competition in Baardheere, Gedo, Jubbaland

Despite the fact that school closure has impacted the implementation strategy of Talobeeg Foundation in Jubbaland particularly in Baardheere, working with authorities, school head teachers and teachers have proved workable. In Baardheere, Talobeeg Foundation successfully organized and convened General Knowledge Competition among BAB students in 10 schools. More than 130 students participated in the competition which revolved questions around climate and geography, mathematics culture. These questions (attached as annex) were intended to stimulate the community's senses on significant contributions climate and geographic land features have on the community i.e. Baardheere is a town divided by a river. The geographic presence of the river comes with natural benefits to local community yet there are adverse effects of climate change which makes the river to overflow and flood the city destroying their precious resources (farms, shelters, markets etc) and brings all social and economic activities to halt. Recently, Baardheere river put the city to a complete lockdown when the only bridge connecting the two sides of the town and to other regions collapsed by the river flooding. Questions and accompanying messages contribute to the wider awareness raising of the community in Baardheere.



Figure 3: BAB and Non-BAB Students Youth and Adolescents in Bardheere Attend General Knowledge Competition Event

2.1.2. General Knowledge Competition in Kismayo, Middle Shabelle, Jubbaland

The General Knowledge Competition held at Horyaal ABE Center was aimed to provide an engaging and educational experience for students from Rugta Primary and Secondary School, Farjano ABE Center, and Horyaal ABE Center. The event was designed to test and enhance participants' knowledge across various subjects while fostering a spirit of healthy competition and teamwork.

Talobeeg Foundation extend their heartfelt thanks to all participants, judges, spectators, and volunteers who contributed to the success of this event. Special thanks to the staff of Rugta, Farjano, and Horyaal ABE Centers for their dedication and support.



Figure 4: Students in Horyaal Primary and Secondary School in Kismayo pose for Photo after General Knowledge Competition

The competition was planned and executed, with a focus on inclusivity and to active participation. A total of 150 students were involved, with 30 students competing directly and 120 students attending as spectators. The competition saw active involvement from students, school staff, and community members, ensuring a well-rounded and impactful event.

Details of the Competitions Across the two Districts

The two events took the same format and structure in terms of the organizing committees, topics, questions and the categories of participants confined to BAB and non-BAB students and their teachers. Participation was also allowed where is need, out of school youth in the neighborhood of the events venue.

In Kismayo, competition was between students representing 3 different schools while in Baardheere, students from 10 schools from 2 sides of the district were mixed to form two groups (A and B) and equal number of questions were given.

Organizing Committee

An organizing committee comprising representatives from the three schools (Rugta, Farjano, and Horyaal) was formed to lead the event as judges. Their role was crucial in ensuring the smooth execution of the competition and maintaining the integrity of the judging process.

Competition Format

The competition was structured around five key topics:

- A. Peace
- B. Continuing Education
- C. Environmental Protection and Climate Change
- D. Children's Rights
- E. School Safety and Well-being

Each topic included 2 questions, making a total of 10 questions for the entire competition. The questions were designed to challenge the students' knowledge and provoke thoughtful responses.



Figure 5: Girls Participating in General Competition in Kismayo

Thematic Areas

1) Peace

Questions in this category focused on the importance of peace in society, historical peace movements, and ways to promote peace within the community. Rugta ABE Center led this topic, demonstrating a strong understanding of peace-building concepts.

Continuing Education

This topic covered the significance of lifelong learning, opportunities for continuing education, and ways to access educational resources. Rugta ABE Center also led in this area, showcasing their commitment to education.

2) Environmental Protection and Climate Change

Questions here addressed the effects of climate change, methods of environmental conservation, and the importance of sustainability. Farjano ABE Center in Kismayo took the lead on this topic, reflecting their strong focus on environmental issues while.

3) Children's Rights

This category included questions on the rights of children, international conventions on children's rights, and the role of education in safeguarding these rights. Horyaal ABE Center led this topic, highlighting their understanding and dedication to child rights.

4) School Safety and Well-being

The questions revolved around creating safe school environments, promoting student well-being, and understanding the importance of mental and physical health in education. Rugta ABE Center excelled in this topic, emphasizing their focus on student safety.

List of Questions

1. Give brief explanation of your group understanding of what the term "Nabad" mean to you?
2. What are the consequences of clan conflict on education?
3. What do we mean (Nabadoon or Peace Seeker) and what are their roles in the community?
4. What are two main causes of conflict in Somalia?
5. Tell 3 rights of the persons living with mental health issues?
6. What are the responsibilities of the community including students to provide equal treatment to persons with mental health?
7. How many months does camel/cattle/goat/donkey carry their pregnancy?
8. Explain how climate change affects the livestock of your community (camel, camel, goats and sheep)?
9. What do we need to do, if we hear or see the river water is increasing?
10. Choose one student among your group to recite a poem of his/her choice?

11. Present two Somali proverbs about camel and horses?>

12. What are the benefits of education?

Responses and results Presentation

Table 1: Summaries of the Responses and Results of the Competitions

No	Questions	Response
1.	Give brief explanation of your group understanding of what the term “Nabad” mean to you?	Stable coexistence of community without conflict, wars, displacement, fears of killing ect
2.	What are the consequences of clan conflict on education?	Closure of schools Displacement of students Killings of teachers/students/parents
3.	What do we mean (Nabadoon or Peace Seeker) and what are their roles in the community?	Students identified “Nabadoons) persons selected by the community to tackle conflict and broker peace and maintain smooth and cohesive coexistence among brethren community. Their role is to maintain peace.
4.	What are two main causes of conflict in Somalia?	Armed clashes Displacement Loss of loved family members Lack of government services
5.	Tell 3 rights of the persons living with mental health issues?	They have the right to health, support and without harming or excluding them
6.	What are the responsibilities of the community including students to provide equal treatment to persons with mental health?	Community should: <ul style="list-style-type: none"> 1. Care for the mentally ill persons 2. Provide for health and education 3. Protect them from children insulting or chasing after them in the streets or throwing stones at the mentally ill persons
7.	How many months does camel/cattle/goat/donkey carry their pregnancy?	12 Months camels 9 Months for caws and donkey 5 Months for goats
8.	Explain how climate change affects the livestock of your community (camel, camel, goats and sheep)?	The cold and heat are terrible for the livestock. Child’s understanding on climate change was very limited here. TF team and teachers explained later that climate change broader than cold and heat and encompasses large array of situations involving the way we receive rains, droughts, flooding, raising temperature and water levels which have both negative and positive influence on our lives and livestock.
9.	What do we need to do, if we hear or see the river water is increasing?	Students mentioned to run away

10.	Choose one student among your group to recite a poem of his/her choice?	
11.	Present two Somali proverbs about camel and horses?	
12.	What are the benefits of education?	

2.3. Forum for Youth Engagement with Government Officials in Baardheere and Kismayo

2.3.1. Youth Forum for Engagement with Government Officials in Baardheere

The Forum for Youth Engagement with Government Officials, held at the Walanwal Meeting Hall in Baardheere, aimed to bridge the gap between youth and local government officials. The forum provided a platform for young people mostly BAB and non-BAB students to voice their concerns and contribute to discussions on community development, thereby fostering a sense of responsibility and involvement in governmental decision-making processes.

Special thanks to the students and youth who participated in the forum and shared their valuable insights. We also extend our gratitude to the government officials for their active participation and commitment to addressing the issues raised.



Figure 6: Students and Youth in Baardheere in Dialogue with District and Education Officials






The objectives of this event are:

1. To facilitate direct dialogue between the youth and local government officials.
2. To empower young individuals by providing a platform for them to express their views.
3. To promote critical thinking and effective communication skills among the youth.
4. To address key issues affecting the community and education in Baardheere.

Event Overview

The forum was a significant event that brought together 8 students and youth representatives with 3 key government officials from Baardheere. The event aimed to empower the youth by giving them a voice in discussions about their community's development and educational environment. The presence of the deputy commissioner for social affairs, the district education officer, and a representative from the Sports Association underscored the importance of the topics discussed.

Participants

-  Youth Representatives: 10 students from various schools in Baardheere.
-  Government Officials: Deputy chairman
-  Deputy Commissioner for Social Affairs, Baardheere District
-  District Education Officer, Ministry of Education
-  Representative from the Sports Association of Baardheere District

Discussion Topics

The forum covered several crucial topics, allowing for a comprehensive discussion on issues that matter to the community and its youth. The questions raised and comments made during the forum included:

Table 2: Deliberations of the Youth Dialogue with Government Officials

No	Topic	Issues	Discussion	Outcomes
1.	Managing Safe Crossing for Students	The town of Baardheere is divided by a river, posing significant challenges for students needing to cross to the other side for school.	Participants highlighted the need for safer crossing methods, such as building bridges or providing transport services to ensure students' safety and timely attendance at school.	Government officials acknowledged the issue and promised to look into potential solutions, including the feasibility of constructing a pedestrian bridge or arranging supervised crossings.

2.	<i>Integrating Sports into Regular School Activities</i>	There is a desire among students to integrate sports more formally into the school curriculum.	Participants discussed the benefits of sports, including physical health, teamwork, and overall student well-being. They emphasized the need for regular sports activities and facilities in schools.	The representative from the Sports Association expressed support for the initiative and pledged to work with schools to incorporate sports programs into the regular school schedule.
3.	<i>Continuation of ABE Education in Schools</i>	There is concern about the continuity of Alternative Basic Education (ABE) programs in schools.	Participants stressed the importance of ABE for students who may not have access to traditional education pathways and the need for sustained support for these programs.	The district education officer assured that the government is committed to maintaining ABE programs and will work to secure funding and resources to ensure their continuation.
4.	<i>Providing Opportunities for Secondary Education after ABE's Phasing Out</i>	Concerns were raised about whether there will be opportunities for secondary education once students complete the ABE programs.	Participants emphasized the need for clear pathways to secondary education, including scholarships and support for transitioning from ABE to higher education levels.	Both the DEO and deputy commissioner for social affairs acknowledged the gap and mentioned government of Jubbaland's committed to exploring opportunities for secondary education funding and support, including continuation of secondary education.

Key Highlights:

- The forum successfully empowered the youth by providing them with a platform to voice their concerns and suggestions directly to government officials. This engagement fostered a sense of involvement and responsibility among the participants.
- The discussions were constructive, focusing on practical solutions to real issues faced by the community. The involvement of government officials ensured that the concerns raised would be considered in future planning and policymaking.

- The government officials present demonstrated a genuine commitment to addressing the issues raised by the youth. Their willingness to engage in dialogue and promise to take action highlighted the importance of youth participation in community development.

2.3.2. Youth Forum for Engagement with Government Officials in Kismayo District

The Talobeeq Foundation successfully facilitated a Youth Forum and Panel Discussion in Kismayo District aimed at fostering interaction between youth, students, and government officials at both local and state levels. This forum provided a unique platform for the youth and students to engage directly with political representatives, posing questions and expressing concerns regarding the sustainable access to sports equipment and opportunities. The goal was to ensure that the voices of the youth in Kismayo District and Jubbaland State are heard and addressed, particularly in relation to sports as a tool for social cohesion, Awareness-raising on peace, and conflict mitigation.

Sports play a critical role in the development of youth and students, not only in physical health but also in promoting social cohesion and community integration. Engaging in sports activities helps raise awareness about peace and conflict mitigation, which are crucial in regions experiencing political and social challenges. Participating in sports, youth learn the values of teamwork, discipline, and mutual respect, which are essential for building harmonious and resilient communities. Furthermore, sports serve as a platform for raising awareness about broader social issues, providing a constructive outlet for energy and creativity, and helping youth develop leadership skills.



Figure 7: Youth and Students in Dialogue with Members of Jubbaland Parliament, MOECHE and Sports

The platform organized by Talobeeg Foundation for youth to positively discuss with government officials is the first of its kind and both parties acknowledged its paramount importance.

List of Participants

The forum was attended by a diverse group of participants, including government officials and youth representatives:

1. Honourable MP Hiram Ismail Mohamed - Member of Jubbaland Parliament
2. Honourable MP Shire Dhaqane - Member of Jubbaland Parliament
3. Mr. Mukhtar Abdi Osman, Director of Education Service Development
4. Mr. Mohamed Omar Muuse, Talobeeg Foundation's BAB Project Manager
5. 102 students from various schools in Kismayo of which 52 are girls. The list is attached for reference.

Forum Discussions and Key Issues Raised

The forum provided a meaningful platform for youth to share their perspectives and engage in a constructive dialogue with government representatives. The discussions were structured around several key issues that are important to the youth of Kismayo:

These issues were raised in the form of questions or commentary directed at the government officials, who responded by outlining current initiatives and committing to explore further solutions.

i. Access to Sporting Equipment and Recreational Activities

Youth representatives highlighted the need for more accessible sporting equipment and facilities. They stressed the importance of ongoing recreational activities at the school, district, and village levels to promote physical health and social engagement among students.

ii. Continuation of Alternative Basic Education Programs:

Students expressed concerns about the sustainability of alternative basic education programs. They raised questions about how these programs could be expanded and made more accessible to ensure that all children, regardless of their socio-economic background, have the opportunity to receive a quality education.

iii. Integration of Health/Clinical Facilities in Schools

The forum also addressed the need for integrating health and clinical facilities within schools. This integration was seen as vital for ensuring that students have access to basic healthcare services, which would not only improve health outcomes but also enhance the overall learning environment.

iv. Girls' Participation in Sports:

A significant point of discussion was the need to promote and facilitate girls' participation in sports. Participants emphasized the importance of creating girl-friendly sports programs and ensuring that girls

have equal opportunities to engage in physical activities. This is seen as a critical step towards promoting gender equality and empowering young women within the community.

Documentation of Panel Discussions

The panel discussion featured a range of topics, from the development of sports infrastructure to the enhancement of educational and health facilities. Government officials, including Members of State Parliament (MPs) and district education officials, engaged with the youth, providing insights into government policies and plans. The panelists acknowledged the importance of youth engagement in policy discussions and committed to taking the concerns raised into consideration in future planning and resource allocation.

Feedback Response

1. Hon. MP Shire Dhaqane highlighted a recent event attended by the Minister of Sports, where discussions focused on enhancing youth participation in sports was initiated. He emphasized that the government is committed to promoting peace through sports and education, recognizing the importance of providing young people with access to these vital services. However, he acknowledged the current limitations in government resources. Despite these challenges, Hon. Dhaqane reaffirmed that the youth of Kismayo and other regions are seen as the backbone of the country's peace, stability, and development. He assured the participants that youth issues are a top priority for the government and pledged to advocate for their needs in parliament and other relevant sectors.
2. Hon. MP Hiran Ismail Mohamed expressed his satisfaction with the opportunity to meet young individuals who have shown the courage to voice their concerns and represent both themselves and their peers. He commended the youth for their willingness to engage in dialogue with government officials, noting that such interactions are crucial for fostering a responsive and inclusive governance system. Hon. Hiran assured the participants that their concerns are both valid and important, and he pledged that the government would address these issues within the limits of its resources and capabilities.
3. He encouraged the youth to continue their pursuit of education, emphasizing the importance of discipline and dedication to learning as foundations for personal growth and community development. Furthermore, Hon. Hiran called on the young people to take on active roles as agents of peace, urging them to contribute to conflict mitigation and act as diffusers in times of tension. Embodying these values, he believes the youth can play a vital role in building a more peaceful and harmonious society, ensuring a brighter future for Kismayo and the wider Jubbaland State.
4. The Director from the ministry of Education, culture and higher education Mr. Mukhtar Abdi Osman mentioned that the ministry of education will continue to maintaining and expanding ABE education beyond BAB project to secondary schools and no one will be left behind. On the sports, he mentioned that curriculum clearly articulates sports and physical education as part of the education system. Schools are required to implement and going forward, sports facilities will be available across schools as part of the minimum standards.
5. Mr. Mukhtar highlighted that incorporating clinic facilities into schools is a key component of the education policy. He emphasized that these health services are not only necessary for the well-being of students but also contribute to a supportive learning environment. However, he noted

that the Ministry's current focus is on addressing issues of access and equity in education, ensuring that all children, regardless of their background, have the opportunity to attend school.

6. He acknowledged that while these healthcare facilities and other supportive services are crucial, their implementation is dependent on the availability of resources. He assured the participants that these additional needs remain a priority for the Ministry and will be addressed progressively as more resources become available.
7. During the forum, several girls raised concerns about the need for girl-friendly spaces in schools and greater access to sporting opportunities. In response, Hon. MP Hiran Ismail Mohamed affirmed that it is the right of every child, regardless of gender, to participate in sports. He emphasized that girls should be provided with safe and supportive environments that encourage their active participation in physical activities. Hon. Hiran assured the participants that he would coordinate with the Ministry of Education to advance discussions on this matter, ensuring that girls have the same opportunities as boys to engage in sports and other recreational activities.
8. The Director of Education Service Development added that the Ministry is already making strides in this area. He pointed out that many schools have established girl-friendly spaces, and efforts are underway to increase their number. Mr. Mukhtar recognized the importance of providing equal opportunities for girls and boys in sports participation. He explained that achieving this goal would require targeted interventions at the school level. The Ministry is committed to supporting the implementation of programs that ensure both girls and boys have equal access to sports and physical education, promoting a balanced and inclusive approach to student development.

2.3.3. The Outcomes of the Youth Forums

The Youth Forum had a significant impact by fostering a sense of understanding and acknowledgment among government officials regarding the needs and aspirations of the youth. It provided a critical space for young people to voice their concerns and for government representatives to listen and respond. This interaction has laid the groundwork for more inclusive and participatory governance, where youth are seen as active stakeholders in the development process. The dialogue also highlighted the importance of continued engagement between youth and political leaders to ensure that policies and programs are responsive to the needs of the community. Since this was one off activity and a series of advocacy program, it would be of paramount importance to strengthen projects with similar objectives and activities contributing to more interactions and dialogue between youth and government officials. This will instill a sense of public confidence and citizenry trust in their government as well as it will enhance effective decision making.

2.4. Creative Activities in Kismayo (Artistic Presentation of Youth Views Through Drawing, Theatre Performance/Role Plays and Storytelling Events)

Talobeeg Foundation supported Child to Child (CTC) clubs among Bar ama Baro students to conduct a series of creative activities aimed at conveying educational messages in an engaging manner. These activities included school theatre performances, storytelling sessions, and drawing competitions centered around themes such as peace, climate change, school safety, continuing education, and child rights.



Figure 8: BAB Student in Midnimo ABE Center Waiting Their Turn In a School Drawing Exhibition

The event was marked by a series of engaging activities, including vibrant school theatre performances, captivating storytelling sessions, and creative drawing competitions focused on themes like peace, climate change, school safety, continuing education, and child rights. Over 250 students from 10 different schools participated, alongside teachers and community members, creating a lively and inclusive atmosphere. The creative works produced by the students, from their expressive drawings to their compelling performances, was displayed in the participating schools, ensuring a lasting impact on the school community and continuing to inspire others.

2.4.1. Innovative Drawing Presentation on Peace, School Safety and Climate Change

Students from 10 different schools in Kismayo with the support of Talobeeg Foundation and teachers and Ministry of Education of Jubbaland have organized innovative drawing presentations on peace, school safety and climate change issue. In an exhibition held in Horyal Primary and Secondary School, students showcased their understanding on their daily life experiences. Students were tasked to present the realities in their communities and how they perceive peace, safety and climate related issues and their presentations were wonderful.

One student drew very peaceful, cohesive and environmentally friendly neighborhood which he identified as what he dreams to see in his village which previously experienced the terrorist threats that claimed the lives of beloved persons as he recalled.

The student shared his vision for a peaceful, cohesive, and environmentally friendly neighborhood through a heartfelt drawing. He depicted his dream of transforming his village, which had previously suffered from terrorist threats that claimed the lives of loved ones. In his drawing, he illustrated a harmonious community, highlighting the interconnections between natural elements and daily life.

The student's vision included a radiant sun shining down on the village, symbolizing hope and renewal. He illustrated flourishing neighborhood farms, showcasing the importance of agriculture and self-sustainability. Clean sanitation facilities were also depicted, emphasizing the need for hygiene and public health. Rain was shown nourishing the fields, reflecting the vital role of natural resources in sustaining life.

At the heart of his drawing were scenes of community life including but not limited to children playing joyfully in clean, open spaces, and families residing in decent houses with cobblestone walkways, representing safety, stability, and a sense of belonging. His vision underscored the importance of a community united by peace and respect for the environment, where every element—from the sun to the cobblestones—contributes to the overall well-being and harmony of the neighborhood.



Figure 9: Two students Present their Innovative Drawings at the Drawing Session in Kismayo

2.4.2. School Theatre Performance Events Showcasing Artistic Presentation and Role Plays

With the support of Talobeeeg Foundation, teachers, and the Ministry of Education of Jubbaland, students from ten different schools in Kismayo organized a series of innovative theatre performance events centered on themes of peace and school safety. These events aimed to use artistic expression to convey powerful messages about the importance of maintaining peace and the detrimental effects of conflict on communities, especially children.

One of the central performances was a role-play depicting the negative consequences of conflict and violence. In this drama, students portrayed a once-peaceful village where children regularly attended school and enjoyed a sense of normalcy. However, the story took a dramatic turn when a conflict erupted over grazing land and access to water resources. This dispute escalated, forcing the community to flee their homes. The children, who once thrived in their educational environment, were suddenly deprived of schooling for years, leading to a cascade of negative outcomes.

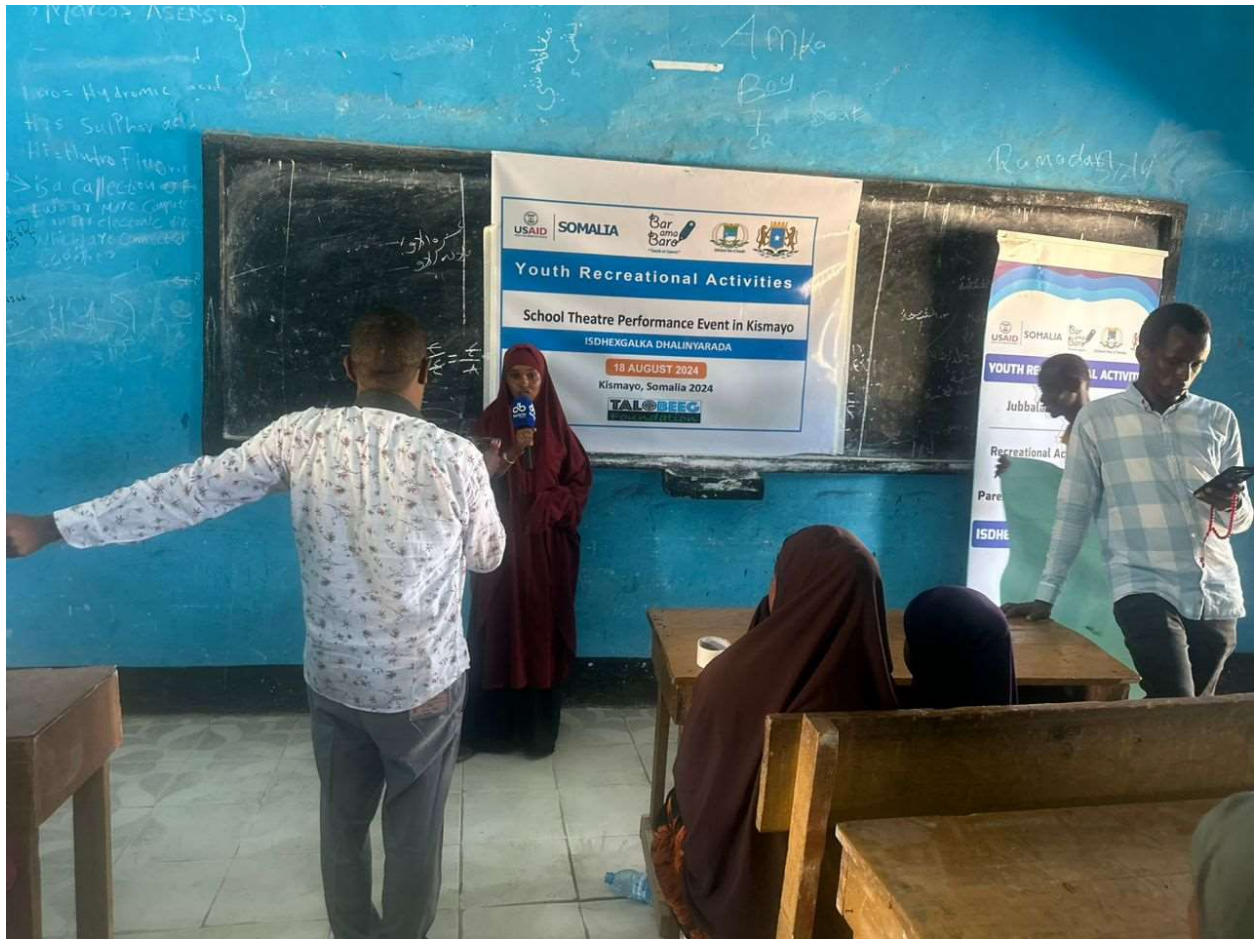


Figure 10: A Female Students Presents Her Episode During The Role Play at the Theatre Performance Event

The performance illustrated how the disruption of education due to conflict not only affects learning but also makes young people vulnerable to undesirable influences. In the play, some young males, deprived of educational opportunities and stability, were shown being recruited into or voluntarily joining militias, highlighting a cycle of violence and instability. This artistic presentation underscored the critical need for peace to ensure children's right to education and to protect the future of the community.

Through these role plays, the students effectively communicated the severe impact of conflict on education and the long-term consequences for society, reinforcing the importance of peaceful conflict resolution and the need to safeguard schools as zones of peace and safety.

Poem on Peace

A particular aspect of the performance included a poem on peace, recited by female students. The poem touched the hearts of the participants, eloquently capturing the essence of peace and the hope for a harmonious future. The female students' recital not only added emotional depth to the role-play but also highlighted the important role that women and girls can play in advocating for peace.

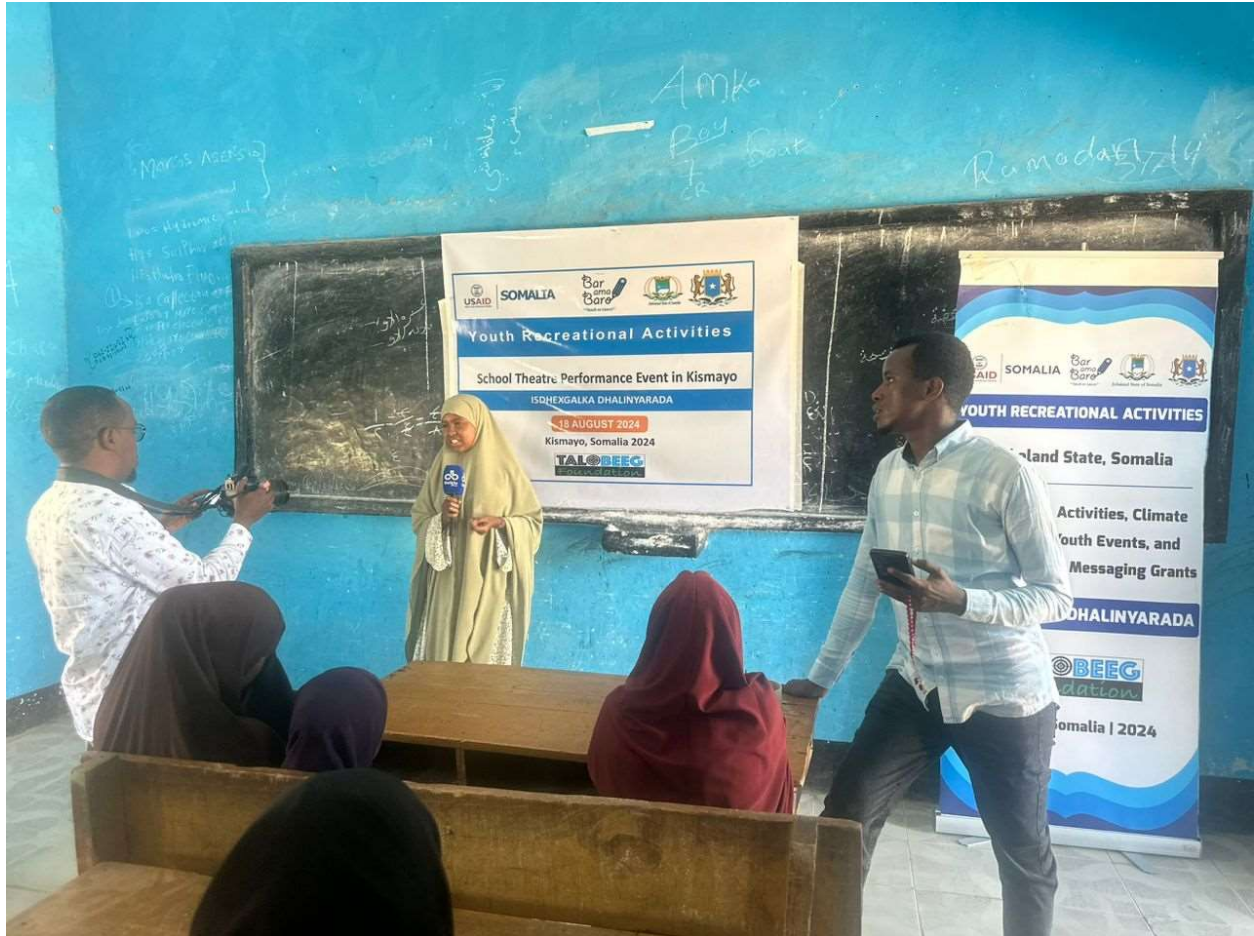


Figure 11: A Female Students Recites Poem on Peace and Conflict During Role Play at the Theatre Performance Event

Additionally, the children were encouraged to become agents of peace and conflict diffusers within their communities. They were urged to take on active roles in promoting understanding and harmony and to continue these efforts as they grow into future leaders. This message of empowerment was central to the event, instilling in the students the belief that they have the power to shape a more peaceful and prosperous future for their communities.

2.4.3. Storytelling Session of BAB and Non-BAB Students in Kismayo

As part of the creative events, storytelling sessions were organized with the support of teachers at Ganaane Primary School in Kismayo. These sessions served as a platform to share real-life stories of success and struggle, as well as fictional tales relevant to themes such as peace, education, children's rights, environmental protection, health, and well-being. The sessions aimed to inspire and educate students, providing them with relatable narratives that emphasized the importance of perseverance, education, and community support.

Story 1: A Journey from Hardship to Hope

"My life changed the day a terrorist suicide bombing took my father away from us. My mother, my two sisters, and I had to move to an IDP camp in Kismayo, where life has been really hard. For several years, I couldn't go to school because we just didn't have the money. My mother works very hard in the local market, selling vegetables to make ends meet, but what she earns is barely enough to feed us, let alone pay for school.

Things started to look up for us when my mother found out about the Bar ama Baro Accelerated Basic Education Project, funded by USAID. This project gave me and my sisters a chance to go back to school. I can't express how grateful I am for this opportunity. I know that education is the key to changing my life and helping my family. I want to study hard so that one day I can support my mother, who has sacrificed so much for us, and give back to my community.

But I also see a bigger problem. There are still so many children like me in our community who are not in school. Some don't know about programs like Bar ama Baro, while others don't see the value in continuing their education. I want to tell my friends and other children that it's never too late to learn. Education is our path to a better future, for ourselves and for our families.

I hope that by sharing my story, I can inspire others to go back to school and make a difference in their lives. We can all be a part of building a stronger, more educated community. We just need to take that first step."

This story served as a powerful example of resilience and the transformative power of education, resonating deeply with the students and participants at the event.

Story 2: The Tale of the Trustworthy and the Deceitful

A young girl shared a Somali folktale that beautifully illustrated the virtues of honesty and trust. The story was about two men, one trustworthy and the other deceitful, who were traveling together over a long distance. One day, they stumbled upon a large rock made of pure gold. The deceitful man's eyes gleamed with greed, and he immediately began plotting to murder his companion to take all the gold for himself.

Pretending to be helpful, the deceitful man suggested to his friend, "Why don't you sit downstream of the mountain? I will roll these rocks down to you, and maybe you'll find more gold." The trustworthy man agreed and sat below the mountain. One by one, the deceitful man rolled rocks down, hoping to crush his friend. To his astonishment, every rock he rolled turned into real gold as it reached his friend.

Seeing the gold piling up, the deceitful man's greed grew. He thought to himself, "If I sit at the bottom, I'll get even more gold." So, he told his friend to switch places. The trustworthy man went to the top of the mountain while the deceitful man sat below, eager to receive his fortune. But instead of rolling small rocks, the trustworthy man pushed a heavy boulder down the mountain. The massive rock smashed into the deceitful man, ending his life.

The moral of the story is clear: Trust is a valuable trait, and deceit will always lead to one's downfall. It teaches us not to harm our colleagues or classmates and to be content with what Allah has provided us. In the end, honesty and trustworthiness are the true treasures that we should seek.

These stories provided students with enjoyment, refining their more values and to be creative going forward to present issues of their life and communities.

2.4.4. Innovative Drawing Presentation on Continuing Education and Child Rights

Engaging children and youth effectively to articulate their views through arts is an approach that stimulates participation, critical thinking and communicating effectively rather than organization traditional oral presentations. The drawing presentation gave the platform to students with high level of articulation, critical thinking and a sense of understanding social issues.

One of the students presented a touching drawing that emphasized the theme of disability and inclusion. The artwork depicted a child with amputated feet playing alongside other able-bodied child, capturing a powerful message of equality and acceptance. This student's portrayal highlighted the importance of a rights-based approach to disability, advocating that individuals with disabilities deserve the same opportunities and treatment as everyone else.



Figure 12: Artwork of a child with amputated feet playing alongside other able-bodied child showing depicting equality and acceptance

The drawing beautifully illustrated that all the children, regardless of their physical abilities, were happy and enjoying each other's company while playing together. It conveyed a sense of unity and mutual

respect, showing that inclusion enriches the experiences of all children involved. This student's artwork served as a reminder of the fundamental right of every individual, including those with disabilities, to participate fully in society and enjoy life without discrimination or exclusion.



Figure 13: A group of students presented a drawing of the distribution of school's students across the city of Kismayo.

Another group of students presented a drawing that illustrated the distribution of their school's students across the city of Kismayo. The aim of this presentation was to highlight the significant distances that many students have to travel to access education, underscoring the importance they place on schooling despite the challenges posed by limited public transport services in some areas of the town and students' capability of bus fares.

The drawing included statistics to provide a clearer picture of the situation: 50% of the students come from Farjano, where the school is located; 30% travel from Guulwade; 13% are from Faanoole; and 7% come from Shaqaalaha. This data vividly depicted the varying distances students cover each day to attend school, illustrating their dedication to education.

The students pointed out that these distances have a direct impact on academic performance, particularly during adverse weather conditions such as heavy rain or extreme heat. Safety concerns, such as the risk of street bullying, especially for girls, also increase with longer travels. The issue of distance is so significant that it sometimes leads to students, particularly girls, dropping out of school. This presentation

emphasized the need for improved transportation options and safer routes to schools, ensuring that all students can pursue their education without unnecessary hardship or risk.

2.5. Purchase and Distribution of Sports Equipment to Youth Clubs in Bardheere

TF has prepared and submitted comprehensive list of sports equipment, including items such as corner flags, linesmen flags, referees' whistles, referees' cards, football pressure pumps, footballs, trophies, and medals for football, as well as jerseys, shorts, socks, basketball shoes, basketballs, referee whistles, etc, to Creative Associates International. List attached for reference.

In the previous week, we reported that sports equipment was purchased. In the subsequent week distribution activities commenced in four ABE Centres in Kismayo. The distribution went very smoothly with all players and their couches present in the site and Talobeeg Foundation ensured that every item distributed was both recorded in photos and videos and registered in the multiple distribution forms.

40 players received the items purchased per players. 6 technical committee members also got the Somali National team uniforms/coats etc and the common items including balls, whistles etc were given to the committee. A referee and two lines men were also equipped with the necessary uniforms, whistles and line flags.



Figure 14: Players posing for photo at a sports equipment distribution site with Talobeeq staff

The acquisition of new sports equipment for students in Bardheere was done to support the promotion of physical health, teamwork, and discipline among students. All items planned identified in the previous weeks were purchased and marked for visibility and branding of the project. Due to the small size of children jersey uniforms, artists could not fit all information including USAID logo and organizations name so we confined to USAID Bar ama Baro as shown the photo below:

Table 3: List of Sports Equipment

#	Item	Description	Qty	Total Items
1.	Jersey (T-shirt)	The main shirt worn by the player, featuring project brand/logo. Sleeveless shirt basketball players (Half)	118	88

2.	Shorts	Matching shorts that complement the jersey, designed for mobility and comfort.	118	88
	Socks	Long socks that cover the shin guards and reach just below the knee		
3.	Football/basketball Boots (Shoes)	Specialized shoes with cleats or studs on the soles for better grip on the playing surface.	118	88
4.	Shin Guards	Protective gear to be worn underneath the socks to protect the shins from impacts and injuries (subject to availability).	118	88
5.	Goalkeeper Gloves	Gloves to be worn by the goalkeepers to provide better grip on the ball and protect the hands.	2	4
6.	Captain's Armband	To be worn by the team captains on the upper arm.	8	8
7.	Ceremonial kit	Somali Coat & trucks for 8 coaches 6 technical committee	14	14
8.	Corner Flag	4 Flags placed at each of the four corners of the football pitch to mark the boundary and corner kick area (Subject of the facilities available)	4	4
9.	Linesmen flag	Flags used by the assistant referees (linesmen) to signal offsidess, fouls, and other game situations.	4	4
10.	Referees' whistles	Whistles used by the referees to control the game, starting and stopping play.	2	4
11.	Referees' cards	Yellow and red cards used by the referees to discipline players for various infractions.	2	4
12.	Football pressure pump	A pump to be used to inflate the football to the correct pressure for optimal performance.	2	4
13.	Football	Normal football and basketball (Type subject to confirmation0	4	8
14.	Trophy	Trophies for awarding the winning team of a tournament.	2	2
15.	Medals	Awards for runner-up teams to commemorate their achievements	1	2
			Total	410

2.6. Utilization of Media Coverage

The Talobeeg Foundation has utilized the previously crafted Media Engagement Plan, which clearly stipulates the activities, the types of media to be used, and the possible strategies. This plan is designed to provide clarity on our media interactions during the implementation of the project. The plan will serve as a guiding document to streamline our media interactions and ensure effective communication throughout the project's implementation. The attached draft plan provides further details and is available for reference and review.

At the end of the project activities, Talobeeg Foundation engaged social media influencer with more than 700 thousand followers to publish summarized document of the key activities. The video was viewed by more than 11 thousand people across the country adding another layer of reach. The video received nearly 300 reactions of likes, comments and shares during its first videos making a sense of awareness

and information sharing. Key messages were incorporated into the video as well as the activities delivered.

2.7. Dissemination of Awareness Messages

During the match, Talobeeg Foundation team disseminated mobilization messages focusing on the environment, peace, and education. Some of the key messages included:

- "Protecting the environment is a key step towards progress."
- "Education is the passport to a brighter future."
- "Protecting our environment is not a choice; it's our responsibility."
- "The Earth is our home."
- "Peace is the key to progress and prosperity."
- "Education is Peace"
- "Without Peace there is no life."
- "The foundation of peace is a promising future."



Figure 15: Football Players in Kismayo Raising Awareness on Peace and Environmental Protection

These messages were aimed to raise awareness and encourage positive actions among the participants and spectators, emphasizing the importance of environmental conservation, the value of education, and the need for peace in building a brighter future for all.

2.8. Interviews with Participants and Spectators

After the end of each game, Talobeeq Foundation conducted interviews with key players who were recognized as the "Man of the Match." During these interviews, the players were asked for their perspectives on the game, whether they had participated in similar events before, and their recommendations for future improvements. The players expressed their appreciation for the opportunity, noting that this was their first time attending such an organized and well-executed tournament. They praised the event's structure, the level of competition, and the positive atmosphere created by the organizers and supporters. The feedback gathered from these interviews will be valuable for enhancing future events and ensuring they continue to meet the needs and expectations of the participants.



3. Achievements

1. Successful Youth Engagement

The forums and panel discussions facilitated meaningful interactions between youth, students, and government officials in Kismayo district. This engagement fostered a sense of understanding and acknowledgment from government representatives, which encouraged youth to voice their concerns and aspirations.

2. Promotion of Peace through Sports

The initiative underscored the importance of sports as a tool for promoting social cohesion, peace, and conflict mitigation. It successfully highlighted how sports can be integrated into community activities to strengthen relationships and build a culture of peace among the youth.

3. Enhanced thematic Awareness through Artistic and Cultural Expressions

The school theatre performances and storytelling sessions allowed students to creatively express their perspectives on peace, education, and social issues. These events showcased the students' artistic talents while conveying powerful messages about the importance of education and peaceful coexistence.

4. Raising Awareness on Education and Inclusivity

The stories and presentations made by students raised awareness about the importance of education, inclusivity, and equal access to sports facilities, particularly for girls and children with disabilities. These efforts contributed to a broader understanding of the barriers some students face and the need for inclusive policies.

5. Advocacy and Policy Discussions

The involvement of local MPs and other government officials opened the door for policy advocacy and discussions on improving educational infrastructure, integrating health facilities in schools, and ensuring that sports programs are accessible to all children. The commitment shown by MPs to champion these causes is a positive step toward policy implementation.

4. Conclusion

The activities undertaken in Baardheere and Kismayo districts by the Talobeeg Foundation have demonstrated the power of youth engagement in shaping a peaceful and inclusive society. Providing platforms for dialogue between young people and government officials, these programs have enabled the youth to voice their concerns and participate actively in the development of their communities. The use of sports, theatre, and storytelling has proven effective in conveying important messages about peace, education, climate change, child rights and inclusivity. The achievements of these programs are a testament to the potential of collaborative efforts between civil society organizations, government bodies, and communities in creating a positive impact. Continued support and expansion of such undertakings are essential to sustain the momentum and address the challenges identified.

4.1. Challenges

Despite the enthusiasm and commitment from government officials, there remains a significant challenge due to the limited availability of resources within the government. This constraint affects the ability to provide adequate sports facilities, integrate health services in schools, and implement other necessary programs.

Many students face difficulties accessing education due to long distances from their homes to schools and the lack of adequate public transportation. This issue particularly affects girls, who may drop out due to safety concerns and other factors.

Although there is a recognition of the need for gender-friendly sports facilities, achieving equal access remains a challenge. Cultural and societal norms may still hinder girls' participation in sports activities, requiring targeted advocacy and awareness efforts.

Ensuring that children with disabilities have equal access to educational and recreational activities continues to be a challenge. There is a need for more inclusive infrastructure and programs that cater specifically to their needs.

Maintaining the interest and motivation of youth in educational and peace-building activities can be challenging, especially in areas affected by conflict or economic hardship. Consistent engagement and support are required to keep the momentum going.

4.2. Recommendations

Talobeeg Foundation would like to:

Encourage government bodies and international donors to allocate more resources towards education, sports, and health facilities in schools. Advocacy efforts should focus on highlighting the long-term benefits of investing in youth and community development through collaboration with keen local and national civil society actors.

Implement measures to improve safe access to school through constructing schools in close proximities particularly in rural areas and through public transportation options for students.

Initiate campaigns and programs that encourage girls to participate in sports, including creating safe and gender-friendly spaces in schools. Collaborate with community leaders and parents to challenge cultural norms that limit girls' involvement in sports.

Develop infrastructure that accommodates children with disabilities, ensuring they have access to the same educational and recreational opportunities as other students. Train teachers and school staff to support the needs of children with disabilities effectively. A lot has been done which could be identified as a drop in the ocean.

Continue organizing forums, theatre performances, and storytelling sessions that engage youth in meaningful discussions about peace, continuing education, climate change, school safety, health and wellbeing and social issues such as inclusion of gender and disability. Provide ongoing support and mentorship to keep youth motivated and involved in community development programs.

Annex

Photos of the Events

See attached folders for more photos and videos.

attendance sheet

See attached folders for lists of participants .