



## **PUNTLAND YOUTH AND SOCIAL DEVELOPMENT ASSOCIATION**

### **YOUTH FOR CHANGE PROJECT**

### **REPORT**

# **2013**



**Head-quarter:** Bosasso, Puntland,  
Somalia

**E-mail:** [psa\\_som@yahoo.com](mailto:psa_som@yahoo.com)

**Facebook:** [www.facebook.com/psasom](http://www.facebook.com/psasom)

**Skype:** abdisugulle1

**Tell:** +25290-796609/+25290791392

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## **INTRODUCTION**

This report details all activities of the Youth for Change (Y4C) project, implemented throughout the time frame of the project; from January to December 2013. This was an important period for the project and for PSA as an organization. It highlights on the planned activities, main achievements, challenges, recommendations and conclusion, the project was implemented by PSA in partnership with UNICEF.

The main objective of the project was to contain and prevent conflicts by engaging adolescent at risk through creation of employment and livelihood opportunities at the district level, as an organization we used all that was under our disposal in ensuring the success of the project.

The expected inputs were; Conduct refresher training for Adolescent, peer educators and non formal education teachers, reviewing of LSBE and NFE manuals, conduct Literacy and LSBE training classes to 350 adolescents at risk, conduct basic ICT literacy training classes, conduct psychosocial counselling for newly registered adolescents, their families and communities members, inception of mentorship clubs, engage adolescents with positive community activities, engage participants with recreational activities, establish referral mechanism, conduct community mobilization and child rights training and lastly but not the least was the media campaign to raise awareness on adolescent and violence.

Expected project outcome was to instil 350 youth at risk with skills and education that will help them to reintegrate at community level and live lives which are fulfilling and dignified.

## **Input activities:**

The 350 beneficiaries were identified and picked through a selection criterion which was transparent and open for all prospective eligible adolescents in targeted areas within Bosasso, the selection timeline was well stipulated and advertised in advance. Registrars were picked and trained on how to conduct registration i.e. respective criteria to be used, targeted area and the number of villages to be covered.

What followed was organization of a meeting by PSA, where all village elders and committees/clans elders were invited and presented with the program's core objectives; the most risky areas/villages where gangs and vulnerable children stay were given priority, they were identified during the mapping process; all were youths under the age of 18 years old. Some of the specific challenges that they faced were unemployment, illiteracy, lack of health facilities, lack of good relation with parents, poverty and fewer opportunities to livelihood skills.

They were educated on how to write and read in Somali and Arabic languages, Basic mathematics such as counting, addition, subtraction and multiplication was done. Children learned and practiced some of the life based skills and participated in adolescent discussions, sheikhs and elders encouraged the adolescent to gain knowledge from program.

On NFE, the programme ran continuously for every day, they beneficiaries learned various Mathematics concepts and at the end of the programme they were able to do addition, division, multiplication and subtraction, more so, they can read and write Somali and Arabic languages, we also instil them with knowledge on science and health, evaluation on all the courses learned were done through monthly and quarterly exams, and the results were so encouraging, it depicted a lot of gradual improvement from the students, there was an average of 90% of improvement. Regarding LSBE training PSA organized 120 study sessions per quarter (10 study sessions/week), Facilitators majored on communication skills, critical thinking, coping with peer pressures and on general social behaviour. In the other hand the ICT literacy class were taught on computer and its components, they also learned about Windows, Word and general packages, from the evaluation, it showed immense improvement. A part from the usual program, the attendance was so encouraging.

Furthermore, all of the 350 youth were trained on how adolescents can refrain from all forms of violence, abuse and exploitation by providing them with the necessary knowledge/skills through Life skills based education (LSBE) sessions, these sessions empowered young people and gave them a chance to positively learn from each other and it equipped them on how to improve their standard

of living with a positive impact on humanity, more so it enhances their self-esteem and decision making, in addition, they were given knowledge of how to tackle extremely complicated issues in their lives. On top of other skills they were also taught on different concepts and terminologies of life skills, values identities and how all these parameters influence our everyday lives, roles of young people in the community and participation of young people in community development were also taught, the main skills covered included self awareness, self-esteem, self control, conflict resolution and negotiation; at the end of the project they fully understood the importance of a peaceful and cohesive society.

During the Eid holiday, the youth organized celebration event, where they invited their parents and other community members, they presented various plays and songs on peace, reconciliation and importance of working closely with the police for a peaceful and cohesive society, participants were also entertained on drama against violence, illegal migration and piracy, the message was on how the parents and government can help to address these perennial problems.

Within the program PSA initiated a training for 45 youth among the beneficiaries who are among the most active members of their groups and clubs, in order to create a youth pool that will be role model to their peers and also teach their colleagues on the use of dialogue in solving problems and various issues in the society in regard to respect for human rights and dignity.

On 21 September being the international day for peace and 08 September international literacy days, the youth organized various plays and songs for the event.

From September when schools were opened after a Summer break; 200 youth were transitioned to formal education, they joined Salahudiin Primary and secondary school for formal education, Salahudiin Primary and secondary school in collaboration with Ministry of education and PSA, evaluation examination was administered to them to ascertain the level of literacy of each single beneficiary, using the exam we categorised them from Class 1 to class 8 (four classes in morning & four classes in afternoon), 50 of the beneficiaries joined secondary school. PSA role was to pay for the school fees, do follow ups, provide mentorship, recreational activities, refreshments, facilitate Life skills based education (LSBE) sessions and buy school uniforms for the students, because it one of the school rule for the students to be tidy in school uniform.

On skills training, youth aged 16-18 years of age, were train on electricity, mobile-phone repair and ICT, in electricity class, boys were only enrolled, this is as the result of Somali culture where girls are not known to associate themselves with such kind of a job, the job is considered manly, they were also taken through practical sessions in the Golden Power Company, on mobile-phone repair class, all students who were trained were also male, this is due to the fact that in Somali culture the job is

too considered male domain, they visited three Mobile repairing companies for practical lessons, the computer training team finished their excel program printed manuals and distributed computer training team.

In addition beneficiaries were taught on health issues which comprise HIV/AIDS, reproductive health and Substance use, the objective was to raise awareness and combat the spread of HIV/AIDS. Psychosocial counselling for adolescents, psychosocial training for the community members and families of the participants, lastly but not least we also engaged participants in recreational activities, mentorship sessions, media campaigns on adolescent issues & violence, training of the health club members and Provided youth organization and youth networks with grants.

### **Achievements:**

Below are all the activities and their achievements and the impact that it has made to the adolescent youths and the community.

Expected Result 1	Access to learning opportunities, including Life Skills Based Education (LSBE), Non Formal education and the ICT training.
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The following are achievements that were realized during the period of the project implementation.

### **1.1 Launch of the Project and meeting with the stakeholders**

PSA met with Bosasso city - deputy mayor and updated him on Project's overview, objectives, expected outcomes and project activities; He was delighted about the project and promised to work very closely with PSA and UNICEF in accomplishment of the project's goals and objectives.

The two parties deliberated on a number of issues about corporation of the stakeholders in the Project and the agreement was:

- PSA will produce a Monthly achievements report and present it to all the stakeholders.
- PSA will establish Parents committee and their meetings will be on a monthly basis.
- PSA will conduct Community mobilization and child rights advocacy training, also Psychosocial training for parents will be considered.
- Elder's focal points will be attached to the Carbis centre on a daily basis for mentorship sessions.
- Sheikhs will be visiting the centre once a week and provide sermons on religion.
- City council focal points will do monthly monitoring and evaluation

The detailed description roles and responsibilities of each stakeholder were as follow:

NO.	Description	Roles and responsibilities
1	Bosasso Municipality	<ul style="list-style-type: none"> <li>○ To Inform Village/IDP committees on the start of registration process</li> <li>○ Identify focal points from Bosaso municipality councils</li> <li>○ Identify focal points from Village/IDP committees</li> <li>○ To participate in the registration process</li> <li>○ To divide slot of 350 children required for registration to the 16 villages and IDPs</li> <li>○ To participate in mapping meeting.</li> </ul>
2	Police and judiciary	<ul style="list-style-type: none"> <li>○ Identify gang groups and enforce the law.</li> <li>○ To participate in mapping meeting.</li> </ul>
3	Clan elders and Sheikhs	<ul style="list-style-type: none"> <li>○ Identify focal points from clan elders that reside in Bosasso villages</li> <li>○ To participate in the registration process</li> <li>○ To participate in mapping meeting.</li> </ul>
4	Village and IDP committees	<ul style="list-style-type: none"> <li>○ To meet members of the village and IDP committees and present project plan and number of the children required in their villages.</li> <li>○ To identify gangs, school dropouts and other youth at risk and other vulnerable children to join the program.</li> </ul>

It was agreed that follow up assessments and support will be given to each stakeholder, as a way of bringing synergy between various stakeholders.

PSA was given a go ahead on the project by the Deputy Mayor as the Project area falls under his administrative jurisdiction.

## **1.2Conduction of Refresher Training for Adolescent Peer Educators:**

It started on 27<sup>th</sup> January to 2<sup>nd</sup> February 2013; we trained six adolescent peer educators (2 Female & 4 Male) on Life skills based education (LSBE) and Youth for change project, overview, concepts and principles.

Training objective was to equip participants with the skills and knowledge needed to design and facilitate interactive learning, acquire basic knowledge on peer education program development, provide guidance to APE on how to conduct behaviour change activities in and out of school to suit youth/adolescents needs and interests and to train Facilitators on how to use LSBE manual.

### 1.3 Conduction of refresher training for NFE teachers:

PSA hired expert on NFE, Mr. Omar Dahir Qodax for the training of six NFE teachers (2 Female & 4 Male), this training was conducted on 20<sup>th</sup> -26<sup>th</sup> February 2013, the training objectives were; to familiarize teachers with the new NFE manual, develop syllabus on each subject, build teachers skills on preparation and presentation of lessons in Class, Identify types of education FE, NFE and IFE, identify section of NFE (ABE Alternative Basic Education and AE Adult Education), define curriculum, classification and use of curriculum materials ( syllabus, text book and teacher's guide ), Use of teaching methods ( group work, Debate, Field trips, brainstorming, etc).

#### Topics covered during the training:

Introduction	Ways of rewarding children when they do well.
Types of education	Categorizing learners according to levels and their ages.
Difference between FE, NFE and IFE	Conflict resolution and problem solving in the class.
How to use Curriculum materials - Syllabus - Text book - Teacher's guide	Teaching ethics.
Teaching methods	Way of motivating children to initiate new things
Methods to use to demonstrate lessons	

### 1.4 Review of Manuals

On 27<sup>th</sup> February 2013, PSA held a meeting with all the adolescents Peer educators and presented to them the 2009 UNICEF's LSBE manual and the 2012 course outline, the participants reviewed the manual and produced a Course outline that was used to facilitating adolescent education sessions.

On February 27<sup>th</sup> afternoon, PSA presented to all the NFE teachers the APE program targets of 9-16 years and AE program targets of 16 years and above, the course outline was produced after review of the initial one. The manual was developed by the Ministry of education and international organizations.

#### LSBE manual process:

- Review of the Manual
- LSBE course outline crafting.

- Training on how to use the Manual.
- Printing of the manual.

## **1.5 Identification, Registration and Mapping Process:**

PSA organization, Local council of Bosaso, Social Affairs department of the Bosaso municipality, clan elders, village and IDP committees, worked together in identification, registration and mapping process, the activities started from 9<sup>th</sup> -24<sup>th</sup> February 2013.

Secondly PSA requested Police department in Bari region to recommend children to register in the youth for change program, PSA visited prison and had discussion with the prison commander about the use of diversion approach in crimes eradication among the children.

What followed was organization of a meeting by PSA where all village elders and committees/clan elders were invited and presented with the program's core objectives. Most risky areas/villages, where gangs and vulnerable children stay were identified during the mapping session. A selection criterion was outlined and selection timeline stipulated, registrars were picked and trained on how to conduct registration i.e. respective criteria to be used, targeted area and the number of villages to be covered.

Furthermore, we visited the targeted villages, IDP camps and the host communities to conduct registration process. The history and background of the child with contacts of their parents was required to be filled in the registration forms, the registration started on 16<sup>th</sup> February and ended on 21<sup>st</sup> February, a total number of 350 children were registered including unaccompanied children, school dropouts, village gangs, street children, children in juvenile and police stations,

On 23<sup>rd</sup> February 2013 on Saturday the clan elders, sheikhs, village committees, Bosasso municipality, government officers and the children converged at PSA centre and were educated and informed about the importance of education, good morals, skills training & ethics and friendship. We comprehensively explain to them on the programs being implemented by the PSA organization i.e. employment creation initiatives, psychosocial support, adolescent/peer educators training and often forums with adolescent/peer groups that PSA conducts.

Lastly but not least the children were clustered according to their age groups; from 8 years to 13 years, they attend classes in the afternoon while 14 years to 18 years attend classes during the morning. We developed an evaluation exam on Somali, Arabic and Islamic studies. Through the evaluation results, we were able to classify the Children and categorized them into 14 classes, seven in morning hours and seven in the afternoon. Learning equipments were provided i.e. pens, pencils, books and rubber and the classes began.

A summary of our achievements on identification, Registration and Mapping Process are:

- Two preparation meetings were conducted in which focal points of the PSA organization, Local council of Bosasso, Social Affairs department of the Bosasso municipality, Clan Elders, Village and IDP committees attended.
- Risky villages in Bosasso were identified and nomination of elders in each Village and IDP camp was done. Registration plan was developed and training of registrars was done on how to fill the Registration Forms.
- 350 children, aged 10 -18 years were registered, 50 of them being girls.
- Orientation and awareness event was done on the children's first day in the centre.
- The children were clustered according to their age groups; from 8 years to 13 years they attend classes in the afternoon while 14 to 18 years attend classes during the morning.
- We developed an evaluation exam on Somali, Arabic and Islamic studies. Through the evaluation results, we were able to classify the students and categorized them into 14 classes, seven in morning hours and seven in afternoon. Learning equipments were provided i.e. pens, pencils, books, and rubber and the classes began.

## **1.6 Literacy, LSBE and ICT classes**

Before the start of the classes, PSA made a lot of preparation activities to achieve project goals as listed:

Time Table: The timetable was designed; agreement on how each activity will be carried out was arrived at and it was agreed that there will be 24hrs per week of literacy and LSBE sessions to be conducted for 8 months. The timetable was divided into 2 sessions, morning and afternoon in order for the smooth execution of the activities. It was agreed upon that there will be 6 days of training with one day off, on Friday. The TOTs and NFE teachers will have a 2 hour lunch break from 12pm-2pm.

### **1.6.1 Literacy**

The beneficiaries were educated on how to write and read in Somali and Arabic languages, Basic mathematic concepts such as counting, addition, subtraction and multiplication was also done.

The session was a continuous programme that ran every day, in addition they were instilled with knowledge on science and health. Evaluations on all the courses learned were done through monthly and quarterly exams, and the results were so encouraging, it depicts a lot of improvement from the students, there was an average of 90% of improvement.

### **1.6.2 Life Skills Based Education (LSBE)**

Regarding LSBE training PSA organized 120 study sessions (10 study sessions/week), Facilitators majored on communication skills, critical thinking, coping with peer pressure and general social behaviour.

350 youth were trained on how adolescents can refrain themselves from all forms of violence, abuse and exploitation by providing them with the necessary knowledge/skills through Life skills based education (LSBE) sessions, these sessions empowered the youth and gave them a chance to positively learn from each other, it also equipped them with skills on how to improve their standard of living with a general positive impact on humanity, more so it enhanced their self-esteem and decision making, for instance, they were given knowledge of how to tackle extremely complicated issues in their lives. They also learned roles of young people in the community and their participation in society activities; main skills covered included Self awareness, Self-esteem, Self control, conflict resolution and negotiation. For now they have understood the importance of a peaceful and cohesive society.

#### **Study circle youth facilitator/leader each quarter 5 study circles**

Study circle methodology was adopted as the most effective study method;

The merits of the methodology is that it help participants to build trusting relationships, learn about each other background, have honest conversations about various family problems, find common ground and in coming up with action plan that helps them succeed.

The method gave us a rare opportunity to hear directly from a wide range of children about what they see as the centre's strengths and challenges in relationship to how they will like it to be.

- Merits of a study Circle
  - It builds on the knowledge of each individual.
  - It makes members be aware of the need for change and the kind of changes required.
  - It actively involves members in bringing change in their own communities.

- It helps participants in gaining knowledge by sharing and exchanging ideas, experiences, undertaking research, reading and raising awareness about issues in the community.

After end of each discussion session, evaluation of the activity was done and compared with the planned objectives and goals of the activity, plan and the agenda of the next discussion meeting/study circle was also done.

Basic principles of study circles were: inclusiveness, participatory, good Planning, Cooperation and mutual support.

### **1.6.3 First aid training**

25 girls among the beneficiaries were trained on first aid skills and health education; various techniques on how to save lives were learned. The girls were later linked to various medical facilities in Bosasso for more practical sessions and for now the girls are fully trained.

Reward event was held after mid-term exams and they youths were rewarded with presents from success such as exam remarks, sports, competitions, talents, arts and so on, and the participants of the this event encourage youth to continue their efforts in the side of education and team working.

### **1.6.3 INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

The ICT class was taught on computer and its components, they also learned about Windows, Word and general packages, from the evaluation the results showed immense improvement. The ICT centre was equipped with 20 computers and the programme was conducted for 12 hrs per week for 8 months.

<b>Expected Result 2</b>	<b>Access Psychosocial Care</b>
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## **2.1 psychosocial counselling for newly registered adolescents**

From time to time we hired doctors within Bosasso, who are specialists in Psychosocial therapy, they occasionally did counselling to all the 350 children, major problems that the children faced were identified through the counselling sessions, the issues ranged from children who were traumatized due serving in armed forces and various militia groups, separation from their families, family feuds, poverty and lack of food.

In the first quarter, a part from 350 adolescents, counselling was done to 93 parents where it was identified that majority of the children are not in good terms with their parent/guardian.

In the second quarter 30 children were counselled based on their specific needs, for instance stop of drug abuse, personal problems, effects of family problems. The counsellor made follow ups and the results showed there was a positive change.

In the third quarter, 7 parents (4 mothers & 3 fathers) were counselled in addition 60 children were given stress counselling, the stresses ranged from prolonged and unaddressed ray of issues, through Counselling we successfully reduced troubling symptoms and created positive change in their lives.

In the last quarter 200 youth ( 145 boys & 55 Girls) were given psychosocial counselling, 42 parents (24 mothers & 18 fathers) also got a chance to be counselled together with their children, 2 children also received mental health remedy through psychosocial counselling with the help of doctors specialized in mental problems in Bosasso general hospital.

## **2.2 Facilitation of mentorship clubs**

65 beneficiaries were selected from the 350 youth under the programme, it was done through merit and various character traits which are more unique and special in some way. We managed to organize 4 sessions where the speakers/facilitators came from outside the centre but within the community, these included sheikhs, community elders, leaders and successful people namely; business people and professionals. These sessions were conducted to encourage and motivate the adolescent to stop violence and be the beacon of hope in the community.

All the facilitators had a specific topics ranging from Peace, morals, drug abuse, Knowledge, future, roles and responsibilities. The aim of the mentorship clubs was to mostly encourage and motivate good behavioural change within the youths and also to encourage them to work hard in their studies; the mentorship helped many of the youths in a big way, from various mentorship sessions indiscipline cases reduced drastically. Through the experience of those spoke, It proved to them that they can also change their destiny and that of the community for better. We also hired a Monitor officer who did follow up on mentorship clubs activities and provided help to them whenever necessary and also on their reintegration process.

### **i. Arts/Drawing team:**

This team were trained on arts skills and provided with materials needed; they compiled ten interesting and captivating drawings, which are displayed on the Centre's walls, the drawings displays what the youth think and it is a medium of expressing themselves.

## ii. Hygiene and sanitation team

Many individuals were directly reached by the team's activities through the public addresses in the host community villages, IDPs settlements and community centres within the area. Demonstrations of hand washing, household water treatment and safe storage was done through demonstrations and rewards awarded to various participants who were active in question – and-answer sessions.

### **2.3 Psychosocial training for community members and families of participants**

Within the period, 30 trainees received PSS skills, they later on played part in counselling, they played an imperative role in training and counselling parents of the beneficiaries and community members in general.

During the training parents usually presented challenges that their children goes through, remedies on how to solve them were given out, facilitators asked questions and provide answers to the participants, more so, assistance guidelines was provided to parents. At the end of the training participants gained basic psychological support skills on how to identify and solve psychological problems in their families and communities at large.

In the second quarter, we conducted psychosocial training to communities members and families of the beneficiaries, 30 key community members and families of the beneficiaries (57% female), 20 parents (12 mothers & 8 fathers), 10 community members ( 5 men & 5 Women) include elders, sheikhs and centre managers received PSS skills in to help adolescents at risk to cope with life challenges.

The training was a participatory one, the parent's showed full interest and presented their experience and real challenges that their children goes through, they also helped in coming up with solutions for the problems, the facilitators corrected them on some solutions that they taught were good. Some of their solutions were so good and applicable.

In the third and fourth quarters of the project implementation period, PSA organized Psychosocial training for community members and families of the participants, in the sessions, parents were given a chance to highlight various problems and challenges that are associated with their children and a remedy to each problem was suggested, this was away of improving parent-child relationship. Some of the report cases were children not listening to their parents, failure to finish various tasks given to them, failure to follow up instructions, difficulties in organizing tasks and activities, tendency of disliking particular task which require sustained mental effort such as

schoolwork or homework, losing items i.e. toys, books. The training facilitator (counsellor) underlined specific recommendations which helped their parents a lot.

### **2.3 Engage adolescents in positive community activities:**

In the first quarter, seventy children took part in Public presentation and discussion of adolescents related issues in four of Bosasso municipality community centres, this activity attracted 750 members of the community, 300 being children.

In the last quarters of the project implementation period, 30 children (20 boys & 10 girls) actively participated in community based activities including women peace campaigns that were organized by DRC, our children helped in facilitation and conduction of forums in their respective villages/IDPs camps, they also participated in community policing, where members of public were taught on how Police and community can work together in crimes alleviation and eradication, the campaign was ran by selected committee supported by KALO, our children's role in this campaign was to mobilize their peers to participate in the meetings.

Also 60 children (45 boys & 15 Girls) actively participated in community based activities including garbage collection in Horseed Village, Garible B village and Gusoore Village.

### **2.5 Video documentary.**

2 video documentaries were produced, the video clips were on activities like study cycles and radio debates, sports, TV talk-shows, learning and recreational activities. The videos were later on shown to the students, parents and several of our stakeholders, we will also upload them on various sites and platforms.

### **2.6 Recreational activities**

All the 350 beneficiaries were trained on sports/ recreational skills (Physical Education), and every class was allocated a total of 6 hours per week for recreational activities; the children were so interested in the recreational activities to an extend of becoming an motivational tool, on the other hand 12 classes had trips to Laag villages (30KM North of Bosasso ) and BiyoKulule (15KM East of Bosasso), during the trips we organized for sessions, activities and Competitions that promote peace among the local communities. Village/IDP committees, Elders/Sheikhs, MOE, MOLYS, MOWDAFA and city councils representatives accompanied us on the trips.

During the period the beneficiaries were engaged on a blend of recreational activities, P.S.A developed an entertainment programme, where in its youth multipurpose centre, games such as football cricket, beach football, ground football, play station, table tennis and rope skipping were played. This array of activities has been of great help in promoting social relation between the students and it is a motivation tool in their lives and studies, it also provided them with mind and body relaxation. Football coaching was done and a total of 12 matches played in Youth multipurpose centre, village stadiums and in Bosasso beach, the games were between our youths and other teams in Bosasso and its environs.

Professionals of each sport were in charge of each particular sport, this helped a lot in safety and precaution, very few cases of injuries were reported; Participation in music, art, community work, clubs and hobbies was also considered. The children voluntarily chose the kind of sport and activity they want to participate in but it was mandatory for each child to at least participate in one sport or activity. The results of recreational activities shows that boys participated more in sports than girls, with two thirds of boys (66 per cent) participating in more than one sport compared to 54 per cent of girls, girls are more interested in swimming and trips. The beneficiaries were also trained in playing a musical instruments, singing, dancing, drama and art.

we also had a privilege to renovate the Bosasso football ground, it is now much safer for the children to play on, we developed youth motivational messages which we stuck and wrote on the walls of the stadium, our recreational activities programme model was very vibrant, it provided every individual with an opportunity to participate in at least one sport, the sessions provided captivating moments for every participant.

## **2.7 Establishment of drama and art team**

The drama instructor taught the participants how to write play scripts and how to memorize every stunt, this helped a lot in equipping the drama club members with new ideas that perfected their skills, they also watched videos in order to help them come up with interesting plays and how to play them.

### **Activities objectives:**

- To encourage public participation/involvement in creating a safe and hospitable environment for adolescents.
- To promote adolescent creativity and appreciation of their Culture.
- To encourage the community to watch and appreciate local talents.

A dozen drama and role plays were developed and presented during various events, for instance during independence commemoration day, community mobilization and awareness events, the themes were about illegal migration, peace, conflict, education management, FGM/C and youths roles in society, action plan for the drama team was also produced, furthermore, Five drama plays were produced and distributed to various media houses in Puntland, approximately 1500 audience (70% male & 30% female) were reached through the platform, it comprised drug users, street children, school dropouts, gangs, mothers/fathers, elders, police and general public.

All the activity objectives were achieved, the drama group learned a lot of lessons from it and in the process plays with relevant messages to the target audiences were made, many people were reached and the messages carried in these plays were well received.

## **2.8 Establishment of referral mechanism**

PSA referred several children for further assistance in medical facilities and police stations, 10 children were referred to mental hospital as a result of psychological torture through abuses, fighting and long time engagement with militia groups, this is after they showed signs of mental disturbance.

In one incident, a child who had head injuries was referred to hospital for special care, the doctors suggested for the child to be taken outside the country for surgery, PSA and other LNGO's raised the money through fundraising, the child underwent a surgery and he is now in good health.

Also during summer, 25 beneficiaries felt sick due to change in weather (summer). PSA took the initiative to refer them for treatment in various hospitals within the locality as one of its duties and obligations. The youths were able to get treatment and fully recovered.

<b>Expected Result 3</b>	<b>Community mobilization and child rights training.</b>
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## **3.1 Community mobilization and child rights training**

To prevent children from violence and abuses it requires a collective responsibility from all the members of society, Successful prevention mechanism requires community to find a common ground, structure and initiatives that encourages a variety of organizations to cooperate and work in unison in on order for the common goals to be achieved.

In 2013, PSA in collaboration with UNICEF conducted community mobilization and training on child rights, the two activities reached communities in the 16 villages of Bossaso town, both host community and IDPs, the aim of the trainings was to sensitize the population on the children rights and on general protection.

In ensuring the objectives of the two activities are attained, we had to bring on board all the relevant stakeholders, we made sure that all the tradition elders and Sheikhs from the targeted areas were fully involved in our activities and given a role to play in order for the general community to have a sense of ownership in it, this is a determining factor for the success of any project or activity in this region, sheikhs and traditional elders have immense influence in the society and their word is final, in addition we also invited various members of the community in our preliminary meetings, in order to explain to them what our initiatives was all about, the meeting involved representatives from all the 16 villages of Bosasso, after articulating to them about our plans for the two activities, they gave us a go ahead.

We eventually held community mobilization on children rights and training on the same, the key results of the two activities were;

- Bosasso city municipality agreed that they will factor in children and adolescent rights in all local development plans starting with the year 2014.
- Members of the 16 villages of Bosasso participated fully in the two activities and for now they are fully sensitized on the children rights.

The overall aim of this intervention was to promote community knowledge and attitudes toward children rights through campaigns and mobilization in the respective villages and inform them that it's everyone role to ensure the rights of the children are not infringed.

The initiative was very successful, some community members did not know if something called children rights exist, after be educated on it, they know understand what is all about and they promised to embrace it in all their undertakings.

### **3.2 Grants program to the youth organizations and networks:**

Puntland Youth and Social Development Association (PSA) objective is to build and enhance the capacity of youth and adolescent in Puntland region.

In the month of October 2013, PSA gave six youth organizations; a youth centre and youth umbrellas, namely

- i. Bari Child Protection Network (**BCPN**).
- ii. Youth Employment Solution (**YESO**).
- iii. All Bari Youth Association network (**ABYAN**).
- iv. Bossaso Youth centre (**BYC**).

- v. Village education & environment Development organization (**VEEDO**).
- vi. Puntland child care organization (**PUNCO**).

The small grants was meant to facilitate training on life skills based education (LSBE) and also to organize a forum in which the agendas on discussion were on various challenges that the youth do face and what ought to be done, the event was recorded and aired through the media, as an avenue for the relevant agencies to be reached.

#### **Objectives:**

- To empower young people in challenging situations
- To help younger generation from indulging in behavioural risks e.g. drug abuse.
- To address the issues that makes majority of the youth in the region to involve themselves in illegal immigration to far flung countries.
- To create a platform where youth can share ideas, information, experience on specific issue.

#### **Input activities:**

The six youth organizations formulated their own plan on how to carry out their Life skills based education sessions and they forwarded them to PSA where we advise them on some few things, the LSBE training for each organization was successful.

On the forum each organization was represented by 20 youths, the study circle methodology was used in order to make the forum a participatory one and all the views and ideas of all participants to be captured, the subject of debates were on youth agendas, ranging from violence, drugs, education and social life.

### **3.3 CONFLICT EDUCATION MANAGMENTS**

65 CARBIS Youths were trained on conflict education management to ensure they get ideas on how to solve and tackle conflict when it occurs. Everyone was grateful to the program and they insisted that same programs and many others to be held for it will promote peace and stability in the country. The program will also renew friendly relationship between disputing people or groups.

#### **Achievements:**

- A. Life skills based education (LSBE) sessions and rehabilitation of youth (individual & group).
- A. Conflict education management (CEM) sessions and peace campaigns.
- B. Mentorship clubs and recreational activities which included trips.
- C. Community service which included garbage collection.
- D. Production of Youth Magazine.
- E. PSA in collaboration with CESVI agency selected 75 youth who are under skills training programme, in November they were linked with job placements and CESVI will be paying them salaries on monthly basis.

- F. Vocational skills: 150 adolescent were trained on various skills after accomplishing literacy classes; they age between 16-18 years.
- G. On 20th November 2013, being a Universal children's day commemoration, child protection working group in Bosasso which constitute several NGOs in collaboration with Ministry of women, organized a commemoration event, the beneficiaries of the Youth for change (Y4C) project who are children of 12-18 age bracket presented several kits; songs, poems, drawings, questions and eventually performed a Somalia national anthem which received a standing ovations from all the participants.
- H. On 25th November 2013, which was international day for the eradication of violence against women, youth for change (Y4C) beneficiaries organized a small event in which they presented their views on how they think and feel women and girls should be protected from the vice, they expressed themselves on how violence affects women/girls through speeches, poems, dramas and drawings, objective being strengthening the prevention of violence against women and girls and response to it.

### **3.4 Media campaign on adolescent issues and violence:**

#### **3.4.1 Production of Youth magazine (HIMILO)**

According to our own research and assessment, 88% of youth in the region reads magazines. The youth ranges from 13 to 18 years of age; among the magazines being read includes our own HIMILO monthly magazine.

According to the youth, Magazines are a great source of entertainment and information. It is a perfect way to relax and unwind. Generally Magazines provides information about the latest trends, upcoming events, current affairs, celebrity news apart from self-help, health and other information depending on the magazine category. On the HIMILO magazine we provide information on youths and about the whole community at large.

78 articles were published in the HIMILO magazine within the period; within the period 5000 copies of the magazine were produced and distributed.

All articles that featured in HIMILO magazine were also posted on the P.S.A Facebook page [www.facebook.com/psasom](http://www.facebook.com/psasom), the page was updated with posts and articles on social concepts, events photos, debates, chats, research and challenges on the youth/adolescent in Puntland.

The magazine was distributed to youth centres, children centres, schools, government offices, local NGO's, Ministries, women centres, media centres, Universities and to the streets vendors. P.S.A uses its vehicle and the staff to move and circulate the magazine within all the distribution agencies and also through media (ETN TV, SBC %DELJIR RADIO) the media stations goes ahead and elaborate more and hold discussions on TV and Radio about the issues.

The coverage area is around Puntland region, namely SANAG, BARI, KARKAR, NUGAL, MUDUG, and SOUL.

After a wide consultation and deliberation we realized that our activities alone on adolescents issues and violence were not enough, we came to realize that apart from all what we were doing we needed an avenue where we can reach and connect to the larger Puntland state population, this is where we decided to take our initiatives and campaign to the next level, we introduced the use of social media, media houses and even went a notch higher by coming up with our own youth magazine christened HIMILO , the use of media has proved to be so effective. PSA hired editor/production expert for the production of magazine, throughout the implementation period we produced a total of 5000 copies,

On broadcast, PSA contracted Daljir radio to facilitate and air Radio talk-shows on adolescent issues and violence abandonment; a total of five programmes were produced, the topics were: child rights; children abuses, child recruitment, in the other hand PSA contracted Horn Cable TV to facilitate and Air 2 TV talk-shows.

#### **Outputs of the HIMILO magazine;**

- Conducted media campaign in raising awareness on adolescent issues and violence, 5 articles were published in the *HIMILO* magazine in the October issue, 500 copies of the magazine were produced and distributed. Also 3 interactive radio programs were aired on a local radio station and one TV talk show was broadcasted.
- P.S.A Facebook page [www.facebook.com/psasom](http://www.facebook.com/psasom) was updated with posts and articles on social concepts, events photos, debates, chats, research and challenges on the youth/adolescent in Puntland, we also posted articles on youth events that took place within Puntland, the page is often updated by the P.S.A's staffs, social media has improved communication among the youth in a great way and for this reason as organization we relay our information with no big challenge at any given time.

#### **3.4.2 Maintenance and updating of HELLO Somalia youth website.**

All over the world internet sites, especially websites and social media have proved to be most popular especially among the youth, these sites are integral for the success of any organization, for this fact we created the P.S.A Facebook fan page, in addition UNICEF created for us HELLO website in order for the youths in and outside the country to get access and get informed about our activities and initiatives; and have a chance to be part of it. The platform is easier to maintain, update and expand.

P.S.A has two social sites, one is the HELLO Somali and the other one is P.S.A Facebook page. On the HELLO site we post articles on social concepts and events, this is done twice a week. UNICEF

developed the website for youths in Somalia and P.S.A was mandated to be in charge of the youths in Puntland State and be the administrator of the website on their behalf, The updates are on current affairs and youth activities, youth issues, education, hygiene & sanitation, child rights, diseases, awareness on illegal migration, peace messages, FGM/C, youth entertainments, youth roles in the society and the challenges they face, responses and feedbacks.

P.S.A's Facebook page was developed due to Facebook popularity among the youth around the region and globally. We post and update activities, events, photos, debates, chatting, research and challenges faced by the youths in Puntland; we also post articles on all activities initiated by PSA. It is regularly updated by the P.SA staff; the social network has also improved the coordination between various stakeholders and the organization.

We also see that the traffic of visitors to the website has increased; it proves the popularity of the site. The people who visit the sites are students in schools, universities and institutions, youth activists, peace and child activists and general public. Some of these groups come to PSA's premises to get access to the website because of the availability of internet in our offices. On many occasions we have visits from many youths in our ICT centre due to availability of high speed internet.

It has been noticed that many people from the community especially students visit the site and comment and write their opinions, we see this one as an achievement and a great step in our part as an organization, it act as our reference site where youth engage in discussions and asks questions.

### **3.5 Production of IEC Materials and Printing LSBE Manual**

PSA drafted awareness messages about peace and co-existence and invited Project stakeholders to review the messages; which were later on printed on 3 bill boards, 1,000 leaflets, 500 T-shirts and 250 hats, in the other hand PSA Printed 400 LSBE manual as books and distributed to the adolescents.

### **3.6 Case Management Training:**

On 6th June 2013, PSA trained 15 instructors and facilitators as social workers on case management, the training objective were to train key instructors and facilitators to understand the practice of case management within child protection programmes and to enable participants to identify issues and gaps in implementation in accordance to remedial measures in compliance with local and international standards.

#### **Topics covered**

- Overview of International Standards on case management within child protection programmes.
- Identification and assessment (including the opening of a case and start of documentation).
- Individual support planning (planning of response and care).
- Referral and liaison with support services (where required).
- Monitoring and review (including case closure).

### 3.7 Graduation Ceremony

We finally organized a closing/graduation ceremony, which was full of pomp and color, it was attended by 450 people, which comprises beneficiaries, their parents, city council representatives, Vice Mayor of Bossaso municipality, officials from the Ministry of labor, youth and sports (MOLYS), Ministry of women Development and family affairs (MOWDAFA), elders, IDPs committees and committees from 16 Villages of Bossaso,

#### Event Objectives:

- ✓ To offer an opportunity for the community to see and appreciate children’s performance and commitment.
- ✓ Beneficiaries to feel confident and accepted.
- ✓ Children and parents who were active during the course of the project get rewarded with certificates.

During the ceremony PSA and UNICEF presented the results of the project, beneficiaries were congratulated by those who participated in the ceremony. All the participants agreed that the project was successful and met expected results.

PSA/UNICEF with Vice mayor of Bossaso awarded the beneficiaries with rewards and advised to work hard by putting in practice the various skills they learned and not participate in violence and other social upheavals, they were also reminded to be role model to their peers and play part in general good of the larger society.

### Progress Table

Activities	Check list	Status	Results
Refresher training for Adolescent peer educators and Non Formal Education teachers	✓	Done	<ul style="list-style-type: none"> <li>• Facilitated more than 1,200 sessions ( 800 LSBE/NFE, 160 ICT and 240 Sports)</li> <li>• Organized exciting and remarkable sessions and trainings.</li> </ul>

Review of LSBE and NFE manuals	✓	Done	<ul style="list-style-type: none"> <li>• Training package for both LSBE and NFE reviewed &amp; Course outline development.</li> <li>• Course implementation time -frame establishment.</li> </ul>
Conducted Literacy and LSBE training Classes for 350 children	✓	Done	<p>350 adolescents graduated in literacy and LSBE classes:</p> <ul style="list-style-type: none"> <li>• 150 adolescent joined skill training.</li> <li>• 280 adolescent joined formal education <ul style="list-style-type: none"> <li>- 50 secondary level -230 primary &amp; intermediate</li> </ul> </li> </ul>
Case Management training	✓	Done	<p>Provided a comprehensive training for social workers And teachers.</p>
Conducted basic ICT literacy training classes	✓	Done	<p>350 adolescents were trained on ICT literacy.</p>
Conducted vocational training for adolescents aged between 16 -18yrs	✓	Done	<p>150 adolescents graduated in vocational skills training (Mobile repair, Electricity, Office management &amp; Computer)</p>
Conducted psychosocial counseling for the beneficiaries, immediately they joined the programmes.	✓	Done	<ul style="list-style-type: none"> <li>• 350 adolescent were given counselling and special cases for in depth counselling noted, 15 psychosocial counselling sessions were facilitated per month, 125 cases were solved while other 19 cases were referred to the mental hospital.</li> </ul>
Mentoring	✓	Done	<ul style="list-style-type: none"> <li>• 220 adolescents were successfully mentored and returned to normal life, 27 mentorship clubs were organized and used in the guiding of adolescent during reintegration process.</li> </ul>
Conducted Psychosocial training for communities members and families of participants	✓	Done	<ul style="list-style-type: none"> <li>- 120 (4 training X 30participants) were trained and equipped with PSS skills to help adolescents at risk</li> <li>- Four vibrant committees were established and action plans developed.</li> <li>-Community committee was established to provide receptive environment for returning adolescents.</li> </ul>
Engaged adolescents with positive community activities	✓	Done	<ul style="list-style-type: none"> <li>-The beneficiaries were engaged in community based activities i.e. Garbage collection &amp; peace campaigns</li> <li>- Organized two training on volunteerism.</li> </ul>
Engaged participants in recreational activities; soccer, volleyball, basketball and indoor games such as table tennis, dices, and cards	✓	Done	<ul style="list-style-type: none"> <li>- 350 (Boys &amp; Girls) adolescent trained on sports/ recreational skills and subscribed to at least one club.</li> <li>- Developed schedule for recreational activities.</li> </ul>
Established referral mechanism for children experiencing post-traumatic stress disorder	✓	Done	<p>12 Cases were referred for legal, medical or professional psychosocial services and follow ups made.</p>
Conducted community mobilization and child rights training	✓	Done	<ul style="list-style-type: none"> <li>- 16 communities participating in the program after child rights training and developed a community action plan to discourage violence.</li> <li>- Communities were mobilized to participate in the program actively and 16 communities were highlighted on the demilitarizing processes.</li> </ul>
Conducted media campaign through printing and publishing IEC materials to raise awareness on adolescent and violence	✓	Done	<ul style="list-style-type: none"> <li>- 44 media messages were developed and deliberated in the talk show (33 Radio &amp; 11 TV) and 35 articles produced and posted on HIMILO</li> </ul>

			magazine/Facebook - 1500 IEC materials printed & three billboards built
Conducted graduation ceremony upon course completion	✓	Done	- 400 parents and community members attended the ceremony- 350 children and parents received certificates

## LESSON LEARNT

- Change in children ideology is gradual and therefore requires time to perfect them.
- Inclusion of police men/women into CPC was excellent; we got full support and learned a lot.
- Advising and dialogue unlike the corporal punishments are effective as corrective measure to children.
- Sporting events and study circles encouraged the children in learning and drew many efforts from them.
- Using peers as role models influences youth behaviours in a big way.

## CHALLENGES

- Community was more interest to register girls rather than boys, PSA gave more explanation on the projects' objectives and its benefits the community eventually accepted and embrace the idea furthermore the community had over expectations and wrong perceptions about the program i.e. some of the parents expected their children to be paid every month and they were so reluctant when they were told that was not the case, it took elders and village committees intervention for them to agree to register their children.
- After registration, it was planned that registration documents be kept in data base management but up to now it is not yet done, the data base was to be developed by UNDP and to date we have not received it.
- From the month of May climate harshly changed and being summer time children were uncomfortable due to extreme heat.
- Some children are slow learners and from time to time they need remedial classes.
- During evaluation, individuals who got lower marks were a bit demoralized.
- Teachers and the facilitators need more capacity building.
- The centre has no immediate security when an accident occurs or bombed
- Less contribution from the government

## RECOMMENDATIONS

- The number of participants of Literacy and LSBE training classes in future should be increased to accommodate a bigger number of vulnerable children.
- The community need more awareness on the child rights.
- Job creation for students above 18 (machinery training, Mobile rapier, and secretary skills and office managements).
- Conduct media campaign to raise awareness on adolescence, violence and strengthen women participation in the peace and security sector.

- More new recreational activities need to be introduced, it has been proved that children love to participate in the activities and it is one of the reasons why they don't miss school.
- Some courses need more time from what is allocated for.
- The computer sets needs to be increased due to the fact that most of the beneficiaries are interested in computer training.

## **CONCLUSION**

The project implementation was successful despite few constraints here and there; the scope of the impact cannot be quantified, it is immense and cut across a numbers of variables. The community and the beneficiaries learned a lot of things from it, as an organization we widened our capacity and experience from what we learned through the project.

We are sure that the 350 youths who benefited from the project will transform their lives, families and the community at large.