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# THE VOICE

*Newsletter of the OECD E2030 Student Sphere*



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# THE VOICE

*Newsletter of the OECD E2030 Student Sphere*

# THE VOICE

## Who we are?

Welcome to the second issue of OECD E2030 Student Sphere initiated newsletter, "The Voice"! Here, we aim to invite students to share their unique voices to cover a wide range of topics from education to different cultures. Representing the Student Advisory Group, we are aware of the rich variety of perspectives within the Student Sphere group, so we believe it is beneficial to speak up and share our ideas. In this publication, we also hope to demonstrate the diversity found within the group and provide insight into different cultures. We hope you will enjoy reading!

## Student Advisory Group for 2021



Dilay Kalinoğlu, Turkey  
Chair



Paulina Małysa, Poland



Dzhafar Kabidenov, Kazakhstan

# THE VOICE

## OECD E2030 Student Voice Outputs

Student voices brochure from the 2nd Global Forum in October 2020:

Student selfie video montage from the from the 2nd Global Forum in October 2020: (see “Student Voices” video)

Student voices brochure on curriculum (re)design from the curriculum report launches in November 2020:

### Visual Summary

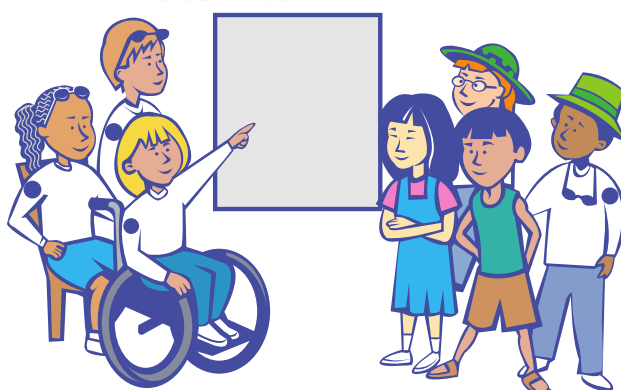


Visual Summary of the 2nd Global Forum on the Future of Education and Skills 2030  
(8-9 October 2020)

### Student Voices



Student Voices - 2nd Global Forum on the Future of Education and Skills 2030  
(8-9 October 2020)



# THE VOICE

## OECD E2030 Student Voice Outputs

Some examples of "student voices":

We had a literature teacher who was very passionate. We have the same assignments [as in other classes]; we have to write reports. With most assignments, when we write enough words for the report and we follow the instructions exactly, we can get a perfect score. Even if the report isn't that great in quality. But this literature teacher, even when we satisfy the evaluation criteria, doesn't give us a good score if the report does not reflect our own thinking. She always emphasises that thinking your own thoughts is very important. Almost every student feels positive about this [assignment], even if our grade is not as great, because we notice that we are encouraged to think and are very thankful.

— Soo-a, 17, South Korea



We are not taught how to get the essence of information we learn. We are taught how to learn information by heart, but we are not taught how to analyse information, how to get information from different sources. I am studying at university now, and I really see the difference between learning at school and university. At university, you have to work with a lot of information, and it's up to you to understand which source is more trustworthy. It would be great if they prepared us for this in school. There is no connection between schools and universities in my country, because schools prepare us for exams, and in university, it's a completely new environment and new approach.

— Yelyzaveta, 17, Ukraine



At Nazarbayev Intellectual Schools, there are some classes implemented into the main lessons—like classes on global citizenship and global problems resolution—into the curriculum of lessons on languages, for example. When we have English or Russian or Kazakh, we are talking about global issues, global citizenship, combining these ideas together with grammar. We also have classes on economics and geography that focus on teaching us about global problems. We've come to a new stage [in education] of not only explaining to students what it is to resolve global problems or learn money, but also how to make a positive impact and how to succeed in doing it.

— Dzhafar, 17, Kazakhstan



Morals and ethics don't just affect our studying or online classes. Before we are students, we are all human beings, and morals affect not only your studies but also who you are becoming. When you are honest, and you're honest even when you're alone [and no one is monitoring you to make sure you don't cheat], you can perform better when you're studying, or working at your job, or whatever you do in this world. Honesty is a really important attitude to have. The way that we teach it is by building trust between teachers and students.

— Soo-a, 17, South Korea

At school, we were performing a lot of small tasks, for example solving some math problems. It would be more useful if we learned how to engage with bigger tasks but with a lot of steps. For example, if we have to analyse information, so we have to choose the best sources and explain why we chose them. It would be great if our thoughts were heard and we had to think about a given problem, write down our own opinions, and explain it.

— Yelyzaveta, 17, Ukraine



Resilience and proactivity are values that are hard to teach without having experience, but it's very needed, especially these days. If we can learn by experience, it would be helpful for us, because it's not something that we can memorize. Involving more students in student organizations, for example, can help; it is, of course, already being done at this moment, but not all the students are involved. It would be very useful because everyone would have to work together with someone else. At the end of the day, [in-class] group work is something that's being forced to be done for a grade, so most students will do the work but won't actually interact with their group members. So student organizations are a better way to learn these values.

— Danya, 14, Indonesia



It wasn't much of a difficulty adjusting to online learning for me because we had interactive lessons, which means that we could talk to our teachers, and our teachers could talk to us. So we were able to ask questions. However, in public schools in Turkey, they were only able to watch videos on television as lessons.

So I don't think most people in our age group were able to get as much information as we were because they just watched videos, they didn't have any assignments, they weren't able to ask questions.

— Dilay, 16, Turkey



Compared to how I did before undergoing online learning, I can see that my performance [on assessments] is worse. It's hard to pin down specific factors, but I think maybe it's harder to absorb content just from watching lectures on your computer screen because in times of regular schooling, there are so many different ways of absorbing content like working with other people and just helping each other. At least my school is taking this into consideration. They're trying to show that these are different circumstances in the exams I actually will have at the end of this year. In the IB Diploma, there have been some amendments, for example there is less content in the exams this year.

— Paulina, 18, Poland



Teachers started discovering new platforms, like quizzes we could do individually or all together. I think we all really liked the competition quizzes because they gave us that drive to do better. Or for example, team projects, we had a lot of those, and those are very easy to apply to in-person learning. It really does motivate us; it motivates the better students and students that have more difficulties alike. Teacher [were] realizing that writing on a piece of paper was not the only way for us to show that we retained information.

— Maria, 15, Portugal



I take descriptive geometry, because in Portugal, your subjects are divided in specialization areas, and I'm in the sciences & technology track. One of my subjects is geometry that involves architecture and engineering, and we would do, in the first two weeks of distant learning, more than 100 exercises. They take at least 15-45 minutes to be done. It was tough, but I do feel that most teachers made adjustments somehow. Yet sometimes, the workload was even bigger than during in-person learning.

— Carina, 16, Portugal

The one positive thing to me about online learning is, you can have the textbook and the information inside and you can consult it [during assessments]. When you're taking a test, you can read the book and use the information from it in your tests. To me, this was a really positive thing because we could consult not only textbooks but also the Internet and go deeper in our answers. In my exams, I really went deeper because I could investigate my subject more. It really developed my critical thinking more than memorizing facts from textbooks.

— Manuel, 16, Portugal



We have two sets of exams each year, and it was weird because we had an entire term online, and then we had a week back at school studying, and then we took the exams. Everything we had learned for the exams we had learned online. I think it was different for different people, but it was definitely more stressful because you didn't know if you knew everything. For most people, it was half self-taught because online it's a bit harder, and you don't know if all the content is there.

— Zoe, 16, Australia





## PART 1: BETWEEN BOOKS AND BALLOTS

*Written by Maria Inês Folhadela, student, Portugal*

When a friend of mine first mentioned she had “no idea” a presidential election had recently taken place in my country, I thought nothing of it. I laughed it off, jokingly told her to go watch the news, and believed this situation to be a simple fluke, one teenager who seemingly paid no mind at all to the political situation around her. However, it quickly became apparent to me that this was not an isolated event – a disturbingly large percentage of my classmates were completely clueless about the political status of our country (and, for that matter, the world).

It seems peculiar that a group of upper-middle class 16 year olds, fortunate enough to have received a remarkable education in a quite developed country, take so little interest in events that profoundly impact their lives. What’s worse is, some of them don’t seem to realize the gravity of this situation, and believe they can simply waltz into society as fully functioning adults without first taking the time to try and understand what is going on around them.

At this point, many readers (especially, dare I say, the ones born in older generations) might be thinking that this is only due to teenagers’ characteristic apathy and disinterest. However, this point is easily defeated by simply taking a look at some of Generation Z’s core values and achievements – from the Climate Strikes, to the Black Lives Matter movement, young people have never been more involved in social causes than in the 21st century. We have a deep sense of justice and empathy, and we strive to improve the world in whatever way we can.



## PART 2: BETWEEN BOOKS AND BALLOTS

*Written by Maria Inês Folhadela, student, Portugal*

Why is it, then, that we seem to be so distanced from the systems that would actually allow us to effect that change? In my opinion, the answer lies in the school systems that prepare us for any possible real-life scenario – except voting, or paying taxes, or needing to know our legal rights, or managing a budget, or...

Wait, that's actually a lot of gaps. It seems that schools teach us to focus on things like maths, physics, and grammar, while completely discarding practical topics that would let us navigate society.

I know the quadratic formula by heart, but can I name the branches of my country's government? I can conjugate a verb in every tense, but do I know which political party is in power right now, making decisions for my future? I have been taught to study a little bit each day, but has anyone ever showed me the importance of keeping up with the news? These are all questions that young people should be asking themselves, as well as perhaps a more important one: What does the lack of this knowledge take away from me?

Now, I'm certainly not arguing that teenagers should be constantly preoccupied with politics – we have much more important things to be doing with the “best years of our lives” (although I am still waiting for that particular expression to feel true).

It is, however, necessary that schools provide us with the tools we need to seek more information on these topics, should we wish to. We are reaching out, trying to grip our future in our hands – we just need someone to push us a little closer to it.



I would like to write about OECD/Fukushima University joint workshop.

The workshop was not just an event. We needed something to start the movement to bring change, creating better future. We had the theme of our WS (workshop), “あれから。これから、”。 It means “Since then. From now on, ” Originally, we use “、” in the sentence and “。” at the end of the sentence.

We put a period to break off vicious habits in Japan. It is better to think about the future with zero-base thinking. We thought if we imagined a better future, we should not be obsessed with the past and the current situation.“、” means our hope. We are going to keep thinking and acting all over Japan, but also the World!

## Part 2: Student Voice

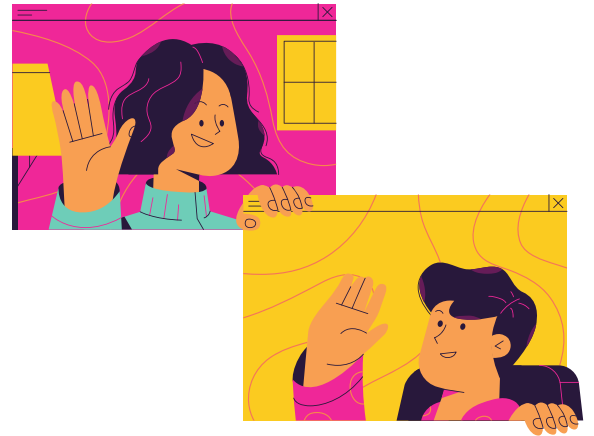
*Written by Mahiro Umehara, student, Japan*

It has been 10 years since Great East Japan Earthquake. On Day1, we invited the people involved OECD Tohoku School. We learned from past activities and their change has happened in 10 years.

On Day2, we imagined the future. The student team suggested re-question the obvious. valuing extra-curricular activities and teacher well-being, a system of health and education, social participation and nourish a sense of ownership for under 18, Thinking future assessment and exam with zero-base. At the end of Day2, we held the closing ceremony for the WS. And also we held starting ceremony for our new community,きょうそうさんかくたんけんねっと at the same time. We started reconstructing Japanese education and environment which surrounds students, teachers, local community, and so on. It is also included various companies. We need ecosystems for better future education and society.

By the way, my role in the WS was Co-chair with Wesley Chew. We challenged breaking the barrier of language. We hoped foreign participants could also think about the issues as their own. We tried to use two languages, Japanese and English. Co-chairing in two languages was not easy, but we tried. It was not perfect, but I think not perfect is better. I heard many of the participants felt familiar to us. We are not special students and we hope to gather many people.





## Part 2: Student Voice

*Written by Mahiro Umehara, student, Japan*

During the WS, I was impressed with the power of digital tools. In the WS, we held some of the virtual tours. We could not hold the WS offline. However, we tried to get closer to everyone with virtual power.

I learned three important things from the WS.

1.Cooperation of adults and students.

I was impressed with amazing co-agency. We glad to a lot of assistance from all over Japan and all over the world. Until this WS's preparation starts, I didn't expect so many people, many adults to help us who are students. However, adults heard our "Voice" and we cooperate to create various projects. Not only students, not only adults. We need to cooperate and making something with all of the members.

2.Raising up movement.

We need an ecosystem for better education all over Japan, all over the world. We should gather various people not only relatives.

3.Importance of "Dialogue".

We introduced "Dialogue" for the WS. We had put emphasis on dialogue since preparation started for the WS. Dialoging is one of the solutions for breaking the barrier between adults and students, you and foreign people.

There was so much to tell you, I can't write it all. I would like to tell special thanks for steering members and participants of the WS.



## Realization of a society where no one is left behind

*Written by Miki Nananshima, student, Japan*

I participated in the OECD-Fukushima workshop “arekara.korekara,” as part of the organizing student committee, which was held as the 10th year milestone of the Great East Japan Earthquake. I was a 4-year-old kindergarten child at the time of the Great East Japan Earthquake. In the event of the earthquake, I was spending my days, wishing to one day give back something to those many people who gave us support in Japan and from overseas. I am still filled with gratitude. At that time, I was too small to do anything, but now I’m a junior high school student. So, I would like to think about what I can do and act and give back now. This time, I talked about my dream to design a new educational platform with Dzhafar from Kazakhstan. This platform aims to allow people around the world to connect with schools, communities businesses wherever they are, as long as these people share the same vision and same values. With this platform, I dream that we can connect with the world and deepen our heart-to-heart communication. I want to seriously realize a society where no one is left behind. I designed the blueprint of this platform, based on what the alumni of the Tohoku School project wished for as their “future dream schools” when they were high school/ junior high school students.



## Part 2: Realization of a society where no one is left behind

*Written by Miki Nananshima, student, Japan*

There are five types of schools that my seniors came up with. I would like to briefly introduce them. - School plan 1 is "a school that will be the core of the community while students can learning the real world" - School plan 2 is "School for equipping students to become an innovator" - School 3 is "a school that realizes a peaceful society", - School plan 4 is "a school that develops human resources to build them in the region", - School plan 5 is "a school as a network that connects the entire world." So, my idea for the platform is based on all these five ideas. In other words, I'm inheriting the legacy of the OECD Tohoku School project. What seniors thought of as a future school plan back in 2014 is now partially happening in reality today in 2021. To further the ideas, with the support of my senior, Dzhafar, and other FG3 students as well as all the adults who joined from overseas, I would like to grow myself and refine my ideas about the platform. I would like to continue to value connections with OECD E2030 community members and continue my exploration and my journey without an endpoint. Thank you very much for your cooperation.



## 誰一人取り残さない社会の実現

Written by 七島海希, student, Japan

私は、東日本大震災から10年目の節目として行われた「あれから。これから、」のワークショップでは、運営側として参画しました。

私は、東日本大震災の時は4歳の幼稚園児でした。

震災のときには、国内外の多くの方々から支援をしていただき、いつか恩返しをしたいという想いで日々過ごしています。感謝の気持ちで一杯です。

その時は何の力にもなることができませんでした。今自分にできることを考えて行動し、恩返しができると思います。

今回は、新たな教育プラットフォームについて、カザフスタンのDzhafarさんと一緒に考え、お話をさせて頂きました。

このプラットフォームは、どこにいても世界中の学校や企業をつながれる、人と人をつなぐことができる仕組みです。

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このプラットフォームの実現で、世界中とつながり、心のつながりを深めることができます。

「誰一人取り残さない」社会を実現できると思います。



## 誰一人取り残さない社会の実現

Written by 七島海希, student, Japan

実はこのプラットフォームは、OECD東北スクールで先輩方が学びのまとめとして考えた未来の学校案を参考にしています。

ちなみに、先輩方が考えた案は5つあり、簡単に紹介させていただきますと、学校案1は「実社会を学びながら地域のコアとなる学校」、学校案2は「イノベーターの育成をする学校」、学校3は「平和な社会を実現する学校」、学校案4は「地域を活性化させる人材を育成する学校」、学校案5は「世界全体をつなぐネットワークとしての学校」です。

この5つの案全てを参考にさせていただいて、出来上がったのがこのプラットフォームのアイデアです。

つまり、OECD東北スクールでの学びで得られた成果を具体化したものです。

2014年に先輩方が未来の学校案として考えたものが2021年の今、実現に近づいています。このプラットフォームは、みんなで作っていきたいと思っているので、ご協力よろしくお願い致します。

今回、コアメンバーの先輩方やDzhafarさんをはじめ、海外の方々、大人の方々の支えがあったからこそ、楽しみながら活動することができ、成長することができました。

本当にありがとうございました。

これからもつながりを大切にして、終着点のない旅をしていきたいと思ひます。



## Youth for Peace - An initiative from youth to youth

*Written by Mohamad H. Shehadat, student, Jordan*

Because we suffered from a lack of educational resources in Jordan, and because we are part of this society and we all believe in the right of young people to a good education, we are working to launch this initiative in Jordan coinciding with the end of 2020. A year full of crises, Covid-19, wars in neighboring countries, lack of educational and training opportunities and the closure of all educational institutions during the curfew and lockdown.

Education is considered one of the most powerful reasons for building an educated generation that has the ability to build peace and promote the values associated with tolerance and peace and positive change-making in our Arab societies.

And because youth are the change-makers and leaders of tomorrow, we launched the "Youth for Peace" initiative, which aims to support the efforts of young and talented people in realizing their ideas and plans on the ground, in addition to connecting them with opportunities provided by our partners in other organizations and make the access easier for them.



## Part 2: Youth for Peace - An initiative from youth to youth

*Written by Mohamad H. Shehadat, student, Jordan*

Basically, we are always looking to motivate the energies of young people in the right place through our activities and our vision in the current situation, which has become completely dependent on competencies and advanced skills.

"Youth for Peace" started with the ideas of refugee youth based in Jordan. They know exactly what needs and challenges youth face in countries of asylum that originally suffer from a constant lack of resources and life opportunities.

We believe that education and youth development is the real key to solving the many problems in our societies, such as poverty, unemployment, extremism, inequality, and exploitation, and we work hard through awareness, advocacy, volunteer campaigns, and engaging youth in international events that open them up more opportunities and self-confidence.



## Reflections on the 3rd Global Forum

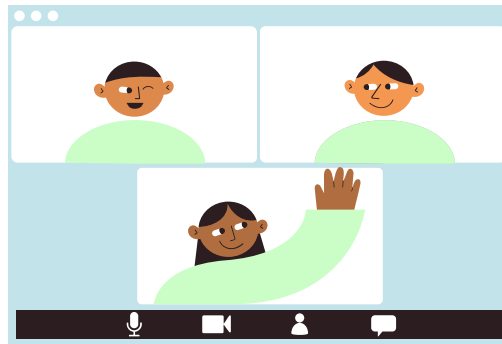
*Written by Sharon Angelina, student, Indonesia*

Last May 10th, the OECD 3rd Global Forum was held online for 3 days and it was an extraordinary experience for me personally. This event went smoothly and was fun thanks to the hard work of the OECD team, Estonian colleagues, and the others who have played an active role in supporting this event.

Previously, I thought during this pandemic, everything would be limited especially when there are lots of school assignments that need to be completed soon. But it turns out, these things are not 100% true as there are still a lot of new interesting things that we can do such as participating in this OECD 3rd Global Forum! I may still be very new to these things, but after participating in this Global Forum, I get even more interested to try many new things that I have not tried before, one of which is writing this article. What makes it even more interesting is that in this Global Forum, I had an opportunity to actively participate, not only as a participant, but I also became a note-taker for my group. I know it is not easy especially since this is my first time being a note-taker, but it turns out to be a lot of fun!

During those days, I was happy to see new faces from around the world and exchange ideas as well as opinions in the breakout groups at Zoom. However, I once got nervous on the last day of the event as I saw my breakout group was different from the day before, especially knowing that our group didnot have any moderator.





## Part 2: Reflections on the 3rd Global Forum

*Written by Sharon Angelina, student, Indonesia*

Our group was silent for a quite long time until finally each of us managed to be brave to get to know each other well and working together as a team as well as exchanging ideas and opinions. Such an amazing experience, right? In this Global Forum, I did not only learn to be more confident when meeting someone new around me, but after discussing in a breakout group at Zoom, I also began to understand that in a life of teaching and learning, every student has their own uniqueness. Therefore, tests that are only based on knowledge can never truly define them. Besides, due to creating a comfortable teaching and learning environment for everyone, we cannot only pay attention to the students' well-being as the teachers' well-being will also have a big influence on this. Only by realizing these simple things, teachers and students will later understand the true meaning of being a teacher or student so that in the end, a comfortable teaching and learning environment could be created over time.

Lastly, besides sharing my personal experience, in this article, I also want to give you suggestions to start trying new things that you think are interesting from now on (especially during this pandemic) because for sure it will bring you good & useful things later on! I think that's all for now, see you in the next article!



## Refleksi Forum Global ke-3

*Written by Sharon Angelina, student, Indonesia*

Tanggal 10 Mei lalu, Forum Global OECD yang ke-3 diadakan selama 3 hari secara daring dan itu merupakan suatu pengalaman yang sangat berharga bagi saya secara pribadi. Acara ini berjalan dengan lancar dan sangat menyenangkan berkat kerja keras dari tim OECD, rekan-rekan dari Estonia serta orang-orang lainnya yang sudah berperan aktif dalam mendukung kesuksesan acara ini.

Sebelumnya saya kira selama pandemi ini, semua akan serba terbatas apalagi ditambah dengan tugas-tugas sekolah yang begitu banyak, tetapi ternyata tidak karena masih ada banyak sekali hal-hal baru yang menarik yang bisa kita lakukan seperti mengikuti Forum Global OECD yang ke-3 ini! Saya mungkin masih sangat baru dengan hal-hal ini, tetapi setelah mengikuti Forum Global ini, saya menjadi semakin tertarik untuk mencoba banyak hal baru yang belum pernah saya lakukan sebelumnya, salah satunya menulis artikel ini. Yang lebih menarik lagi, pada Forum Global beberapa minggu yang lalu, saya mendapatkan sebuah kesempatan untuk berpartisipasi aktif selain menjadi seorang partisipan, saya juga menjadi seorang note-taker bagi grup saya. Memang tidak mudah melakukannya untuk yang pertama kalinya, tetapi ternyata itu sangat menyenangkan!



Selama hari-hari itu, saya senang bisa melihat wajah-wajah baru dari seluruh dunia dan saling bertukar ide serta opini dalam grup breakout di Zoom. Namun, saya sempat merasa gugup pada hari terakhir acara karena melihat grup breakout saya berbeda dengan hari sebelumnya apalagi di sana juga tidak ada satu pun moderator. Saat itu grup kami diam untuk waktu yang cukup lama, sampai akhirnya masing-masing dari kami berhasil untuk memberanikan diri untuk saling mengenal satu sama lain dan bekerjasama sekaligus bertukar-tukar ide dan opini. Sungguh sebuah pengalaman yang sangat mengesankan, bukan?

## Part 2: Refleksi Forum Global ke-3

*Written by Sharon Angelina, student, Indonesia*

Di dalam Forum Global ini, saya tidak hanya belajar untuk menjadi lebih percaya diri saat bertemu dengan orang-orang baru di sekitar saya, tetapi setelah berdiskusi dalam grup breakout di Zoom, saya juga mulai memahami bahwa di lingkungan belajar-mengajar, para murid memiliki keunikan mereka masing-masing, maka tes yang hanya berdasarkan pengetahuan tidak akan pernah bisa mendefinisikan diri mereka yang sesungguhnya. Selain itu, dalam mewujudkan lingkungan belajar-mengajar yang nyaman bagi setiap orang, kita tidak bisa hanya memperhatikan kesejahteraan para murid karena kesejahteraan para guru juga akan berpengaruh besar terhadap hal ini. Hanya dengan menyadari hal-hal sederhana ini saja, para guru dan murid nantinya akan bisa memahami makna sesungguhnya dari menjadi seorang guru atau murid sehingga pada akhirnya lingkungan belajar-mengajar yang nyaman akan bisa terwujud seiring dengan berjalannya waktu.

Terakhir, selain berbagi pengalaman pribadi, di dalam artikel ini saya juga ingin memberikan kalian saran untuk mulai berani mencoba hal-hal baru yang menurut kalian menarik mulai dari sekarang (terutama selama pandemi ini) karena semua itu akan memberikan kalian hal-hal yang baik nantinya. Sepertinya itu saja untuk artikel kali ini, sampai jumpa di artikel selanjutnya!



Time for story: Somali Nomadic culture

A short story based on cultural strengths and the impact of changing thousands of people's minds by just one action of braveness and desire.



## Lose but never wait

*Written by AhmedSaadak, student, Somalia*

Pre-marital relationships were so rare in Somali nomads. Sometimes the couples were supposed to be wed only before they had a talk, making it a mutually planned marriage by the two houses. In the case of successful connections, the man may accidentally find his chosen girl on the pathway to the watering-place while he is with his herds, and she is with hers too. It may also happen during the night when they are performing traditional japes, as he picks her through his own savour.

She has to be chosen, mostly due to her beauty, the ideal performance of chants, or other manners which indicate how intelligent she is. Though the couple is officially in a relationship, they never actually go out, or sometimes infrequently, but keep in touch diplomatically. No matter how the affair goes, the point is to set the souls into single, and new, one family to emerge..

In another case, neither the couple saw each other before the wedding nor being together by means of their families, they just marry by conveying the girl secretly; this is called "pride conveyance". The man and his fellows take the girl to the man's area. As soon as they arrive there, a group of elders and chiefs of his clan are dispatched to have a concord with the girl's family. After these events the marriage is formally announced.



Some girls are more curious about the man they hand themselves to. In the midst of traveling together the girl takes some inquisitive examination observing every man's tangible demeanor, how nimble, rational, open-minded and nice he is. The more intelligent he is, the better chance he gets.



## Lose but never wait

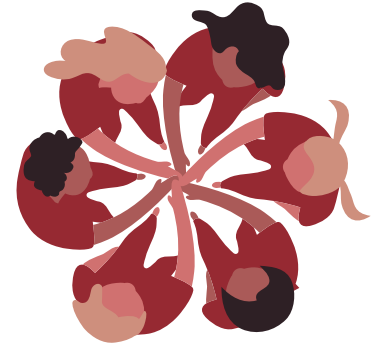
*Written by AhmedSaadak, student, Somalia*

When the girl eventually arrives home she outspokenly declares exactly the man she adored mostly, maybe that is the man whom she promised to before, or maybe not because another one has triggered her. Sometimes, the girl can get hurt before she gets home. Whatever the case may be though, the girl's family should get the bride wealth and her dowry too, but also support their daughter. If she is gone without the approval, the situation could be result in a murderous clash between the two families.

Regarding these family feuds, one of the most emotional stories that I recounted happened in northern Somalia, Awdal region in particular.

There was a girl in forbidden love relationship. Perhaps her father and his uncle at the same time had rejected it. However, the man took the decision to run away with her before she gets married to another guy. One day, the couple escaped the village. They kept on travelling as far as they could until they were no longer followed. When most of the night departed the man told her to sleep and he watched, and then she guarded him too. Unfortunately, when he went to rest and she was supposed to watch, the girl also fell asleep next to him.

A passing lion came, gripped the girl's mouth and went away without any disturbances. The man was woken up by the sun's warmth; it was almost in the middle of the day. He looked around, the girl was missing. Oh! What a painful moment, he realized that a brute creature had ravished her.



## Lose but never wait

*Written by AhmedSaadak, student, Somalia*

He traced back the lion's footsteps where it dragged the girl, and on that way he saw chunks of her clothes torn apart by trees. He ran and ran till he came to the lion's cave, but he was unluckily too late. His girl was dead; her body was just a cast piece of waste diet. He saw the lion with his eyes, the same one that ate the prey successfully and then slept peacefully. The man stood still, gazing the horrible scene of the girl at once and the lion stretched its four legs for relaxing at the next. He kicked the lion expressing his grievance with some verses of a poem talking to the lion, saying "you betrayed me; you took my love while I was asleep. You would never do this if I was there, if I could defend and protect her. True male never cheats, you are just a coward. Get up and fight me and I am gonna show you what the real problem is".

A stormy wrestling had taken place between the two males, the lion was knocked off decisively by the man in fearless way and died defeated. The man stripped the lion's skin and went away with it; and he buried her.

He then returned to his uncle, told the whole story and showed the skin that he removed from the lion. His uncle was astonished by the excellent dauntless he made. There, he married his second cousin and later he was given the title of people's hero, named "The man who faced a lion to fight for his integrity and resilient".

Note: Big thanks to my friend of mine who reported this story in somali and helped to write this story. ( Kainuun)



I am Kyeyune Abraham from Uganda, East Africa. I chose a non-traditional path to self education in the field of Cognitive science (Computational) with help from Professor Randall O'Reilly at UC Davis, Boulder.

In 2019, I embarked on a self discovery journey that would later on give me insight on living a life of purpose and service to others. I travelled to Kyangwali refugee settlement in Western Uganda, this is a home of over 38,136 refugees from countries that have been affected by civil unrest in the region for example the Democratic Republic of Congo and South Sudan.

## An experience that left an impact on my life

*Written by Kyeyune Abraham, student, Uganda*

I had applied for a volunteer vacant with "Save the Children" and passed the interviews as the only teenager among others. "Save the Children" is an international organization established in the United Kingdom in 1919 to improve the lives of children through better education, health care, and economic opportunities, as well as providing emergency aid in natural disasters, war, and other conflicts.

This experience that left an impact in my life began on the first day I reported to a primary school where I was going to spend the whole year volunteering as a teaching assistant.





## An experience that left an impact on my life

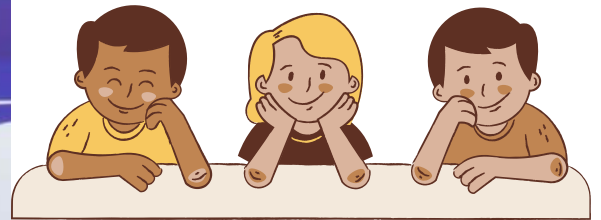
*Written by Kyeyune Abraham, student, Uganda*

I stepped into a class that was full of young children aged 6 to 12 years. There was a lot of noise and most of the kids did not have space to sit, so they squeezed themselves on the floor. This was the first time I realized what accessibility to education actually means, not just the accuracy of the information or resources.

I went on and asked the headteacher about the enrollment data, and she told me that of the students in that school, about 6% would go to high school and of these, only 2% would make it to federal education. This further made me realise that the basic privilege I had to be able to go to school that others seem to take for granted is not evenly distributed. It is on this note that I found my purpose in life, this experience made me see what I want to change in this world, wanting to get involved in reforming the existing systems.







## An experience that left an impact on my life

*Written by Kyeyune Abraham, student, Uganda*

Every time I looked into the eyes of these young kids struggling to access education, I imagined the impact they could make if they had the chance to unleash their potential through education. This would later on manifest at large scale on the economies of their countries due to massive talent, doubling the quantity of medical workers hence good health outcomes, more trained farmers and teachers hence increased crop yields and increased enrollment into higher education.

Before this decade ends, I plan to build new models of education that are inclusive and cater for the changes brought about by technological advancements and to achieve this, It takes a few committed individuals that envision a world that works for each and everyone.

For more stories you can check out Kyeyune Abraham's personal website: [abrahamkyeyune.wixsite.com/blog-1/blog](http://abrahamkyeyune.wixsite.com/blog-1/blog)

