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Organization for Child Development and Transformation

*Striving to Build Children's future!*

## Annual Program Review – 2019



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**Cover picture** -Girls in a reading corner of a school in South Gondar

**Back cover (inside)**

**Top:**From left to right H.E. Ato Jimma Dilbo (Director General of CSA of FDRE); Mr. Giuseppe Coppola and Mrs Terhi Lehtinen (Deputy Head of Missions of Italy and the EU in Ethiopia) and H.E. Eng. Endawek Abite (Deputy Mayor of Addis Ababa) cutting cake during the graduation ceremony of skills trainees of the 'Since' Project at a ceremony held at Kokeb hall.

**Bottom:**

CHADET's music and drama team performing a show at Kokeb hall during the graduation ceremony of skills and vocational trainees in Addis Ababa

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## Acronyms

AAU- Addis Ababa University  
AIDS- Acquired Immune Deficiency Syndrome  
ANPPCAN- African Network for the Prevention & Protection  
BMM-Better Migration Management  
BoLSA- Bureau of Labour & Saving Affair  
CBO- Community Based Organization  
CCC - Community Care and support Coalitions  
CCIIDI-Construction Inputs Industry Development Institute  
CFTC- Canadian Feed the Children  
CHADET –Organization for Child Development & Transformation  
COC-Centre of Competency  
COP- Community of Practice  
CPP –Child Protection Policy  
CRPF- Child Research Policy & Practice Forum  
CSA- Charities & Society Agency  
CSO- Civil Society Organization  
CSP- Child Safeguarding Policy  
CSSG-Community Self-help & Saving Group  
CSSP- Civil Society Support Program  
CWW- Concern World Wide  
CYPP- Children & Young People’s Participation  
DFID- Department for International Development  
ECCE- Early Childhood Care Education  
ECCE-Early Childhood Care & Education  
EDA- Emanuel Development Association  
EFCOS-Effective Flood Control Operation system  
ELIA-Ethiopian Leather Industry Association  
ELICO- Ethio-Leather Industry Plc  
ESRC-Economic & Social Research Council  
EU- European Union  
FSCE- Forum on Sustainable Child Development  
GESIS-Gender, Social Inclusion & Safe Guarding  
GIZ- Deutsche Gesellschaft fur Internationale Zusammenarbeit  
GTP – Growth and Transformation Plan  
GWD-Girls with Disabilities  
ICT- Information & Communication Technology  
IGA- Income Generating Activities  
LIDI-Leather Industry Development Institute  
MIDI- Metal Industry Development Institute  
NGO- Non-Governmental Organization  
OVC- Orphan & Vulnerable Children  
PADET-Professional Alliance for Development  
PES- Public Employment Services  
PES-Public Employment Services  
PIN-People in Need  
PLA- Participatory Learning Action  
PPP’s- Promoting Public Private Partnership  
SACCOS-Saving & Credit Co-Operatives  
SHG- Self-help Group  
SINCE-Steaming Irregular Migration in Northern & Central Ethiopia  
TVET – Technical, Vocational Education and Training  
VIS- Volontariato Internazionale Per Lo Sviluppo





### **Foreword from the director**

It gives me a great pleasure to present the achievements of our organisation in the year 2019. During the reporting period, in partnership with different stakeholders, CHADET was able to achieve remarkable results in program delivery, enhancement of institutional capacities of local CBOs at grassroots level and in reaching out tens of thousands of children across its intervention areas. Moreover, it was able to create employment opportunities for unemployed youth and in improving household income among marginalised communities where CHADET implements its projects.

As has been the case in the preceding years, an emphasis was put on creating access to children and young people to quality education at different levels, ranging from setting up ECCE centers for young children to providing support to children and young people in primary, secondary level as well as those transitioning to TVETs and higher level education. Remarkable achievements have been made in the project that support girls' education. In this regard, a focus has been made on the enrollment of marginalized girls who were out of school, girls from families with insecure livelihoods and trapped in domestic labour, victims of early marriage and migration and others who are street connected.

The project helped to increase school attendance, transition and improved self-esteem leading to improved learning outcome. On the other hand, in partnership with local and international NGOs and TVETs, CHADET was able to develop training modules for delivering short-term courses and for facilitating linkages between the government, Civil Society Organizations and the private sector towards creating better training and employment opportunities for young people.

Child safeguarding and ensuring broader participation of children was pivotal in our work. In this regard, we have been able to revise our child safeguarding policy, setup and strengthened locally grounded child protection mechanisms, created safer and stimulating environment for girls in school and delivered different services for children who are exposed to risky migration. Attention has also been paid to inclusion of children with special needs and ensuring gender equity across all our programs.

The aforementioned achievements were not possible without the strong leadership from our Board of directors, commitment of our staff, the generosity of our donors who kindly provided financial assistance for the execution of the projects and our partners, especially Childhope-UK and PWC, who shared their expertise with our organization. Government agencies and communities as well as all stakeholders at different levels have made a great deal of contributions to overcome the challenges that were encountered due to the continued unrest that was manifested in different parts of the country that eventually brought a change of government. Hoping that this support would continue in the time to come, I would like to thank and congratulate all who have made contributions for the realization of the objectives set for the fiscal year.

I hope you will find the report to be interesting and encourages you to continue to support CHADET in its effort to build children's future.

Anannia Admassu, PhD  
Executive director  
CHADET

# 1. Introduction

## **A) Country Context**

Ethiopia is among the least developed countries in the world that is characterized by recurrent drought, famine, displacement, man made and natural calamities. Lack of sufficient income, the breakdown of families and other factors have forced many children to go out onto the street thereby exposing them to various types of problems that may affect their health and wellbeing.

The government has developed and implemented different strategies with a focus on poverty reduction and human capital investment in education and health services, followed by two Growth and Transformation Plans (GTP I<sup>1</sup> and II<sup>2</sup>). The GTPs gave due consideration to the protection of the rights of children in terms of budget allocations and investments in children, although its effectiveness and impacts have not yet been evaluated. In addition to these, through establishing a social protection framework, attempts are being made to address the basic needs of food for insecure households in the rural parts of the country. Despite the recent reports issued by the World Bank, which classified Ethiopia among fastest growing economies in Africa (World Bank 2016<sup>3</sup>), the challenges and impediments to reduce poverty is formidable in countries where poverty is widespread, income is extremely low and its distribution is uneven (Moges 2007<sup>4</sup>).

The Federal Ministry of Women, Children and Youth is given the mandate for coordinating all stakeholders to protect the rights and welfare of children in Ethiopia. The ministry has developed and issued National Children's Policy in 2017. As indicated in the policy, fulfilling the basic needs of children and protecting their rights is not yet attained in the country. The policy emphasizes the importance of enhancing awareness and promoting action among families, communities and other stakeholders for ensuring the participation of children and protection of their rights. The policy calls for collaborative efforts between state and non-state actors in the provision of basic services for children who are especially found under difficult circumstances.

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<sup>1</sup>Federal Democratic Republic of Ethiopia – Growth and Transformation Plan, 2010-2014, Ministry of Finance and Economic Development, Addis Ababa, Ethiopia.

<sup>2</sup>Federal Democratic Republic of Ethiopia – Growth and Transformation Plan, 2015/16-2019/20, National Planning Commission, Addis Ababa, Ethiopia.

<sup>3</sup>World Bank, 2016. The (2016) poverty and shared prosperity: Taking on inequality. In: J. Boyden, A. Dawes, P. Dornan and C. Tredoux., *Tracing the consequences of child poverty: Evidence from the Young Lives study in Ethiopia, India, Peru and Vietnam*. Policy Press

<sup>4</sup> Moges, A.G., 2007. *The political economy of poverty reduction policies in Ethiopia*. International Conference on African Development Archives. Paper 122.

### ***B) CHADET's Identity, Vision, Mission and Values***

Organization for Child Development and Transformation (CHADET) was established in 1995 as a non-governmental organization to work for the improvement of the livelihood of children found under difficult circumstances. It is registered under the new legislation of Charities and Societies in Ethiopia (reg. no. 0234). CHADET has a vision of seeing a society in which the needs of children are fulfilled and exists to inspire effective partnerships through ensuring provision of quality services for vulnerable children. The organisation launched its first project in and around the largest commercial center, locally known as Merkato, of the city of Addis Ababa where there are large numbers of street and working children. In the subsequent years, with an aim of reaching out other vulnerable groups and by way of addressing the root causes of problems that are often encountered by children and marginalised communities, the organisation expanded its programs and projects in other parts of the country, especially in Oromiya and Amhara Regional States.

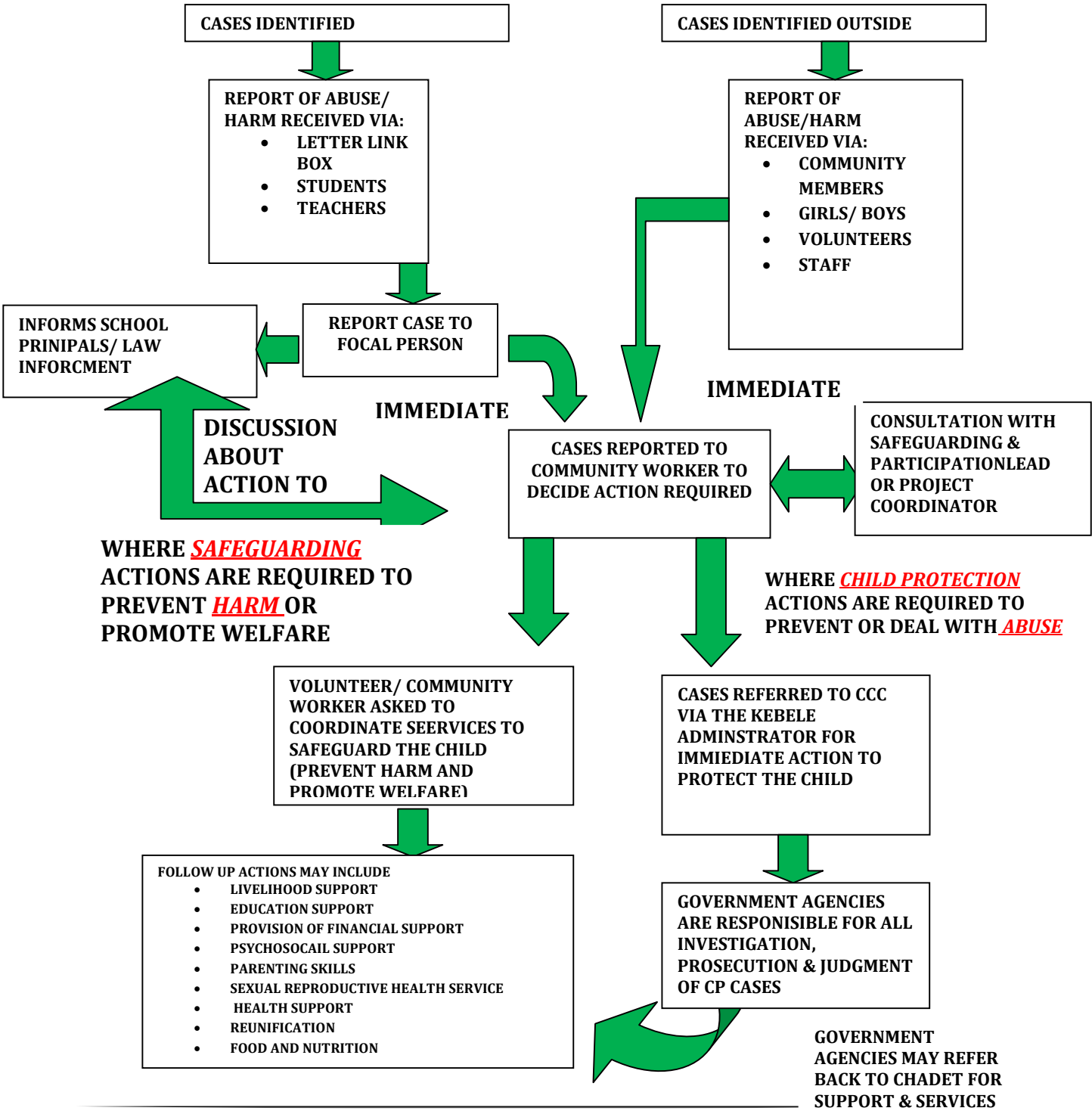
### ***C) CHADET's Strategic Objectives***

- 1) Provision and facilitation of quality services for children and young people
  - a) Child safeguarding and broader participation of children in our work
  - b) Educational support at primary, secondary and TVET level with focus on girls education
- 2) Building the capacities of communities and local partners to sustain programs and projects;
- 3) Improving livelihoods and economic strengthening of young people and care providers of children who are participating in CHADET's projects;
- 4) Undertake Research and promote networking and public education

# 2. MAJOR ACCOMPLISHMENTS OF PROJECT ACTIVITIES

## 2.1 –CHILD SAFEGUARDING AND PARTICIPATION

CHADET’s Safeguarding and reporting procedure in and out of schools



### ***A) Review of CHADET's Child Protection Policy***

In recent years, there has been an increasing recognition of the global nature of child abuse, and growing acceptance of the potential risks for children and adults working in positions of trust. Greater attention has been paid to how development agencies ensure that children with whom they are in contact with are kept safe from harm. As a child-focused organization that works with vulnerable groups of children, CHADET is aware that children under the care of its various projects could be vulnerable to different forms of intentional unintentional harm. CHADET developed a Child Safeguarding Policy (CSP) over a decade ago to ensure that all children who are accessing its services through the various programs are assured of the safest possible environment and organizational practices which promote their protection. This has created an environment within the organization where staffs are comfortable to openly voice their concerns as well as to foster an atmosphere to encourage reflection and learning whilst maintaining a professional relationship with children at all times.

Children who are obtaining support from CHADET had wide ranges of experiences and encounters, for instance, having suffered loss of family members, left their homes and communities and spent long periods working on the street with little family contact and been exposed to abuse and exploitation. CHADET attempts to empower them by building on their strength and overcome their problems through enhancing their skills to be able to develop to their full potential. Staffs are, therefore, encouraged to treat children with the level of concern and respect that they would treat members of their own family.

During the reporting period, CHADET has been able to revise its CPP with an aim of updating the basic principles, standards and guidelines for individual and organizational practice that is required to safeguard children from intentional and unintentional harm. The revised policy sets out the key areas that all staffs, consultants, visitors and contractors should observe in all their encounters with program participant children across its areas of operations. The close guidance and leadership from its board of directors, the active involvement of the staff and the senior management as well as the technical support provided by its international partners had made a great level of contribution for developing a quality and good standard policy document.

Following the revision of the policy, orientation and training programs were conducted to the field staffs, board members, all focal teachers in schools that are targeted by CHADET's education project (121), head teachers (74), vice head teachers (51), tutor teachers (436), and members of Community Care and Coalitions (CCC) members (over 150). The policy was also translated in to local languages (Amharic and Afan Oromo) and was placed in all target schools. Furthermore, familiarization workshops were organised for community members who are residing around the 77 schools targeted by CHADET's girls education project. Moreover, 126 focal teachers drawn from 47 primary and 27 secondary schools have received training on child safeguarding and case management.

### ***B) Establishment of a locally grounded child protection mechanism***

CHADET has established a system that enables children to report any form of harm in their home, on their way to school and inside their schools. In order to encourage children to report cases of any forms of abuse anonymously, CHADET has placed letter link boxes (one for girls and the other for boys) in the compounds of primary and secondary schools. Focal Teachers and CHADET's community workers are given the responsibility of jointly managing the boxes, opening the boxes twice a week, summarize the cases and refer the cases to the relevant institutions for appropriate response, based on the case referral guideline developed by the project.

All cases are treated based on the different levels of intervention that are needed to be made by CHADET's Gender, Social Inclusion and Safeguarding (GESIS) officers, trained focal teachers or para-counselors who are coordinating the activities of Girls' Clubs and Good brothers' Clubs, the CCC or the school board. While the focal teachers and the school management handle all safeguarding cases, incidences requiring protection cases are referred to the local CCCs. There are 40 CCCs (13 in South Wollo, 18 in South Gondar and 9 in Arsi). The CCCs are established at Woreda and Kebele levels and their members are drawn from different line government departments and offices including Women and Children and Youth Affairs, Education office, Police, Woreda/Kebele Administration offices, School principals and religious leaders. The children also use the letter link boxes to indicate areas for improvements within their schools. Through the letter link boxes, students also report about issues regarding shortage of water, absence of doors for toilets and about teachers' capacity in delivering quality education.

#### *C) Creating safer and stimulating spaces for girls in schools*

In the previous years, CHADET has been making efforts to create safer and stimulating spaces for girls in schools through setting-up separate toilets for girls and establishing sanitary corners. The project provides sanitary pads, water jars and underwear to be given to needy children who are not able to afford to buy for themselves.

Like the previous years, schoolgirls and boys worked in groups through 'Girls Clubs' and 'Good Brother's Clubs' to address safeguarding and other issues that might have an impact on their education. The clubs run regular bimonthly meetings to discuss on agendas set by their members and issues emerging from the letter link boxes. To facilitate and sustain the activities of the clubs, the project provided different kinds of stationery materials including pens, flip charts, photocopy papers, markers and registration books. Leaders of the girls' clubs have reported that participating in the clubs was important and played significant roles in their lives and was empowering. Alongside with other activities, in the reporting period, more than 22,000 girls have participated in awareness raising sessions regarding sexual and reproductive health (SRH) and group counselling services.

#### ***D) Children and young people's participation***

As a child focused organization, CHADET ensures that children participate at the different levels of the organization's work and development. Based on the guidelines that it developed regarding Children and Young People's Participation (CYPP), CHADET creates different platforms for children to actively participate in the development, implementation, monitoring and evaluation of projects. The engagement of children in assessing the progress of project activities and the recommendations that are gathered from children helps CHADET to take note of future action points and ensures their active participation at all levels of project cycle management. The girls' and good brother's clubs in schools, for instance, are serving as a forum for children to express their views without fear and through overcoming cultural barriers. Apart from their active participation in ensuring their safety and that of their peers, girls and boys were able to assess their school environment so that actions and interventions can be taken accordingly. Furthermore, CHADET has been actively working with local communities to enhance awareness about the importance of valuing children's ideas on matters affecting their lives and their future.

Another way in which CHADET ensures child participation in its work is through involving children in the recruitment of employees. In this regard, arrangements are made for children to sit in the interview panel when senior level staffs are recruited. CHADET has continued to ensure that CYPP is internalized and understood across all levels of CHADET staff.

#### ***E) Safeguarding of children on the move***

With an objective of enhancing the awareness and participation of relevant stakeholders on addressing the problems that are being encountered by children on the move, CHADET, jointly with four other CSOs, has been implementing a project known as **“Protecting Children on the Move in the northern Ethiopian Corridor”**. The project operates along the main highway between the towns of Debre Birhan in North Shoa to the town of Kobbo in North Wollo.

Having established contact points in eight major towns and cities, the project works closely with government stakeholders, the media and transport operators to reduce risks on children in their migratory journey, enhance awareness of communities and school children about risky migration, provides basic support, i.e. shelter, medical, counseling and shelter. Scholastic support was also provided for those groups of children who are interested to get back to school. Based on an assessment of their interest, arrangements were made to reintegrate some of the migrant children with their families or make for their safe transit to their next destination. As part of this project, CHADET has set-up two temporary shelters in the towns of Kemissie and Kombolcha.

In the reporting period, CHADET has been able to rescue 102 children found in risky movement in the transit towns and reunified them with their families and/or guardians through referrals and the multi-stakeholder support that has been established by the project. These children received psychosocial and other forms of support that would help them be reinstated in their families and communities. Furthermore, 13 school based children protection clubs were strengthened by providing club’s leadership training, provision of basic materials such as sanitary pads, minute register book, materials and accessories for school mini-medias and financial support to increase their functionality and action in preventing risky movement of children. The project has also strengthened the existing and new temporary shelters in two towns by renovating and furnishing them with basic materials and utilities to provide full service for trafficked and migrant children. The transitional shelters are equipped with beds, mattresses, blankets and bed sheets and recreational facilities through community-government contribution and cost sharing. Separate rooms have been set-up for girls and boys enabling the temporary shelters centers to provide a child friendly services for children staying in the shelters. About 80 traffic and community police officers received refresher training regarding the risky movement of children that would enable them to provide counseling and psychosocial services for migrating children.

**Key accomplishments:**

- Clear policies and procedures have been put in place at organizational level to govern the conduct and relationships of staff, trustees, consultants, volunteers and interns in their interactions with children and actions at pre and post recruitment;
- Clear conceptual understanding has been made among staff and stakeholders about issues of child safeguarding and their capacities have been built to ensure children are safe at their home and communities;
- Strong school child safeguarding system established;
- Due importance has been given in ensuring informed consent of children and families concerning children's participation in our work;
- multi-sectoral child protection mechanisms has been established and strengthened to reduce abuse and exploitation of children on the move;
- Good working relationships and commitment has been established with government offices, community leaders and transport operators to protect and support children on the move;
- Developed a database system and facilitate information and experience sharing on the project activities;
  - Improved public awareness (Communities taking action and participate in the protection and reintegration of children);
- Efforts underway to institutionalize child protection issues in Amhara National Regional State–CCC



## 2.2. CREATING ACCESS TO QUALITY EDUCATION



Girls attending tutorial sessions in a school compound

### **A) Early Childhood Care and Education (ECCE)**

The government of Ethiopia has given special emphasis to quality education and to meeting the MDGs. Even though significant success has been achieved in all areas of education, especially in the enrolment of children at primary level education, highly vulnerable children still have limited access to ECCE. In the urban centers where there are privately owned ECCEs, most families from the lower income bracket are not able to afford the high amount of fees required for enrollment. Hence, many children are staying at home or attend classes that are operated by individuals who are willing to assist such children identify the alphabet for a minimal amount of payment or for free under a shade like the shown in figure 1.

Over the past years, in collaboration with different stakeholders (the government, the community and CSOs), CHADET has been able to construct and support four ECCE centers and handed over to government and local communities. In the reporting period, CHADET has been able to support 610 (272 boys and 338 girls) Orphan and Vulnerable Children (OVC) to be able to attend pre-school in Wolisso.



Children learning literacy skills under a shade in an informal setting (left) and a newly constructed ECCE center at Biftu-Beri (Wolisso) Right

Besides the support that is being made to create access to children to ECCE, CHADET has been working with six primary schools and has been providing different types of services for children and young people within the premises of its project coordination office in the town of Wolisso. In conjunction with the library and playground that has been giving services children and youth in the community, the project has been able to organize reading clubs, set-up an ICT center and avail a free Wi-Fi service at CHADET's coordination office. About 24,000 children and youth have used the library and Internet Wi-Fi service in the reporting year. Different training programs were organized for 180 school principals, teachers drawn from ECCE, primary and secondary schools and other government stakeholders on various topics. These include management and principles of ECCE, the importance of creating equal opportunities for girls' education, counseling, positive disciplining of children, club management and child safeguarding.

#### Key accomplishments:

- ☐ Girls and boys from poor households have been able to access quality ECCE and primary level school
- ☐ Children have been able to develop good reading habits
- ☐ School infrastructure improved
- ☐ Teachers acquired relevant skills and capacities
- ☐ Extracurricular activities for girls and boys are made available
- ☐ Strong family and community involvement in managing and supporting the ECCE centers
- ☐ Drop out rate has been reduced to 2%

### ***B) Support for primary and secondary level students: The Girls' Education Project***

The support that is being provided by CHADET to primary and secondary level students has an objective of retaining children in school and attempts to help them thrive to successfully transit to the next level of education. Key issues that were believed to have a negative impact on girls' education in CHADET's intervention areas in Amhara and Oromia states were:

- ➔ Low value attached to girls' education by families and communities,
- ➔ Inability of parents to meet additional education-related costs (books, food and uniforms),
- ➔ Unfriendly, unsafe, un-stimulating and poorly-resourced school environments where boys dominate,
- ➔ Low teachers' motivation and skills to support girls to acquire an education, which is empowering and appropriate,
- ➔ Weak coordination between schools, education offices, and local community and child protection structures to assure entry and retention of marginalised girls into good quality education.

The first phase of the '**girl's education project**' was implemented between the periods 2013-2016 while the second phase of the project is being implemented since April 2017. The project focused on achieving three outcomes: improved learning outcome, transition, and sustainability. It also has five pillars of intervention namely safe and conducive environment for learning, meeting transition costs, improving teacher quality, challenging harmful social norms, and improving girls' engagement in the TVET programs. In the reporting year, 16,481 marginalized girls have been supported to stay in school, thrive and transition smoothly upward in the education cycles.

Key activities that were performed during the reporting period include the following:

- Scholastic materials distributed to students,
- Different kinds of books have been purchased and distributed to 11 primary and 17 secondary schools. The books have helped to improve the girls' literacy and numeracy skills.
- Sanitary towels, water jugs and underwear were also distributed. Such support has been reported to be important for the girls to build their confidence and continue in their studies.
- 305 Girls With Disability (GWD) were identified and supported with the provision of scholastic materials, uniforms, medical treatment (13), sound recorders with full accessories (4), special text books (7).
- Over 400 girls who have discontinued their education were able to return to school.
- 5,000 girls at key transition points transitioned in to the next cycle of education. To facilitate this, a 30-hour summer camp was organized for 1,168 girls who freshly joined high schools away from their parents. The services included life skills, coping up strategies, how to overcome peer pressure and information on safeguarding.
- Awards were given to over 1,000 girls who achieved good results in their education.
- 780 teachers were trained in literacy and numeracy as well as gender sensitive teaching methods. It was also possible to give incentives for 130 teachers who run tutorials for the girls.
- 100 Communities of Practice (CoPs) were also established in the intervention schools. The CoPs have been proved to be effective in improving teaching practices.
- Over 450 girls took TOT on life skills and they, in turn, were able to train over 3,000 school children.

### Key accomplishments:

- ☐ Increased girls' transition from 70% in October/December 2018 into 90% in December 2019;
- ☐ Increased school attendance (95% of the girls attending school regularly)
- ☐ Improved involvement of girls in to TVET (707 girls now attending TVET)
- ☐ Self-confidence of girls in the project has enhanced (girls spoke on Amhara Media and recording of girls' stories was sent to the British Parliament)
- ☐ Over 100 abduction and early marriage cases resolved,
- ☐ Teachers' lesson delivery practice changed (based on data from classroom observation),
- ☐ Improved school environment for girls maintained,
- ☐ Mid-term evaluation with government carried out and review meetings (with more than 6 stakeholders) and with high level government stakeholders,
- ☐ Compiling data –base about project beneficiaries has almost been

completed (90 %),





Girls participating in life skill training sessions (left) Members of good brother's clubs performing drama in school regarding the consequences of harmful traditional practices such as the abduction on girls' education (right).

### ***C) Better Migration Management (BMM)***

As part of expanding its scope of work in the sphere of risky migration, CHADET, in partnership with EDA, Live Addis and Addis Ababa Women's Association, has implemented a pilot project entitled '**Better Migration Management**' (**BMM**). The finance for the implementation of the project was obtained from the EU through GIZ and The British Counsel. The objective of the project was to provide better and timely information for actual and potential migrants and returnees on safe migration and local livelihood options for their decisions. The project targeted about 1,000 domestic workers and returnees who attend night schools in two primary and junior secondary schools in Addis Ketema Sub-city of Addis Ababa. The duration of the project was six months and the project was able to organize dialogue sessions and panel discussions between and among participants of the project and convey educational messages through music and drama shows.



### 2.3 LIVELIHOODS AND ECONOMIC STRENGTHENING





Trainees in welding and leather works and construction at Lideta Manufacturing Collage

CHADET believes that strengthening the income earning capacities of project participants, especially that of the youth and young people and poor households, is fundamental to alleviate the overall challenges that they encounter. Hence, CHADET has built an economic strengthening component in its strategic objectives to improve the livelihood of unemployed youth, families and guardians of vulnerable young people across its intervention areas. These projects target unemployed youth, street connected children, migrant children and families and care providers of children in projects. The programs are particularly focusing on the provision of short-term training in marketable skills, organizing self-help groups and SACCOS. The key activities that were carried out during the reporting period are presented in the following sections.

#### ***A) Job Creation for Potential Migrants***

Even though there is a scarcity of official data, the number of young persons who are migrating from rural parts of the country to Addis Ababa and other urban centers within the country and to other destinations in the Gulf States and other destinations in Europe is on the rise. According to the data obtained from the Bureau of Labor and Social Affairs (BoLSA) of Addis Ababa, that there were more than 128, 000 unemployed people (47% are women) in 2017, of which more than 68, 000 people are believed to be at risk of migration. Such migrants often lack practical and marketable skills to find decent work and have few opportunities, as most of them are uneducated or under-educated.

With an aim of overcoming the challenges that are being faced by potential migrants and returnees, CHADET, in partnership with three other international charitable organizations, has been implementing a project that is designed to contribute to the reduction of irregular migration. This project is known as '**Stemming Irregular Migration in Northern and Central Ethiopia**' (SINCE) and was funded by the EU through the embassy of Italy in Addis Ababa and was jointly implemented by PIN (People In Need), Concern Worldwide (CWW) Ethiopia, and Volontariato Internazionale Per Lo Sviluppo (VIS) Ethiopia. With specific focus on returnees and young women who are at risk of migration, the project has been making efforts to build the income earning capacities of participants of the project through training in marketable skills. The specific objective of the project is to establish inclusive economic programs that create employment opportunities for 1,500 potential migrants and returnees, especially women and the youth in the most migration prone regions of Addis Ababa

(Arada, Kirkos, Addis Ketema and Yeka Sub cities). By strengthening the capacities of Technical and Vocational Education and Training (TVETs) and through promoting public private partnerships (PPPs) in three strategic economic clusters (leather works, metal and construction works), in its part, CHADET has been coordinating the training of 225 young people.

Major activities that were carried out during the reporting period are summarized as follows:

- Machineries, equipment, tools and spare parts were procured and provided to TVET colleges to facilitate the training programs for young people who were drawn into the project,
- The project facilitated the revision of nine training modules (three on leather works, five on construction and one on metalwork). These include cutting and stitching of leather for footwear, leather products such as hand bags and leather garments; plastering, painting and gypsum work, masonry and carpentry, bar bending, installation of sanitary and electrical works and metal manufacturing;
- Workshops and training programs were organised to familiarize the revised modules to trainers in the TVETs and CoC experts;
- Two rounds of short term skills training (lasting for three months) in leather and construction works has been provided for 225 youth and women at Addis Ketema industrial college and Lideta manufacturing colleges. This was followed by three months of apprenticeship in different private companies (e.g. Anbessa Shoe Factory, Ramse Shoe Factory, ELICO, EFCOS, Rama Construction and Real Estate developers such as Flintstone Homes);
- Project partners, in close collaboration with the sectoral associations undertook an assessment on the challenges that are being encountered between training institutions such as the TVETs and the selected private sectors such as Leather Industry Development Institute (LIDI), Ethiopian Leather Industry Association (ELIA), Construction Inputs Industry Development Institute (CCIIDI) and Metals Industry Development Institute (MIDI) regarding the need and demands for training human resources and the ability and capacities of the private sector to absorb the trainees;
- Life skill training was organised for project participants focusing on issues of job readiness, work ethics and wage employment;
- Facilitated the establishment of day care services for female beneficiaries with children aged under five years;
- Facilitated apprenticeship programs for trainees up on completion of their regular training programs;
- Conducted assessment of the capacities of offices of Public Employment Services (PES)
- Facilitated CoC certification for youth who have completed their training;
- Facilitated job offers and job matching for project beneficiaries;
- Provided financial support to project beneficiaries to reduce their vulnerability and increase their participation in TVET trainings and apprenticeship;
- Nine Public Private Partnership (PPP) workshops were organized in the project implementing sub cities.
- Out of the total of 225 project beneficiaries who were supported by CHADET, 140 trainees were able to pass the exams given by the Center of Competency (CoC) of Addis Ababa city Administration. Of these, 30 trainees were linked with wage employment agencies at various companies at the time of compilation of this report. As most of the training programs have come to an end during the period when this report was being compiled, the project has continued to make efforts to facilitate the link between the trainees and employers.





Delegation of the European Union visiting project apprentice at Ramse shoe factory



Graduation ceremony of trainees held at Kokeb Hall. The event was presided by the EU delegation and Embassy of Italy in Addis Ababa

### ***B) Community Self-help and Saving Groups and Saving And Credit Cooperatives***

Increasing household income is believed to improve the wellbeing of children and their families. Mothers/guardians of sponsored children from poor households under CHADET's Children and Community Development Project in Wolisso have been organized in 28 Community Self-Help and Saving Groups (CSSGs) and four Saving and Credit Cooperatives (SACCOs). These schemes are aimed at enabling the mothers of sponsored children to engage in activities that would enable them earn better income to be able to cater for the basic needs and their children's education during and after the phasing out of the project. Both groups have a total membership of 688 (687 F and 1 male) parents and/or guardians of whom about 96% members have started to undertake their own small businesses. They have a total capital of about ETB 2,000,000, of which about 1.6 million disbursed.

During the reporting period, in collaboration with the office of cooperatives, CHADET has continued to provide technical support and Basic Business Skill trainings to members of the CSSGs and SACCOs. Besides, arrangements were made to link the groups with the relevant government offices for enabling them obtain continued support such as audit services and training as to how to resolve conflicts, when it arises, and for the sustainability of their groups. The training programs that were conducted during the year include training in Participatory Learning Action (PLA), preparation of action plan, how to mobilize resources, financial management and record keeping, basic business

skills, life skills, business development, marketing, resource mobilization, leadership and conflict resolution.

### ***C) Small Business Initiatives***

In the Children on the Move project of South Wollo, more than 15 parents /guardians have been supported to engage in petty trading and different income generating activities. Life skill training was given for 15 girls and families. This has also helped that girls and families maintain stable family bondage and increased asset basis of the households.

### ***D) Food security***

Ensuring food security at household level has been one of the outcomes that the Ethiopian government and other development agencies are struggling to achieve since many years in the past. Despite the effort that the Ethiopian government is making, for instance through the introduction of agricultural extension approach that envisages enhancing productivity and production of smallholder farmers and pastoralists, expanding the amount of land under irrigation and through strengthening marketing systems, the number of chronically food insecure households has not yet reduced to the desired level.

CHADET and its partner CFTC believe that the adverse household food insecurity situation in the target communities has been caused by the lack of capability of households to produce excess and maintain a stable supply of food for their dietary needs. Accordingly, the project in Wolisso has been able to create more opportunities for poor households to engage in agricultural and non-agricultural initiatives and to diversify their sources of food and raise their level awareness with regard to SHGs and SACCO that have already been established.

Major activities that were carried out during the reporting period include the following:

- Technical support was provided to households on the preparation and management of agricultural plots for gardening;
- Different varieties of seeds such as tomatoes, chili, carrots, cabbages and pullets were distributed to families and care providers of children in the ECCE program;
- Series of training programs were conducted to demonstrate for members of households regarding the preparation of different varieties of food from home-grown vegetables and in making use of balanced diet and nutrition for their children and family members.



A child in his family's backyard vegetable garden (left) and family members working in their garden (right)

**Key achievements of the livelihood and economic strengthening program:**

- ☐ Capacities of TVETS improved, both in terms of material and technical capabilities, to deliver short-term training programs;
- ☐ Public-Private Partnerships (PPPs) have been strengthened through the better linkages that have been established between private companies and Public Employment Services (PES) to create broader job opportunities for youth and women at risk of migration;
- ☐ Nutritional needs of children and families improved;
- ☐ Household's income improved as a result of additional income earned from the sales of vegetables and poultry products that are excess of household consumption;
- ☐ Women from poor households were able to have better access to loans availed by SSGs and SACCOs;
- ☐ poor households were able to develop their culture of saving as a result of their membership and active participation in SSHGs.

### 3. CAPACITY DEVELOPMENT AND COLLABORATION WITH LOCAL STAKEHOLDERS

#### ***A) CapacityBuilding for Community Based Organizations***

Our work in building the capacities of Community Based Organizations (CBOs) is aimed at enabling local institutions to sustain the activities that have been introduced by the projects and help them gain the confidence in taking new initiatives to develop and implement community-led projects in the future. This will further help to lay the basis for stronger partnerships between development organizations and community groups in the time to come. Over the past years, CHADET has been able to establish and maintain strong partnerships with Community Based Organizations (CBOs) at grass root levels and engages with relevant stakeholders in the implementation of its programs. In building the capacities and awareness of communities and stakeholders, CHADET believes that it will contribute towards ensuring the sustainability of its programs and for bringing about lasting solutions to local problems that would improve the lives of vulnerable children over the years to come.

Over the past two decades CHADET has been able to make significant achievements in building the institutional capacities of CBOs, particularly that of 'Idirs'. "Idirs" are voluntary associations that are often established by communities in local neighborhoods largely to facilitate funeral services and for comforting members at time of the death of a family member or close relative. Since the advent of the AIDS pandemic, however, Idirs have started to engage in the provision of different services for households and children affected by AIDS. Given the high level of reputation that 'Idirs' have built among its members, local communities and government institutions alike, CHADET has been able to build their institutional capacities and their technical abilities to initiate and manage micro projects within their communities. In this regard, some *Idirs* have developed the capacity to assist vulnerable children in their respective communities.

Among the key activities that were carried out by Idirs is the fact that two 'Idirs' in Wolisso were able to set-up an income generation scheme and are providing scholastic materials for 127 children. Furthermore, another 'Idir' in Kebele 03 of Wolisso town has been able to set-up a shower service and generates income that would be used for assisting poor households and vulnerable children in their communities.

Similarly, school IGAs (Income Generating Activities) that have been introduced in Wolisso were able to generate income and provide assistance for needy school children in a form of scholastic materials and for covering costs related to the provision of supplementary food.

Based on the provisions and guidelines provided for the establishment and operation of Community Care Coalitions (CCCs), CHADET has been working closely with CCCs that are operating at Woreda and kebele level in the Amhara region. The CCCs are coalitions that are established on voluntary basis by individuals and local organizations to address the needs of disadvantaged groups of people in their respective communities, including vulnerable children. Among other things, the CCCs serve as a platform for identifying and selecting the most needy children that should be supported by our projects and in the monitoring of project's activities as well as in facilitating child protection and safeguarding issues in the community.



### ***B) Training programs for teachers***

CHADET has been facilitating training programs that are designed to improve teachers' capacities in the delivery of improved lessons in literacy, numeracy and gender-sensitive pedagogy. Furthermore, it has been able to set up 105 Communities of Practice (CoPs) in the target schools. The CoPs are intended to serve as a platform to allow teachers to engage in peer mentoring and support and provide supportive supervision through lesson observation within their own school. This has enabled the schools towards developing an internal system of quality improvement. The project has also moved to a model where refresher pedagogic training is delivered by trained teachers, rather than solely by project staff. The CoPs cover a range of topics including lesson plan preparation, how to minimise students' absence, lesson observation planning and resource issues, e.g. chalk and stationary supplies, that require support from school management and CHADET. School principals meet with members of CoPs once a month to monitor points of learning and required support. The CoPs have 441(F=162) members and the local education officials would like to introduce the experience in other schools that are not targeted by CHADET's project.

As a result of training, lesson observation and CoPs, internal and external monitoring and evaluation, teachers have started preparing standard lesson plans, linking current lesson to the previous lesson, letting the students spend more time on learning tasks, letting girls and boys participate equally and conduct regular assessment to see students' progress.

Other training programs that were provided for schools staff include leadership and management training for principals and vice principals and safeguarding refresher training for focal teachers, tutors and members of CCCs and school management boards.



Group discussions being made by teachers during one of the training program organized in South Gondar

### ***C) Our work with government stakeholders***

CHADET implements all its projects in close consultations and collaboration with government bodies whose mandate corresponds with its work around child safeguarding, education and capacity development at different levels. Hence, it has been able to establish good working relationships with different government agencies over the past years. These include, but not limited to our work with regional bureaus, zonal departments and Woreda level offices of education, women children and youth affairs and police departments. Heads of Education bureaus and departments, representatives

and supervisors from Woreda education offices, principals and teachers have been supporting us in reviewing and supervising all education focused projects and in giving us constructive feedback to improve our work. Police officers as well as staffs of Women, Children and Youth Affair Offices have also been supporting our projects in ensuring the safeguarding of children and in coordinating the efforts of CCCs in the identification and selection of the most vulnerable groups and in the prevention and reintegration of children who are involved in risky migration.

#### ***D) Collaborative work with TVETs***

Over the past years, CHADET has been working closely with TVETs in its skills development and vocational training programs for vulnerable youth. In the reporting year, it has been working closely with Addis Ketema Industrial College and Lideta Manufacturing Colleges to train young people and women who were at risk of migration. CHADET not only trained the youth but also assisted the TVETs in the development of training modules in different fields of training. These include the development of training manuals on leather works, construction, carpentry, construction and metal works as well as electrical installation.

#### ***E) Promoting public private partnerships (PPPs).***

Under our program for promoting marketable skills through vocational and skills training, we were able to promote Public-Private Partnerships (PPPs) and pave the way for ensuring the employability of the trainees. In this regard, linkages and good working relations were created with three key economic sectors (leather, construction and metal works). The PPPs exercise helped the project to establish better coordination between Public Employment service (PES), private companies and TVET colleges.

#### **Key achievement:**

- ☐ CBOs have started to initiate and execute micro-projects and manage and sustain some of the projects introduced by CHADET;
- ☐ School-IGA schemes have been found to be beneficial for assisting children to fulfil their needs of school materials;
- ☐ The CCCs have been found to play a pivotal role in mobilising local resources and in ensuring the safeguarding and protection of children in communities;
- ☐ Seen as safe and peer-facilitated initiatives, positive signals are being seen to ensure the sustainability of some of the activities that are taking places in schools, the local education officials would like to introduce CoP in non-target schools too;

## 4. PUBLIC EDUCATION



The music and drama team performing educational shows using CHADET's mobile unit on the streets of Addis Ababa.

Using its own mobile unit and music and drama teams, CHADET conducts different programs that contain useful messages regarding child safeguarding, education, migration and issues around the challenges that are faced by children. The shows also attempt to challenge harmful social norms and practices around gender, disability and child safeguarding. The team complements the activities of different projects that are being implemented by CHADET and works in collaboration with other CSOs and governmental institutions. Alongside with the music and drama shows, the group prepares scripts and presents poems that challenge gender and disability related social norms. In the reporting period, the team was able to reach over 35,000 people including students, teachers and members of school management and administration as well as community members found in different Woredas of project intervention areas.

Another activity that was carried out in the sphere of public education is our work in conveying educational messages regarding children's risky migration. In collaboration with the transport sector and through setting-up and strengthening mini-medias in bus stations, it was possible to reach wider audiences. This was presumed to contribute for preventing child trafficking and risky migration and in protecting them from different forms of abuse and exploitation in their migratory journeys. Such programs consider local traditions and convey relevant messages focusing on safe and unsafe migration.



# RESEARCH AND NETWORKING



Participants of a national youth seminar on drawn from CHADET's intervention areas



CHADET's interest and engagement in undertaking research has been stipulated in its bylaws and endorsed by the Charities and Societies Agency of the Federal democratic republic of Ethiopia. Its engagement in undertaking research, therefore, is aimed at using outcomes of research for improving its own work and services to children, young people and communities on one hand and to contribute towards providing evidence for policy and practice. In this regard, it had previous experience of working closely with higher learning institutions within and out of the country. CHADET is a founding member of Child Research Policy and Practice Forum (CRPF). CRPF is a platform that has been established by different organisations where policy papers and briefs on research findings around different aspects of children's lives in Ethiopia are presented and disseminated on regular basis. This platform is supported by Unicef-Ethiopia, Young Lives at the University of Oxford and DFID. List of research papers have been compiled documented by Young Lives in Ethiopia.

The research that was being conducted on marginalised youth in fragile and conflict-affected situations has come to an end in 2019. The detailed qualitative research has generated new knowledge about how marginalised youth perceive, navigate, negotiate and respond to uncertainty and how this may affect their rights and pathways out of poverty in impoverished fragile and conflict affected communities, which may be prone to natural disasters. Particular attention was paid to involving a sample of youth who are experiencing different intersecting aspects of exclusion reflecting: age, gender, ethnicity, religion, family structure, socio-economic situations, rural/urban location, migration experiences, previous or current engagement as combatants/soldiers, and exposure to different forms of abuse and violence related to poverty. The key findings were presented to relevant stakeholders, including children and young people drawn from the study sites in CHADET's intervention areas, Addis Ababa University and Federal Ministry of Women, Children and Youth in a national seminar that was held at the conference hall of the Ethiopian Red Cross Society in March 2019 in Addis Ababa. Main findings and key issues to feed into policy and practice are in the process of publication, both as journal articles and in a form of a book. Summarized versions of the findings of the research could be viewed in CHADET's website under 'Programs' and 'research'. Other partners in this multi-country research include Goldsmiths-University of London, University of Brighton, Addis Ababa University, Tribhuvan University, Childhope UK and Action Aid Nepal. As part of the research package, CHADET has given an opportunity for one scholar from Addis Ababa University to be part of the research and do a PhD at the University of London, Goldsmiths. The research was funded by the ESRC/DFID Poverty Alleviation Fund.

CHADET collaborates with like-minded CSOs, research and higher learning institutions as well as government agencies in implementing projects jointly. This is largely influenced by its experience that addressing the fundamental problems of vulnerable children and young people in Ethiopia requires a multi-faceted effort by different stakeholders. Among the projects that CHADET is carrying out jointly with other CBOs include 'Children on the Move Project in the Northern Ethiopian Corridor' that is being implemented with four other CSOs and the project titled 'Stemming Irregular Migration in Northern and Central Ethiopia' that is being implemented with three other international NGOs.

## 6. MONITORING AND OCUMENTATION



The girls education project has been collecting information about the status of girls and information about the support girls and stakeholder have been receiving during the two round of the GEC project in a password protected database which can only be accessed by the designated staff. Project also makes use of various monitoring tools like checklists and other information capturing templates.

Regular monitoring visits were being conducted by responsible staffs from the head office and from the field project coordination offices to the target schools where the children under the project are enrolled. Another mechanism that has been put in place to assess progress and challenges that are encountered by projects is through conducting review meetings with relevant stakeholders and partners on quarterly basis. These meetings have helped the project staff to share project progress, major challenges, lesson learned and necessary way forward to overcome the challenges and meeting goals set by the project.

# CASE STORIES

## Case story

### The story of Rahima\*

"I was born in this place, BurkitoChilalo, and I go to school here. I used to have a big burden of household activities. It was fetching water, cooking food, and also helping look after the crops and animals of my family. I used to not be able to attend school every day. I couldn't study either. I did ok at school, but not that well. I was in place 35 out of about 60. All my friends had the same work at home as I did. It is a normal thing here. It was frustrating, and it got more frustrating because as I grew up, so did the burden. It increased, because I was getting stronger and being given more to do. Then CHADET began to support me and my family. I was able to attend school every day, and also to go to tutorial classes. Tutorial classes are very helpful because there are things you miss in regular classes, and in the tutorial classes they are clarified so that you really understand.

Since then things have really picked up – I was number 1 in grade 5, then number 2 in grade 6. I'm in grade 7 now, and I think I'll get back to first place this year. I still have a lot of domestic work, but it no longer stops me from coming to school every day, for regular classes as well as tutorials. I also get to use the reading corner, which helps a lot with my personal study. We used to have a school library but it was for boys and girls and the boys were always there so girls didn't really use it. Being given a uniform and exercise books, and receiving tutorials, was very helpful but not the main change. Because I could have had all those things and still not been allowed to attend school. What changed was the attitude of my parents, especially my father.

My father changed when he saw me receiving two awards from CHADET for my school achievement, one a normal award and one a special award. Because CHADET were supporting me, my father was part of their Community Conversations and he was present at the prize-giving day so he saw me being given those awards. Afterwards he gave a speech and he said, 'Today I am proud of my daughter, and I want her to continue with her education and have a better life'. That day he changed. He was happy and excited about my education. It made me happy too. He used to not motivate me with my education but he started after that.

I am part of the Girls Club and we also have Life Skills classes where we talk a lot about the problems for girls in this place. One of the things we emphasize is saying no to something you don't want. It's not as easy as it is for boys. Boys here have time for study. They're not as busy with household jobs, so they have free time that they can use for study, or for rest if they want."

Now I want to be a doctor, because I think this country should be full of healthy people. If I can study medicine and become a doctor, I will live in a big city and live a good life there."

\* Psydonyms have been used in the case stories to ensure the synonymy ...of children.

## Case story

### Escaping Abduction: How Alemitu fought for her education

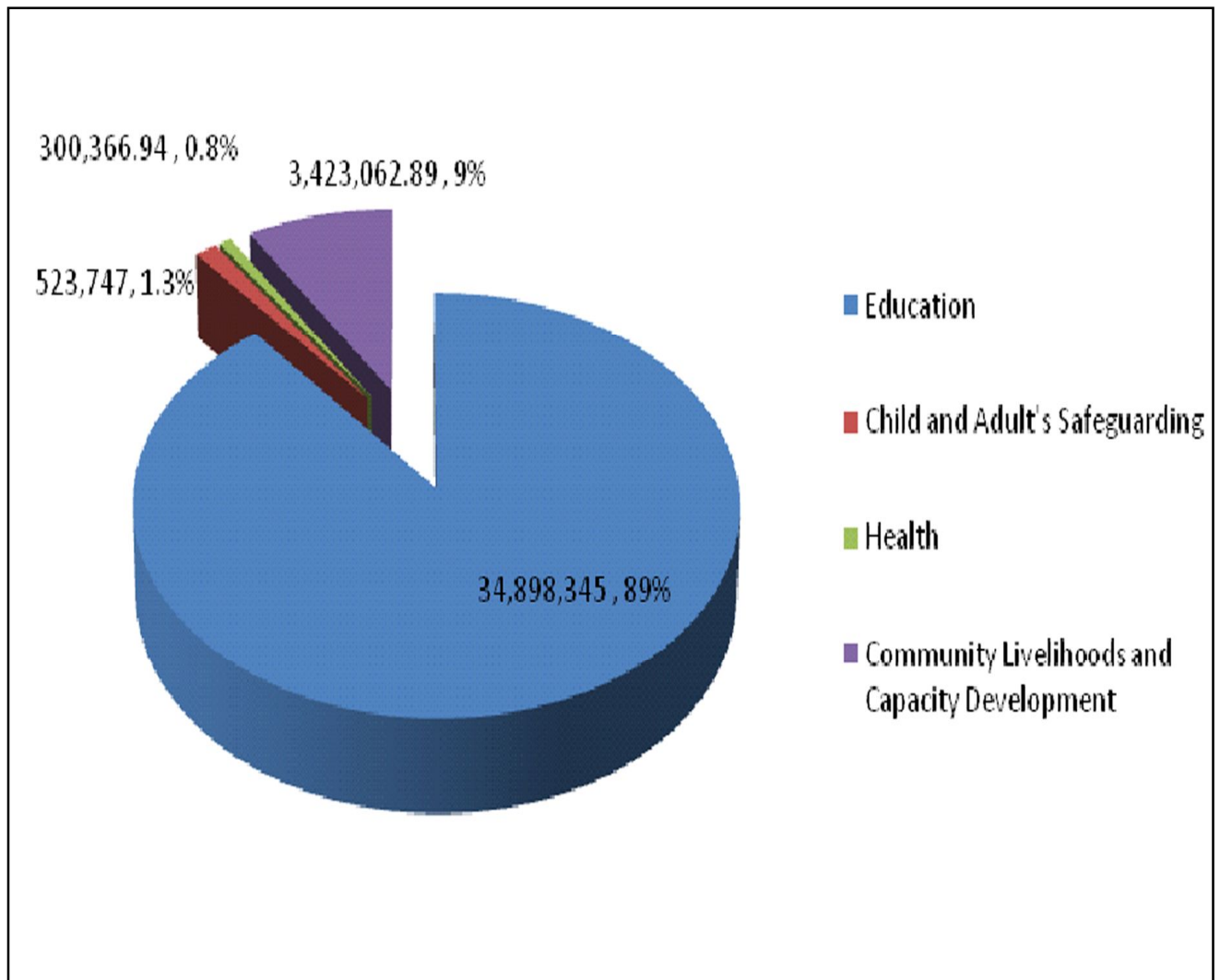
In many parts of Ethiopia it is still common for girls to be married young, well before 18 and before they can get a school education. Apart from marriage that is arranged by parents, it is common for girls to be abducted, which is often arranged by a suitor and sometimes with the knowledge of her parents. This is a particularly traumatic form of engagement for a girl, and one that signals the end of childhood, termination of education, if the girl is attending school. Once married, it is less likely for a girl to return to school. CHADET targets girls who are at risk of early marriage, making sure that they can avoid it, where possible, and pursue their education. This can only be achieved if the family of the girls' and the community are supportive. The following is the story of Alemitu who is living in a rural community in Oromiya and shows the challenges that she has gone through before the planned abduction and marriage was terminated. Alemitu explains the difficult time she went through, the support she received, and how her life is now back on track:

"My name is Alemitu. While I was about to complete my grade 7 studies, I learned and that a marriage had been arranged for me by my parents to a man whom I didn't know. I was then only 13 years old. I am aware of the fact that abduction is being practiced, especially when both the parents and the person who wants to abduct believe that the girl might resist and might not accept the offer. Hence, abduction is considered to be normal and part of the cultural practices. I had never seen the man before. Apparently his family had visited my parents several times to discuss over the matter.

The place where I was to be abducted was set to take place at the time when I was leaving school, at the end of the day's sessions. The men who were assigned to abduct me were waiting outside the school compound and they had paid 10 Birr to a boy who was to point me out to them. They were ready to abduct me right in front of my school. While I was preparing to leave the information reached the principal of the school because that boy reported it to him. He soon found me and told me not to go out through the front gate. He helped me escape out the school compound using the gate at the back of the school. When I reached home I asked my parents why they had done that. They said that the person whom I was about to marry is a rich person and lives in town, and could look after me, so it was better that I accepted the offer. I said, 'No, I don't want this, I want to continue my education!' I tried to negotiate with my mother but she was very much in favour of the marriage. So I went back to the principal and told him I want to finish my education and not be given as a wife to a man whom I didn't know. They even worried about what our relatives would say about me not listening to what my parents are suggesting and for having my own opinion. My parents kept insisting on the marriage, but I was very resistant. I kept telling them that if they tried to marry me I would run away and migrate to the Middle East, where my elder sister is working as a housemaid. While I was trying to make them listen to what I am saying, my father was invited by CHADET to be part of a Community Conversation (CC) session that takes place in our community. The CCs are platforms where individuals selected from the community come together to discuss matters around child safeguarding, education and risky migration. While I was praying that the plans for my marriage would be called off, the pressure from my parents started to slowly change as their participation in the CCs continued to progress. The principal of the school was also encouraging me not to give-up my education. He even contacted my parents and let them understand the gains that I can get in the future if I continue with my education. Although the process of convincing my parents took a longer time, eventually, their thinking changed and the marriage was terminated.

My parents are still part of the community conversations and my father has now reached to level where he proudly tells people in the community about how he changed his decision about marrying off his daughter. He is now very supportive and encourages me to complete my education. At last I began to focus on my studies. I am now attending tutorials and my grades that have gotten steadily worse have started to improve. I am now doing well in my studies".

## OUR FINANCE IN 2019



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