

**HOPE FOR CHILDREN IN  
ETHIOPIA RELIEF AND  
DEVELOPMENT  
ASSOCIATION (HCE)**

**SUMMERY OF GENERAL  
ANNUAL REPORT  
January 2010 - June 2011**

## Message from the Director

The social challenges that we are facing as an Ethiopian today are complex, but our understanding of its intricacies has grown and continues to grow considerably. We now know more about the ways that Streetism, child labor, Prostitution, Crime, are interrelated and this are the major social problem where we live (Ethiopia). As we are striving to reach the needy, it is impossible to reach poor children and women we are supporting with out your continues support and comment.

In the partnership we have with you, we are satisfied and believe our cooperation will be grow up for the benefits of poor people in our country.

Warmly,

Yonas Tesfaye,

Managing Director

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## **I. Background of the organization**

Ethiopia is a landlocked country in the Horn of Africa with a population of nearly 80 million (CSA 2008). It is divided into eleven administrative regions including Addis Ababa (the capital) and Dire Dawa town. Over 80% of the country's population lives in rural areas, predominantly engaged in mixed agriculture (crop production and livestock rearing). Though Ethiopia has repeatedly registered economic growth during the last four years, it still faces major challenges in feeding its growing population. Ensuring food security continues to be the priority development agenda for the coming years.

Out of 80 million about 4,567,857 people are living in the capital city of Addis Ababa. And hence streetism is very high and it is increasing year to year. The estimated numbers of street people are 100,000. This figure is taken from the study of forum for street children Association in the year 2006. In order to deliver the responsibilities: HCE started to intervene on the critical problems of the affected people in the city. HCE founded by people who found spiritual organization called Win Souls for God in the year 2000, during their prayer fellowship. The ministry of Justice in Ethiopia registered the organization in 2003 as an indigenous development organization.

# 1. FREEDOM PROJECT

## Introduction

The project aspires to facilitate the environment for working children to let them self-dependent by economy, socially and spiritually. In order to achieve the planned project activities the project designed a strategy such as; renting houses, making available of working materials and cover the operation costs for one year. Then different kinds of training have been given to the children in order to capacitate their confidence and sense within project duration. As child labor is problem in this country, most of the children had been abused by their employers and handled wrongly, so that some of them face difficulty to get healed with out wound. However, most of the children are able to recover from the pain that result from injustice act by the employer and become productive citizen who can help themselves and others. The ultimate goal of the freedom house is to let the children self-dependent. During their stay in the project, they get different life skill and vocational trainings. At the completion of the program (one year) HCE believe, they know how they can manage their time, resource and freedom, therefore they start their own life in their own house and they will be the major decision maker in their lives. These children also learn to make money, savings and are buoyant in social participation with their respective community.

Boys are manly trained how to wave, as they already got the skill, what we do is we shape the already existed talent in order to produce quality product. Girls have been given different kinds of trainings, such as hairdressing, netting and embroidery. Every girl get the possible training in the center, so as to let them identify where they can fit. Finally they are able to start small businesses.

Year	Project	Number of children
2009	Boys home	30
2009	Girls home	20
2010	Boys home	50
2010	Girls home	50
2011	Boys home	30
2011	Girls home	30

Lakarmissionen from Sweden supports the most of the above children.

### 1.1. Target Group (labor exploited children Freedom project)

The target group consists of 60, of which 30 are boys and 30 girls. The training in the girls house are; hairdressing, textile (Sewing), netting and hand crafts. Boys are already skilled on weaving, so that we are shaping what they already have.

The freedom project comprises two types. That is girls and boys freedom project. The freedom project has started to help the boys, which are found under labour exploitation to be self-dependent.

### 1.2. Boys Home

The boy's project is mainly established to encourage and to make free and independent individuals from the slavery system. In 21st century slavery, system is an expected especially in the capital of the country. In Ethiopia especially Entoto area is known by such inhuman activities. Before they came in to our project the boys were working cultural cloths for the employers with no payment for 16 hrs in a day. This working hours is very minimum time. They had no right to play, discuss with someone about any issues, they do not have toilet, and the bedroom in the work places. They are working cultural cloths by traditional made machine, which half of their body is in the excavated like pit and they are forced to pass the night over there. They are young but they do not have any decision power on their personal issues. The employers are getting rich at the expense of their labor.

Now the project has got a good ground to help the boys or get free from the exploitation, because they do have a good weaving skill of cultural cloths. They are good weavers and they are performing well. The project make available the modern weaving machine and they are very happy by doing and they are tested the freedom of life. The total working hour is 8hrs. in the freedom houses. The rest of the extra time has been spent on themselves. That is for social, entertainment, and rest. In general, by now they can decide by their own for personal issues at present and for the future.

In addition to this, they are taking training on socialization, personal sanitation, health, HIV/AIDS and the like.

In this project, four project workers are employed one project coordinate, social worker, two guards. The boys themselves employed three assistant for 30 of them. The social worker also working as a marketer.

### 1.3. Girl' s Home

The girl's project accommodates 30 girls. The girls were working only collecting of firewood and preparation of local food for the employer after they return from the forest.

The exploitation of the girls is a very strong form of slavery. They are travelling to collect the firewood about 30 kilometres in a day round trip. The topography is much undulated and not suitable to walk. During this time, the sexual harassment of the girls by the boys is very common in the forest where the place they are collecting firewood. Really the situation is very difficult. Besides collecting fire wood everyday, they are forced to cook food for the whole family. Therefore, they do not have time to get rest, play and socialize. The spread of HIV/AIDS is very high. In order to get them free from such a terrible life, the project has designed different trainings using the rented compound. They are getting food, bed and other necessities.

The project has conducted different vocational and skill trainings to the girls. Of course, managing and implementing the girl's project is not as simple as the boy's project. Because they do not have any skill before they are coming to the project. The project has started from socialization and mental rehabilitation. After rehabilitation, we have started skill training. Therefore implementing the girl's project is time taking and needs intensive resources mobilization. Taking them out of the psychological influence is one of the big task and we need to employ a psychologist to rehabilitate such target groups. This project have now a product to display to the market to generate income. They are taking different training like, health and sanitation, socialization, and the project has started to observe some progressive changes on behavioural and skill trainings.

## 2. NONE FORMAL EDUCATION FOR WORKING CHILDREN

### Introduction and target group

The target groups are children who were told fantasy life while they were back with their family, but end up in manipulative condition. These children work for their employers' about 16 hours a day without payment. The program is accommodating 100 children. The target groups have no chance to go to school, because the employers want them to stay home and work for them. These children do not have time and money to cover their school expenses so that HCE is providing school materials and one meal a day.

### 2.1. Major activities

In this program, the beneficiaries are 100 Children. Students and the community appreciate the initiative because all over the school year children were equipped with all school materials and knowledge.

HCE has given some related trainings to the employers like health education or sanitation and has raised awareness about behavioral change on HIV/AIDS. In the target area HCE has identified the existence of child labor exploitation. As the program keeps the children away from the streets, the community and the children in the program are very happy.

For the year 2011/12 HCE has also launched a follow-up mechanism to better control possible school dropouts and to monitor the academic performance of the students.

### 2.2. Description of the program

The selection made together with the local government office. HCE has made an agreement with government to teach the children for 3 years and they are able to join grade five in the government school.

## 3. SCHOOL PROGRAM

### Introduction

HCE running a school program in a specific area called 23 Kebele around Entoto, Addis Ababa. 23 Kebele is a huge village located in the northern part of Addis Ababa. About 48,000 people are living in the village; infrastructure facilities and public services are very poor. There are no regular working hours in the community; mostly they start work early in the morning around 6:00 AM until 11:00 PM. Children are the main actors of the income generating activity for the family. If children learned how to do cultural waved cloth, parents don't bother for their education, the best knowledge in the community is to make excellent traditional cloths. Even if parents decide to send children to school, children need to walk far to reach school, this is one of the reasons HCE access education opportunity for this community. Beside, sometimes children are forced to go on streets, looking for food and end up on the streets.

### 3.1. Target Group

The main targets of the project are children at high risk, who are vulnerable to go out on the streets and children who are unable to pay school fee. HCE provide them school material, food, and clothing's.

### 3.2. Description of the program

We recruit children for school in a committee; the committee is formed from social worker from HCE, social workers from local government office and concerned local government offices. Children from age 4 to 6 join HCE's kindergarten and study for three years. After the completion of three years HCE send the children to different government schools.

### 3.3. Development objectives

- Restrain children not to go out on the street.
- Provide basic education to the forgotten children to enable them to have a voice to full fill the basic needs and public services by delivering different trainings to the students.
- Full filling human needs like food, shelter, clothes etc.
- Provide counseling of parents like child care , health and (safe) family planning
- Provide medical treatment and support

### 3.4. Activities

All students receive material support for the project life, including exercise books, school uniforms, school fees, bags, clothes and food. They receive medical treatment when it is needed. Furthermore, tutorial classes are being delivered every Sunday afternoon (from 13:00 to 15:00 o clock). They can also spend their free time on the compound in weekends.

### 3.5. Sponsorship Program:

#### 3.5.1. Dignity for Children, Germany (DFC):

Dignity for Children is currently supported 30 children (by 2010). The sponsored children's are getting education in a half day. This is done by negotiation of several times with the employers. And in a half-day they are serving the employers.

#### **Number and grade level of the students**

KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
0	2	1	8	9	13	4	10	1	1

### 3.5.2. Bridge for Live, Norway (BLN)

Bridge for Life (BLN) sponsored 30 children (by 2009). The sponsored children are getting education in a half day. This is done by negotiation of several times with the employers. And in a half-day they are serving the employers

#### Number of students by grade

KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
2	4	9	5	5	2	1	1	1	1

### 3.5.3. FKG.

KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
11	-	-	2	5	3	5	2		

## 4. STREET CHILDREN PROGRAM (LIGHT HOUSE)

### Introduction

Boys and girls homes are mainly established for the purpose of sheltering for the boys and girls came from the street and for those who have no parents around and some of them lost their parents. When they are in the boys and girls home the project has been helping the boys and girls how to socialize with the community, provide counseling support, provide medical treatment, sanitation materials, food support, clothing, education and the like. The boys and girls have got choices of engaging in different activities like: vocational training, formal schooling, and others. After they choose, HCE makes an assessment how things are feasible. After passing all processes the boys and girls are encouraged to start training based on their choice. During 18 month in total more than 52 boys and girls were supported by Light House.

### 4.1. Current and constant number of children in lighthouse

Grade	No of children
Grade 2	1

Grade 5	3
Grade 8	2
Grade 9	3
Grade 10	2
Grade 11	1
Grade 12	1

One boy joined university this year

## 5. CHENCHA

### Introduction

Currently, SNNPR (southern nation and nationalities regional state) comprises many zones and Suburbs. Among these, ChenchA is one of the fifteen Suburbs in Gamo Gofa zone. This is found in the southern nation and nationalities regional state in Ethiopia. ChenchA is far from the capital Addis Ababa 550km head to south. ChenchA is found between 1700m and 3250m high altitude, annual rainfall ranges from 800mm to 2000mm. ChenchA has fifty kebeles, in each kebele the people are with different social, economic, religion and ethnic background. Schools are not fairly distributed in all woreda's kebeles. There are large numbers of children out of school. Most of the schools nearby due to economic as well as socio cultural out looks towards children. There are illegal child trafficking, school drop outs children and child labor abuses in the woreda. Hope for Children is one of the humanitarian organization working on different developments projects. HCE open a home office in ChenchA to tackle child traficking and other related problems before they reach the cities in the need of educational facilities in order to improve children lives at large.

Hope for Children in ChenchA is main streaming three programs:

- Self Help Group** – SHG is mainly addressing the poorest women. It is about organizing, enhancing their inner potentialities in order to bring their own resource and developing without waiting external aid except technical support.
- **Child labor prevention** – Child labor prevention focuses on awareness creation in order to prevent child labor abuses, illegal trafficking, rape and abduction,

protecting harmful traditional practice against children. Generally, it is about advocating child labor

- **Speed School** –Speed School system is a new partnership with parents, school and community to join forces on behalf of out-of-school children empowering each child with skills, knowledge and character for Life Long Learning and specifically enabling them to join formal school to become a responsible member of their society.

## 5.1. Self Help Group

### 5.1.1. Formation and establishment of SHG

Even though the HCE signed the agreement in the year 2011, the work is successfully on going. Until the end of the 2<sup>nd</sup> quarter, the number of SHG is 42 and the total numbers of the beneficiaries from the SHG are 875 women, the amount of their total capital rose up to 72,564.85.

In each SHG group, the total numbers of women are between 10-20, from the poorest community members. They have weekly meetings and regular saving. Each member leads weekly meetings in rotation. This provides a chance to express their ideas boldly and enables them to solve their problems. Also these women have been giving trainings by community facilitators (cofs); in the areas of family planning, saving, credit and loan management, both formally and informally.

### 5.1.2. Health Education and General check you

Beside the SHG trainings, the SHG group has taken health education in different titles, such as:

- HIV/AIDS Prevention
- Hygiene and environmental sanitation
- Family planning

Further more, general check up and medication as well as treatment for different diseases was given in the quarters by joint coordination of professionals drawn from a broad for a medical mission and Chenchha hospital, in the project office compound clinic.

### 5.1.3. Training and demonstration

Each group representatives and some of the SHG members were trained on potato production horticulture, and IGA development both by the office and COFs (community facilitators)

### 5.1.4. Follow up of SHG

Regular follow up of SHG meeting, agenda taking and visualization is done and professional support have been given.

### 5.1.5. Observable SHG changes in the community

After weekly meetings, some women become dream full and engaged in different business activities. Work completions arise between and among different group women.

### 5.1.6. Credit access

They are able to develop communication skills. Due to being in grips, there market opportunity in the community opened for common products. The existing socio cultural ties become consolidated. Cooperation among the grip members in visualized. After the trainings, the committee members are able to write minutes.

## 5.2. Child labor Prevention

### 5.2.1. Librating exploited children

34 children, which were taken to Addis by trafficking, were librated and reintegrated with their families.

### 5.2.2. Organizing librated children

Those librated children are organized into micro finance as two economic Associations; on weavers and poultry production associations. The weaving project is operational, while the poultry project is on the way to be practically implemented. HCE supported trafficked children by building a container house where they can display their products. Training has been given for those teenagers; on children rights, skill development on ethics, job creation and entrepreneurship.

### 5.2.3. Community conversation with local leaders and government officials

Community conversation is done on the causes of children migration and child labor abuses. The conversation also included government officials in Gamo Gofa Zone. The local government is also the main partner in supporting our work, the municipality in

collaboration with the Regional trade and industry office by giving a place for children to work on.

HCE child prevention project works with the Woreda health office. HCE is closely working with the possible concerned bodies including police to stop child trafficking.

#### 5.2.4. Children empowerment and library service

HCE has created reading opportunity for young people in the area by providing 48 different reference and other books in the library organized in Chench, Totally 868 children were served in the library.

### 5.3. Speed School

#### INTRODUCTION

Education is a universal practice engaged in by societies at all stages of developments. However, there are still so many people in the world who never been at school and the number of school-aged children who are not in school is very high. There are many children, who are dropouts from primary school, especially girls due to lack of support from family, knowledge on education and household chores. To address the aforementioned factors and others HCE has already designed a structure engaged in working on dropouts students from Chench primary schools in collaboration with the Regional education office. Apart from this, the community participation plays great roles for the success of the program.

#### 5.3.1. SITE SELECTION

Site selection is done based on the information from the Woreda finance & economic development office and educational office on the coverage of education. Sites selection were made based on the following criteria:-

Cooperating community with classrooms, Community willing to build temporary classrooms, Area way many drop outs, Area without any other primary schools, Area that are easily accessible. During site selection physical assessment is done.

#### 5.3.2. A Training for project coordinator and supervisors

Five days training (from 25<sup>th</sup> July-29<sup>th</sup> July) for PC & Sup in which the speed school project staff have gained so many lessons.

The following are some of the lessons which was learned from the training

Accelerated learning principles, Syllabic method, West African experience about speed school, A copy of Speed school manual, Different teaching methods, Basic literacy & numeracy in sidamegna, Minimum Learning competency (MLC), Lesson plan preparation, Facilitator training program (draft)

### 5.3.3. TRAINING OF FACILITATORS

Facilitator training was conducted for 21 days by speed school supervisors.

The training focused mainly on the following important points:-

The speed school quality manual application, Accelerated learning principles like how to apply in speed school classes and the different between traditional teaching and accelerating method, Teaching aid preparation, how to prepare lesson plan:-daily, Syllabic method.

### 5.3.4. SPEED SCHOOL PREPARATION

#### - **CLASSROOMS MATERIALS**

These all-mentioned materials are distributed into all selected sites.

#### - **TEXT BOOKS**

It is obvious that in the woreda there are high number of students & budget deficient for textbooks publication. Therefore, that negotiation is done to have textbooks from the nearby schools. Textbooks for Teachers & facilitators have arranged.

#### - **CLASSROOM ARRANGEMENT**

Classroom arrangement is arranged in all selected speed school by community and facilitators. However the class structure is differing from one kebele to another kebeles, even with in one kebele. These all classes are not arranged in the same way. Some classes are arranged near by the kebeles and others are arranged in FTC (farmer training centers) & religion institution. Some speed school classes are iron corrugated and some are traditional huts having with enough lights.

#### - **ACCELERATED ANNUAL LESSON PLAN**

Accelerated annual plan for speed school prepared by condensing three years lesson to one year. Different experienced teachers took part in the lesson plan preparation.

To make the speed school program easier and practically applicable facilitators, supervisors and project coordinator got training. After the training, all are engaged to

carry out the program. Based on this HCE made agreement with the concerned bodies. Students registration has been taken. All speed school materials are distributed to the selected sites. All classrooms are arranged.

Finally, to achieve the success of the speed school programs the concerned bodies should take part and put their own effort.

## **6. CAPACITY BUILDING PROGRAM (ORGANIZATION DEVELOPMENT-OD-PROJECT)**

### **6.1. Development purpose**

The objective of the capacity building program is give training to the young leaders of the organization and volunteers of HCE.

### **6.2. Activities**

- Phase 1 preparations, pre-appraisal and organization analysis including working together in the Danish and Ethiopian project sub-groups and employing the coordinator
- Phase 2 A. carrying out camps and seminars
- Phase 2 B. carrying out staff education (to be continued for the entire period)
- Phase 3 final evaluation of the project

Since the staff number increased, we have decided to divide the group into half and to organise another camping program (with the same schedule).

### **6.3. Seminar and Camping**

The first seminar was given on September 2010; the topic was motivation theories and capacity building thorough personal and professional formation. The second Seminar was on June 2011 and the topic was conflict management and near future direction in hope for children (by the management team in HCE).

### **6.4. Trainings on staff**

Cooks of HCE were the first group who took the staff training. Three cooks from HCE are attended the training. The training focused on personal hygiene and food preparation of different nutritional food.

## 7. SUCCESS STORY

Fantahun Abebe is 27 years old, studying for dentistry who will graduate in the year 2012. He spent seven years of his youth on the streets of Addis Ababa until he joined Rest Centre and there after Lighthouse in 2005. Finally, he joined dentistry school and become a dentist student.

Since that, he has been working and studying hard to become successful. He is not only a full time dentist student; he is also an innovator, constantly working with development of new ideas and innovations. During 2011, he has patent right for two innovations and a third will be approved in September 2011. He was also awarded internationally in June 2011 by WIPO (World intellectual Property Organization).

### SHORT PRESENTATION OF THE INNOVATIONS THAT HE GOT PATENT FIGHT FOR

#### - Air purification [patent righted]

it is a device that not only controls air pollution (for example carbon dioxide) but also convert it to useful products for example candle – grease, ink, etc. which can be used in different contexts as in vehicles, aircrafts, industries and etc.

#### - Water purification and rain formation [patent righted]

Converts polluted water into drinking water, and when the water is purified, it creates a side product, which can be transformed to electricity; there is also a system to use the purified water for watering dry areas and also for drinking water.

#### - Alternative energy production [will be patent righted in September 2011]

Ethiopia has great “heat resources” especially in Rift Valley area where there are both volcanoes and hot springs. Fantahun has developed an innovation that can used these heat sources for producing electricity.

Fantahun is dedicated man who wants to take part in the development of better Ethiopia.

## CONCLUSIONS

HCE is happy to say that the projects have clearly helped the street children. HCE has successfully tackled the situation of child labour and has given relief for many people in the community. Due to our different activities, the beneficiaries have experienced a

significant improvement in a huge variety of aspects in their lives. For that reason, HCE is looking forward to extending its activities in the year 2012.