



OVERVIEW OF Ethiopia

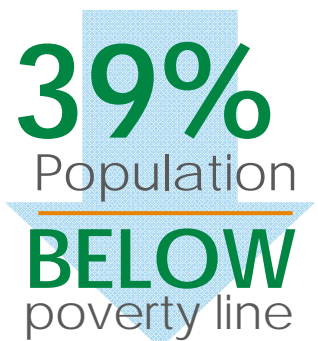
Overview of Ethiopia



YEAR OF

INDEPENDENCE: **N/A**

Ethiopia is one of the few African countries to have maintained its independence.



Languages

Major languages in Ethiopia are Amharic (official National), and regional working languages such as Oromifa, Somaligna, and Tigrigna. There are also other ethnic languages, some of which serve as working languages. These include Sidamigna, Wolayitigna, Guaragigna, Affarigna, Hadiyigna, and Gamogna. English is a major foreign language taught in schools.

Under-five Mortality Rate: 68 per 1,000 live births and Ethiopia ranks 40 in the world.

Human Development Index (HDI) for 2013: 0.435 (Ethiopia ranked 173 out of 187, indicating low level of human development).

Brief History of ChildFund in Ethiopia

ChildFund came to existence in Ethiopia: 1971

ChildFund Ethiopia Works in Four Regions

Number of enrolled children in FY14: 37,012

Number of participants in FY14: 1,111,674

ChildFund Ethiopia was established in 1971 and currently works with 13 community based child development organizations in four regions (Amhara, Oromia, Southern Nation Nationalities and People's (SNNP), and Addis Ababa). It is assisting over 37,000 children and about 300,000 families directly and over 1 million community members indirectly.

Brief History of ChildFund Ethiopia (continued)



ChildFund Ethiopia has extensive experience in working with affiliated communities. These community affiliates represent one of the strengths of the organization in its traditional “family Helper Project” approach and contributed to ensuring that ChildFund’s resources are effectively and efficiently applied to the direct benefit of youth, children and their communities.

The ChildFund Program Approach over the last six years represents a substantial shift in emphasis from addressing the problems of poverty at individual and household levels to a more collective approach at child, family, community, area and national levels. ChildFund recognizes that benefits to sponsored children are enhanced when there is more community ownership and participation. It also represents a change from addressing the symptoms of poverty to the underlying causes.

Brief Program Overview

The organization is working towards improving care and development of infants and young children and providing quality learning opportunities and enhancing achievements in basic education. In addition, ChildFund is making concerted efforts to create and strengthen an enabling environment for leadership and livelihood skills for youth. ChildFund Ethiopia’s interventions are being carried out through the life stage approach, and focus on ensuring successful transitions between infancy, early childhood, middle childhood, adolescence and young adulthood. To bring a lasting change in the lives of children in general and that of deprived, excluded and vulnerable (DEV) children in Ethiopia, ChildFund has formulated the following six strategic objectives, which are aligned to the global strategy and the priorities of the Growth and Transformation Plan (GTP) of the government of Ethiopia:

1. DEV infants and young children have improved cognitive, psychosocial and physical development;
2. DEV boys and girls education quality and life skills improved;
3. DEV youth in urban and rural environments are engaged, safe, have applicable skills and are hopeful for the future;
4. ChildFund is a partner of choice- building alliances and sustainable partnerships to improve the wellbeing of DEV children;
5. Develop strong linkage between sponsorship and program and improve the sponsor relations (SR) process at all levels; and
6. Increase and diversify fund resources for DEV children program.

Some of the major areas of priorities identified in relation to 0-6 year old children are:

- Child and mother health services;
- Nutrition;

Brief Program Overview (continued)



- Child protection;
- Access to quality early childhood development (ECD) services;
- Orphans and vulnerable children (OVC) support;
- Household income/economic strengthening;
- Water and sanitation (WatSan);
- Parents/caregivers education for improved child care; and
- Capacity building of staff, local institutions/community based organizations (CBOs), the informal structure, and government partners.

2014 Program Achievements

Healthy and Secure Infants

In Ethiopia, the safety of mothers and new born children has been at risk mainly because of the very low percentage (30%) of institutional delivery. As a result of efforts exerted by ChildFund and its partners, in the Aynage and Boset areas, there has been a 50% and 45%, respectively, improvement in mothers delivering at health institutions, thus increasing the opportunity for post-natal care (PNC) services for mothers and children. With an ultimate goal of improving children's and community's health, attention was given to improving access to safe water. For instance, in Siraro, more than 10,000 people were able to access safe water as a result of these efforts. This has contributed to improving sanitation practices at the community level, reducing the prevalence of communicable diseases and saving time spent on fetching water by mothers. The Algae Safe Water Supply project in Fentale provided access to safe water for 1,590 community members. Further, ChildFund and its partners empowered caregivers/parents by improving their livelihood and increasing household income through establishing and/or strengthening village saving and loan associations and the Community Saving and Self-help Group (CSSG), as well as supporting income generating activities (IGAs). Consequently, income of a total of 994 households across the various areas (Buee, Fentale, Semen Shoa, Dugda) improved. A total of 722 members (female 544, male 178) of village saving and loans associations in Siraro commenced savings, enabling them to access loans, which they used to initiate various IGAs. A total of 35 VSLA groups were formed saving Birr 380,525 out of which Birr 313,075 were given as loan to 521 members. Members used the income generated for expenses related to food, educational materials and medication for their children. As a result, gaining income by female members empowered them and enabled them to have a say at the household level and improved their leadership role.

2014 Program Achievements



In Semen Shoa, malnutrition of children decreased from 9% -in 2013 to 2.6 % in FY14. Household economic strengthening interventions that aim at improving nutritional status of children together with parenting education are believed to have contributed to this success. The most outstanding achievement in this regard has been the fact that all supported ECD centers in Fentale have been recognized by government Health Extension Workers (HEWs) as zero-malnutrition areas.

In FY14, we witnessed a significant change in attitude and practice of ChildFund's local partners (LPs) who have begun increasing access to ECD services by partnering with government primary schools. As opposed to the previous practice of constructing expensive centers, these schools set aside one or more classrooms for pre-school service. Provision of indoor and outdoor materials that help make these facilities child-friendly and training of teachers and ECD center committees still remain challenges to be addressed.

Educated and Confident Children

In FY14, ChildFund and its partners reached an agreement to systematically change the focus of education interventions from mere provision to an improved instructional process. The goal of this change is to achieve positive learning outcomes that are responsive to diversified needs of learners - boys, girls, children with disabilities and children from extremely vulnerable families. In an effort to realize improved learning outcomes, interactive learning, peer education, early grade reading and systematic tutorial were some of the effective approaches employed by different LPs. To ensure children's readiness in learning, positive engagement of parents, communities and locally available structures like Parent, Student and Teacher Association (PSTA) and Kebele Education and Training Board (KETB) were promoted and advocated for. However, committed teachers are the critical actors. As a result of one female teacher's consistent support to students in Buee No 1 Primary School, young students have started to impress visitors and the school community alike by assertively expressing what they have learned in class and by demonstrating the various skills they have acquired. This has proved that teachers' commitment, regular attendance and willingness and the ability to gain full attention and participation of children is crucial for learning to happen.

Peer education and providing students with reading opportunities is another useful methodology utilized by the local partners (LPs) to improve early grade readings, which is the foundation of learning. To facilitate this, LPs are establishing reading rooms in which children practice reading using different materials. For instance, Grade 2 students at Biruh Tesfa Primary School, which is a school supported by the Love for Children LP, are happily attending and competing among their peers in the established reading class. One day a week is allotted for these reading classes, and the positive outcome that has resulted has inspired other LPs to replicate the approach in their target schools.

2014 Program Achievements

Systematic tutorial support which is based on administration of pre- and post- tests has improved the reading and writing skills of children and improved their interest to stay longer in school. In addition to improving the learning outcome, this has reduced children's involvement in unproductive labor. The Siraro LP identified the emerging reading and writing problem of primary schools and employed systematic tutorial sessions based on an analysis of student achievements. Consequently, beginning in November 2013, needy children were targeted for a pre-reading assessment test and included in a tutorial program that focused on reading practice. The recruited teachers for tutorial class were trained and supported with materials covering reading instructions and class administration. After seven months, post- assessments were conducted and revealed that 75 % of the target participants improved their reading and writing skills. Before the tutorial program, Aliya (one of those students) could neither read nor write letters, words and names properly. After going through the systematic tutorial session for about 7 months, she is now able to read and write words, sentences and simple paragraphs. This improvement has increased her motivation and as a result she has started to love her education and learning and is actively participating in reading competitions.

Skilled and Involved Youth

ChildFund has been supporting youth development through its three key intervention areas: livelihood education preparation for youth, youth reproductive health service and education; and leadership and social engagement for youth. As a result, the following achievements were obtained through the joint effort of ChildFund and its partners:

Livelihood Education

The primary focus of the youth programming at ChildFund is to support DEV youth so that they succeed in their education. Accordingly, all LPs have been exerting maximum effort to provide all the necessary support for those who managed to pursue their tertiary level of education. Through continuous coaching and financial support, the Aynage LP has enabled 12 youth people (5 females, 7 males) to join higher education institutions. Moreover, the Dugda LP provided support for 44 youth to attend tertiary level education, which approximately 32% graduated in FY14 and prepared for job placement. Lelia Temam, one of the youth, graduated from Gondar University in nursing with a 3.6 GPA. This demonstrates ChildFund's commitment to enabling disadvantaged youth to achieve the highest level of education.

Over the past fiscal year, a significant number of youth also got the opportunity to change their lives and their families' lives as a result of being employed at a decent wage in non-exploitive work environment, or starting small businesses following completion of vocational and skill training based on market needs. Examples of achievements were: (1) 111 unemployed youth in Arada drastically changed their livelihood by transitioning from dependency to self-reliance after completing training in areas such as food preparation, hair dressing, mobile phone maintenance and obtaining a driver's license. After graduation the majority of them were employed in various governmental and private organizations and started to earn a monthly income; (2) 11 youth who attended a four month driver license course were employed by private organizations and started earning a decent monthly income; (3) 8 youth were able to open beauty salons after receiving training in hair dressing and salon management; (4) 34 youth were linked with microfinance to access credit after being trained on cattle fattening and ruminant petty trade; and (5) a youth with a disability, living in Siraro, got the opportunity to complete vocational training and start a small business.

2014 Program Achievements (continued)

For those who opted for starting micro businesses, different working tools were distributed. For instance, out of the 56 youth who completed Entrepreneurship and Business Management training, 12 female youth were organized into three groups and received all the necessary tools, materials and furniture to open beauty salons. Similarly, in Fentale, one youth with a disability was trained in mobile maintenance and equipped with a computer and other maintenance tools so that he could open his own repair shop.

As a result of similar interventions in Boset, the proportion of youth who benefitted from technical and vocational school training and entered employment in the formal or non-formal sector increased from 21.1% to 30.1%. ChildFund Ethiopia's youth programming also involves encouraging youth to develop the habit of saving. In Sodo Buee, for instance, 72 youth were trained in Community Self-Help Savings Groups (CSSG) and began saving. They also accessed credit to engage in petty trade and started generating income.

Reproductive Health Education and Services

Most ChildFund LPs facilitate comprehensive reproductive health (RH) education and services for youth. For instance, in FY14, 97 youth in Siraro and 19 health care providers and Health Extension Workers in Buee completed training in youth friendly reproductive health, HIV counseling and testing, and other related issues. The training enabled the health care workers to provide RH services in a youth friendly manner, which in turn increased the number of youth using the services. Because of youth friendly reproductive health service and education provided by the Boset LP, the percentage of girls aged 15-24 that became pregnant before the age of 15 reduced from 26.75% to 20%, while in Buee, the number of abortions drastically dropped to only 6 in the last six months compared to 66 abortions performed in the same length of time in past years.

To pass on the necessary information around RH and other issues, LPs often use in-school and out-of-school clubs, by providing them with life skills training, toolkits and the forum, particularly for out-of-school clubs. In-school youth become engaged in various clubs, including girls clubs. As a result, these youth not only demonstrate increased problem solving, negotiating and decision making skills, but also decreased school dropout rates and increased academic performance. Out-of-school youth clubs have also been highly involved in different community awareness raising programs through drama, music and sensitization dialogues. As a result, in Dugda (Dugda woreda health office), HIV prevalence decreased to 1.6%.

Leadership and Social Engagement

Enhancing leadership skills among the youth, which leads to engagement in their community, is also one of the goals of ChildFund Ethiopia's youth programming. ChildFund provides leadership training and supports youth in taking leadership positions in community-based structures. As a result, various LPs report that the youth who entered leadership positions in different clubs improved and this increased their self-esteem, allowing them to have a positive outlook for their future. In FY14, youth in Fentale received leadership training. Further, they got an opportunity to voice their concerns in their community, locality, and schools. In Boset, establishing and mentoring the youth association and federation has enabled youth to develop their leadership skills and competencies as well as promoted their social engagement.

2014 Program Achievements (continued)

Disability Inclusion at ChildFund Ethiopia



Inclusive Education

Disability inclusion is one of the three issues that ChildFund Ethiopia is mainstreaming across its programs. Towards that end, ChildFund Ethiopia has entered into long term partnership with the Ethiopian Center for Disability Development (ECDD), which is a pioneer disability organization. Over the past two years, ECDD has provided training of trainers to all LPs on inclusive programming in general and inclusive education in particular. Following that, all LPs have developed inclusive education programs and their effort is being supported by the Government. Relevant stakeholders, who in one way or the other affect the education of children with disabilities, have received information to raise their awareness on the importance of education for children with disabilities. Parents of children with disabilities have improved their awareness on the importance of education for their children, regardless of their disability. School communities (teachers, support staff and students), Parent, Student and Teacher Associations (PSTAs) and local level education bureaus are acquainted with basic information on disability and disability friendly languages.

Apart from mainstreaming disability, disability focused projects have been designed and implemented across the board. One good example is the project that targets the Yekatit 23 Special needs school. This project provided the highly needed materials and furniture, but more importantly trained teachers in sign language, raised the awareness of the school community and parents, and made key facilities such as the library, ICT center and laboratory, disability friendly. As a result of this project, children with disabilities who were socially isolated and exposed to diverse and multilayered problems and abuses are now better looked after by their parents as well as by society at large, and their basic needs for accessible education are being addressed.

Nhemiya worke, a 12 year old girl, is one of the students who got the opportunity to be enrolled at the Yekatit 12 school after being isolated for 12 years due to her hearing and speaking impairment. Children her age are now in grade seven while she is just starting school and in grade one. Both of her parents are alive, however, since they live in a remote rural area and have to support their other children, Nhemiya had to come to Addis Ababa to live with her relatives. She expressed the positive change in the community's attitude and her caretakers' perception towards children with disabilities by saying *"Had it not been for the house to house search by the teachers of Yekatit 23 and the training and awareness raising education provided to the community on disability, I would have stayed at home and would have no access to school for the rest of my life."*

2014 Program Achievements (continued)

Programs—Agriculture

The Family-based Economic Strengthening and Environmental Protection Project is a 30-month long agricultural project being implemented in Silte/Aynage (SNNP Region) and Boset (Oromiya Region). This is a unique project that combines environmental protection with economic strengthening of families by facilitating sustainable livelihoods from agriculture through effective natural resource management. The project identified a total of 450 (300 in Silte/Aynage and 150 in Boset) women and got them organized into 9 (six in Silte and three in Boset) women producer groups. The women producer group members completed training in natural resource management, business management and entrepreneurship, gender equity in natural resource management and harmful traditional practices (HTP). To enable them to earn sufficient income that allows them to take better care of their children, all the women were trained in production of energy saving stoves.



Although the project's target is to produce 250,000 seedlings in 9 intervention kebeles of two operational woredas, within the first year of the project alone, a total of 498,451 (420,338 in Silte/Aynage and 78,113 in Boset) seedlings have already been produced (i.e., exceeded the goal by 99%). This is due to the motivation and high spirit the project was able to instill among the women and other stakeholders. The afforestation or plantation was done mainly in area closure and degraded areas given to the women's groups, including some new and drought resistant varieties of seedlings like Moringa and Jatropa, they also planted the seedling in their own backyards. In addition to the contribution this will have on the environment, the women were able to make extra money by selling extra fruit seedlings, as well as by producing and selling energy saving stoves. A total of 842 energy saving stoves were produced by the women, of which 607 (72%) stoves are already sold. The 607 stoves that were sold enhanced the economic and social benefits of women in addition to protecting the environment. The stoves also improve the health and safety of the families by reducing indoor air pollution and severe health risks that could arise from smoke inhalation. Further, their use reduces the number of hours women and children spend in gathering firewood, often from the risky areas. Moreover, members of the women's group have developed a strong culture of saving by putting aside some money from what they earn from this project. The women collectively could save a total of 49,055 ETB (equivalent to \$2,582 USD), which is an amount they thought they would never manage to save.



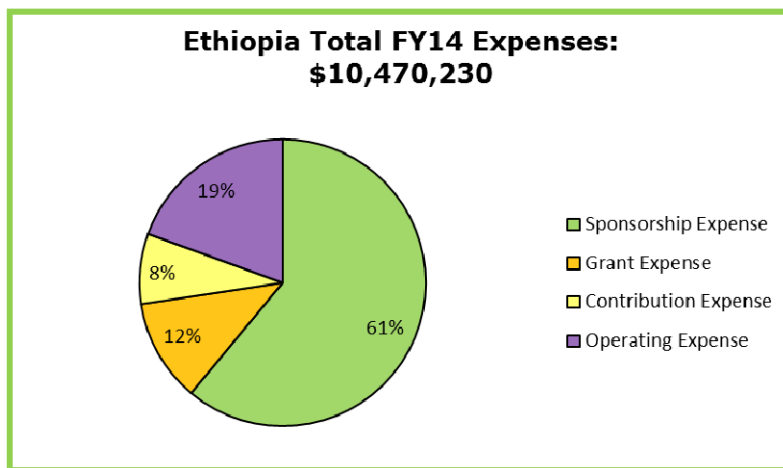
In addition to the financial and in-kind benefits, the women have gotten the opportunity to develop their leadership capacity while engaging in the group activities and managing the groups. The leadership skill further enhanced their participation, commitment and decision making ability in relation to natural resource management. This project also demonstrated the benefit of meaningful cooperation in bringing about results as the community, Kebele Development Agents, woreda government office, kebele administration structure and school communities were all committed to the cause of the project and contributed towards its smooth implementation. It was noted that other factors are contributing to the results, including continuous awareness creation sessions, community meetings and training.

Challenges

The challenges for ChildFund Ethiopia include:

- Inadequate management and governance capacity at the Local Partner level has affected the pace of program implementation.
- Staff turnover both at the NO and Local Partner levels, leading to slow pace of program implementation.
- Long project approval process at various government levels.
- Drought in some of the regions of the country which diverted most of the focus to life saving and food security.

Financial Report



Ethiopia FY14

Sponsorship Expense	6,390,739	61%
Grant Expense	1,212,622	12%
Contribution Expense	828,720	8%
Operating Expense	2,038,150	19%
Total Expense	10,470,230	100%

ChildFund Alliance

Sponsorship: At the end of FY14, ChildFund Ethiopia had 29,934 active sponsorships from the following Alliance members: (1) ChildFund International (11,090); (2) ChildFund Australia (5,607); (3) ChildFund Korea (4,503); (4) Taiwan Fund for Children & Families (3,139); (5) Barnfonden (1,805); (6) ChildFund New Zealand (1,469); (7) ChildFund Deutschland (889); (8) Un Enfant par la Main (518); (9) ChildFund Ireland (463); and (10) BORNEfonden (451).

Grants: ChildFund Ethiopia received a grant from Barnfonden, totaling 5,217,970 birr (\$257,150 USD) for implementing its Safe Motherhood and Youth Reproductive Health Project, in the Dugda and Boset districts. The goal of this 18-month project is to increase access to quality maternal, reproductive health and protection services for both mothers and youth, with an ultimate aim of contributing towards safe motherhood, child survival and development.

Contributions: During FY14, ChildFund Ethiopia received \$129,236 in contributions for its projects and programs from Barnfonden (\$93,634), ChildFund Korea (\$22,720), Un Enfant par la Main (\$10,346) and ChildFund Australia (\$2,536).

Why Sponsorship is Important

"My name is Lidya Zenebe. I am 20 years and a third year student of medicine at Addis Ababa University, College of Medical Sciences. Along with my college classes, I am a volunteer at the Ethiopian Cancer Society where I serve in various community based awareness activities. I was enrolled in ChildFund Ethiopia in 1999 and received a sponsor in 2000. I was living with my single mom with no shelter and not enough food. My mother couldn't afford house rent and my school fee. Our daily condition was very devastating. Petty trade, which my mother used to do, was the only means of our livelihood. I felt very happy when I got the chance to enroll in to ChildFund's sponsorship program, out of hundreds of children in our village.



I benefited from so many life changing things from ChildFund's sponsorship program such as the payment of school fees, provision of uniforms, textbooks, DFCs and medical provision.

The sponsorship program has also been an opportunity to develop my skill of self-expression during the process. The very concept of letter formation was the best experience I have learned during my childhood. As a young child, I experienced the joy of letter writing. Letter writing and pictures were the main means for the communication I had with my sponsor. It was an amazing experience as it was a chance for me to express myself and tell what I feel about my sponsor. It also helped me develop my skill of letter writing sometimes even in English. I also had an amazing experience in recreational visits we used to make to country sides. Together with letter correspondence and short trainings by ChildFund, the sponsorship program helped me not only in materials but in skills like oral and written communications. I would like to thank ChildFund for the kind and unreserved support it has given me."

"My name is Yiheyis Fisha and I am 20 year old. My parents have no viable source of household financial income to make our living. They couldn't afford my school fees and materials. Our subsistence depends only on my father's monthly small salary which is not enough for household supplies after half of it is paid to rent the small house we live in. I remember part of my childhood being a street shopper, selling some stuff to cover my school supplies. The feeling was amazing when I got the chance of sponsorship in ChildFund because I knew the fact that ChildFund sponsorship helps much, especially for my education. After being enrolled in ChildFund Ethiopia in 2000 things began to change. I began feeling better about myself, my family and life. It was an amazing experience to enjoy new school materials and clothes every school year since my early grades. I benefited from so many life changing things from ChildFund's sponsorship program such as the payment of school fees, provision of uniforms, textbooks, and designated fund certificates (DFCs) and medical provision.



Why Sponsorship is Important (continued)

It was also very good luck for me to experience new skills like art and painting because of the training I received from ChildFund Ethiopia later when I was in high school. In my early childhood, I extremely enjoyed drawing paintings using color pencils, which ChildFund used to give me annually. I gradually developed the interest and I am now a second year Fine Arts student at a reputed vocational training college, which wouldn't be possible if it was not for ChildFund Ethiopia. Through my paint sketches, I express my feelings about my community, the world and life. The sponsorship program helped me much in terms of developing this skill, nurturing me from an early age. Letter writing and its associated skills like reading and writing were also other things I benefited as part of ChildFund's sponsorship program. The three parts of a letter, the intro, the body and the closing, are my early knowledge of the subject. Letter writing and my paintings were the main ways of communication with my sponsor. It was an amazing experience as it was a chance for me to express myself and tell what I feel about my sponsor. The sponsorship program helped me not only in materials but in skills like oral and written communication, but more importantly in finding my career niche, which is art. Thank you ChildFund for the help I have been receiving and helping me in my personal development through the process."



Where We Work

